

ENGL 2312

Fall 2026

Dr. Xinyuan Qiu

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Class meeting: T Th, 4:30 – 5:45

Meeting Link: <https://teams.microsoft.com/meet/217144131641305?p=lxJb8dGdF0mLorktG>

Meeting ID: 217 144 131 641 305

Passcode: 3LW23S6j

Office hours: Monday 1 – 5, 6 – 8 pm; T and Th, 1 – 3, 6 – 8 pm (by appointment)

Digital Reading and Writing

Course Description

This course introduces digital tools and platforms to cultivate digital literacy and composition skills. Visualizing tools are introduced to process verbal texts into charts, maps, routes, word clouds, and other graphics. Students learn new methods to parse complex texts, gain a fast grasp of their meaning, analyze them visually, discover patterns, and generate their own graphic narratives. Students learn a variety of genres in multimedia writing and practice graphic design, video/audio recording, and editing, graphic design, web design, and online publishing. Students learn to take critical and reflective approaches to reading and processing digital information.

Course Learning Objectives

After taking this course, you will be able to

- Demonstrate fundamental knowledge and understanding of common genres, media, and platforms for digital writing
- Identify the audience, the context, rhetorical situations, and the issue of accessibility in their selecting appropriate genres, media, and platforms for digital writing
- Use digital tools to analyze and visualize verbal texts
- Take critical and reflective approaches to digital tools, platforms, and information published thereby.
- Acquire basic skills in critically using AI visual generators
- Apply a combination of visual and audio techniques in writing

BA English Student Learning Outcomes (SLO)

- English majors will be able to construct documents that demonstrate coherence, development, organization, and appropriate/effective grammar, usage, and mechanics.
- English majors will be able to analyze and interpret literary works by applying principles of critical thinking, literary criticism, or theoretical engagement.

- English majors will be able to produce researched documents that demonstrate the ability to locate a variety of credible sources, employ them effectively through quotations and paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using the style appropriate to the document.

Marketable Skills

- Students will communicate effectively in writing and speaking.
- Students will use different research strategies to address problems and develop ideas that engage a variety of perspectives.
- Students will recognize how social and cultural contexts shape meaning and language

Texts

- Reading materials are posted on Blackboard. **Please look for them in corresponding weekly folders.** For instance, course materials for week 1 can be located in "Week 1" folder.

Assignments and Grading

Attendance -----	5%
Participation -----	5%
Weekly homework -----	15%
Individual projects -----	20%
Group project (Wiki article) -----	20%
Reflection journals -----	20%
Showcase -----	15%

Letter Grade Scale

A	B	C	D	F
90% - 100%	80% - 89%	70% - 79%	60% - 69%	Below 60%

Class Policies

Attendance

To engage in this course, you are supposed to attend classes. Attendance will be taken at the start of each class. Though some laxity will be granted for unexpected situations, you are supposed to

email me beforehand or afterwards (in case of emergencies) with justifiable reasons if you are going to be absent.

Participation

Attending and sitting in classes silently will not give you credit for participation. To obtain credit, you are supposed to engage actively in class and group discussions. There will be sessions that start with a go-round-classroom discussion. This is a good opportunity for you to make contributions.

Electronic Devices

Frequent consultation of your phone is not allowed in class. Laptops and tablets are only allowed to access materials related to this class.

Late Work Policy

You should work to meet the deadlines of assignments as listed on this syllabus. Although I do not encourage procrastination, I understand sometimes you could feel stuck or encounter difficulties in writing. Start working as early as possible. Trying to write an essay from scratch only a few hours before deadline produces nothing but stress and terror. Reach out to me when you feel not able to meet a deadline, and we will figure it out together. A late submission without prior notice and my consent will not be graded.

AI Policy

In this course, students shall give credit to AI tools whenever used, even if only to generate ideas rather than usable text or illustrations. When using AI tools on assignments, add an appendix showing (a) the entire exchange, highlighting the most relevant sections; (b) a description of precisely which AI tools were used (e.g. ChatGPT private subscription version or DALL-E free version), (c) an explanation of how the AI tools were used (e.g. to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of the conceptual territory, illustrations of key concepts, etc.); (d) an account of why AI tools were used (e.g. to save time, to surmount writer's block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.). Students shall not use AI tools during in-class examinations, or assignments unless explicitly permitted and instructed. Overall, AI tools should be used wisely and reflectively with an aim to deepen understanding of subject matter.

Class Schedule

Week	Date	Class Activities	Homework
1	Aug 25	- Intro to the course - Syllabus and Q&A - Survey	Finish and submit the survey
	Aug 27	Intro to Voyant	

Week	Date	Class Activities	Homework
		Workshop: practice with Voyant	- Finish your Voyant visualization - Write a reflection journal
	Aug 30	Voyant project and reflection journal due (Blackboard, by the end of the day)	
2	Sept 1	Intro to Tableau	Collect a set of your own data
		Workshop: practice with Tableau	
	Sept 3	Workshop: visualize your own data	Submit your data visualization
		Intro to image generator	
3	Sept 8	Workshop: generating images and short videos	- Finish and submit your products - Write a reflection journal
	Sept 9	Image/short video project and reflection journal due (Blackboard, by the end of the day)	
	Sept10	Introduction to Gephi	Collect your date for Gephi
		Workshop: practice with Gephi	
4	Sept 15	Workshop: visualize your date in Gephi	Finish your visualization and prepare for showcase
	Sept 17	- Gephi showcase - Intro to interactive fiction and Twine	Reading Orunge by Jennifer Reuter, Jessica Moore
5	Sept 22	Workshop: creating a simple Twine story	Work on your story
	Sept 24	Intro to variables	Expand and refine your story
		Workshop: applying variables	
6	Sept 29	Intro to style	- Polish your story - Write a reflection journal
		Workshop: applying style to your Twine story	
	Sept 30	Twine story and reflection journal due (Blackboard, by the end of the day)	
	Oct 1	Intro to video essay	Reading Find an example of your own
7	Oct 6	- Video essay discussion - Sample showcase	
	Oct 8	Intro to podcast	Find an example of your own
8	Oct 13	- Podcast showcase - Video essay vs. podcast	Find a topic for a video essay or podcast
	Oct 15	Workshop: outlining a video essay or podcast	Finish outline
9	Oct 20	Intro to Wikipedia article	

Week	Date	Class Activities	Homework
	Oct 22	Group work: - Brainstorm a topic for a Wiki article - Research planning	Look for Wiki articles related to the topic
10	Oct 27	Group work: - Analysis of Wiki articles - Outline	Outline your Wiki article
	Oct 29	Group research: sources	Collect and organize your sources
11	Nov 3	Group research: visuals	Collect and organize your visuals
	Nov 5	Layout and organization planning	Draw a plan
12	Nov 10	Draft the body text	Finish your text
	Nov 12	Draft: add links	Revise your text
13	Nov 17	Revise	Revise your article
	Nov 19	Polish and publish	Write a reflection journal
		Wiki project and reflection journal due (Blackboard, by the end of the day)	
14	Nov 24	Workshop: abstract writing and showcase preparation	Submit abstracts
	Nov 26	No classes (Thanksgiving Day Holiday)	
15	Dec 1	Symposium showcase	

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. To help protect confidentiality, students seeking accessibility/accommodation(s) services must submit the [Accommodation Request Form](#) located on our [website](#). Students are welcome to call the Office of Accessibility Services at 432-837-8203 or stop by Ferguson Hall Room 112 if they have any additional questions regarding the process. Our mailing address is PO Box C-122; Alpine, TX; 79832.

Student Responsibilities Statement

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources ***unless permission is expressly given*** for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If

you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Helpful Resources on Campus

Libraries

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Contact

- srsulibrary@sulross.edu
- srsuarchives@sulross.edu
- Eagle Pass (D-129) Front Desk: 830-758-5035

Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting Timelycare/SRSU. The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Writing Center

The Writing Center provides tutoring support for your brainstorming, writing, and revising. I encourage you to make an appointment for a tutoring session. If you are interested, contact Robin Alvarez, Writing Center Coordinator, rka19ro@sulross.edu. To access the Writing Center page, go to **Blackboard**. If you are logged into Blackboard, all you have to do is click this link: https://shsu.blackboard.com/ultra/organizations/_195798_1/cl/outline

Tutoring Center

The Lobo Den Tutoring Center offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

Important Information

- **Drop-in and Scheduled Appointments:** Flexible options to fit your needs.
- **Hours of Operation:** Monday–Friday, 8:00 AM – 5:00 PM.
- **Workshops:** Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
- **Location:** BWML Room 128.
- **Contact Us:** For more information or to book an appointment, email tutoring@sulross.edu or call (432) 837-8726.

Looking for additional support?

- **Tutor.com** offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
- **Access Tutor.com via Blackboard:** Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!