

# RESEARCHING THE NEW YORK SCHOOL

## BUILDING MULTIMODAL COMMUNICATION & RESEARCH SKILLS

### Course Texts

*New York School Painters & Poets: Neon in Daylight*  
edited by Jenni Quilter  
(provided as PDF)

Additional PDFs and readings will be posted on iCollege.

### Dr. Sturm's Contact Info & Office Hours Schedule

**Email:** [nsturm@gsu.edu](mailto:nsturm@gsu.edu)

#### Office hours for Spring

**2022:** In-person office hours are on Tuesdays 3:45-5pm at 25 Park Place Room 2335.

Virtual office hours via Zoom are available by appointment based on our shared availability and schedules.

#### Zoom Link for Office Hours:

[https://us04web.zoom.us/j/71971168022?](https://us04web.zoom.us/j/71971168022?pwd=BRJGWYV4byj8uWsQ2kppq9iGYSzWU.I)

[pwd=BRJGWYV4byj8uWsQ2kppq9iGYSzWU.I](https://us04web.zoom.us/j/71971168022?pwd=BRJGWYV4byj8uWsQ2kppq9iGYSzWU.I)

Meeting ID: 719 7116 8022

Passcode: oaRsGS

See Page 7 of this syllabus for policies related to COVID-19 and wearing face masks

### Course Description

This Honors Program course will utilize poetry, painting, and film from a constellation of artists and writers associated with what's known as the New York School to explore the multimodal languages of American art practices. By activating the etymological root between the words experiment and experience—"experiri," meaning "to try or to test"—this course will try and test various creative and critical approaches to the arts to gain an experiential, historical, and rhetorical understanding of aesthetic innovation in the global cultural center of New York. Utilizing our multimodal curriculum, students will engage with visual and nonverbal communication through the visual rhetorical analysis, create research projects utilizing archival material, and experiment with data visualization techniques and analysis. This course will approach these artists and the questions their work provokes in contemporary American culture as it relates to gender, race, sexuality, representation, and politics as well as other themes and concepts. We will actively participate in and contribute to this aesthetic and scholarly discourse in an effort to develop effective strategies of multimodal communication. By the end of the semester, students will be in a position to critically appreciate poetry, painting, and film among other genres and mediums as a means of becoming more adept and confident communicators.



"unknown individuals," Raymond Danowski Poetry Library Collection, Stuart A. Rose Manuscript, Archives, and Rare Book Library, Emory University.

## Artifact 1

### Describing Visual Art:

Students will individually write a visual rhetorical analysis of an avant-garde work of art and create an informative website that hosts their writing and research.

## Artifact 2

### Little Magazine, Big Data:

Students will work in groups to research an avant-garde little magazine and create an informative website about that magazine's history, aesthetics, contributors, and how it speaks to or creates a community of artists. Each group will create multiple data visualizations to represent the information contained in these little magazines (*0-9*, *Big Sky*, *Mother*, *Soup*, *C Comics*).

## Artifact 3

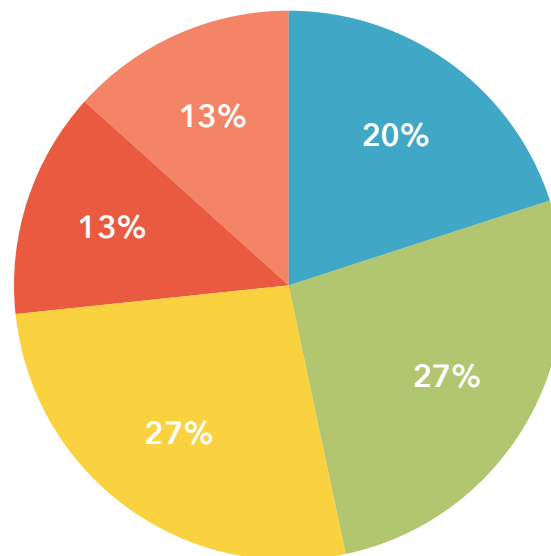
### (Re)Making The World:

This research project will allow the entire class to collaborate on a digital humanities project that investigates the first 41 issues of New York School little magazine *The World*, all of the issues produced by mimeograph, through various aesthetic and cultural lenses. The artifact will result in a single collaborative website for the whole class.

# Assignments

Students will complete three primary artifacts and a final reflective portfolio. Assignments will include individual work and group collaboration in a variety of multimodal processes that will challenge and expand students' skills as readers and communicators.

- Artifact 1: 150 points
- Artifact 2: 200 points
- Artifact 3: 200 points
- Reflective Questionnaire: 100 points
- Participation: 100 points



Artifacts 1, 2, and 3 account for over half of the available points for the semester. Along with the reflective questionnaire, which functions as the final exam for this course, students' participation grade accounts for about 15% of the total grade. This 15% can raise or lower your final grade by one and a half letter grades and can determine whether or not you pass the class. Participation means active, inquisitive, professional engagement during discussion, among peers, and as translated into students' work. Completion of a series of process documents and questionnaires that related to assigned readings also factor significantly into the participation grade. Questionnaires will be evaluated based on attentive and timely completion.

## COURSE SCHEDULE IS SUBJECT TO CHANGE OR UPDATE AT ANY TIME

Week 1	IN-CLASS	WHAT TO DO
Tuesday, January 11	Introduction to course	Fill out Statement of Understanding & Complete email assignment on Baraka FBI files by 1/18
Thursday, January 13	Discuss poems from Poetry Packet PDF and view paintings	
Week 2		
Tuesday, January 18	Discuss readings, view paintings, and discuss poems from Poetry Packet PDF	<b>DUE:</b> Turn in Statement of Understanding to Dr. Sturm & complete email assignment on Baraka FBI files; Read Ratcliff "Modus Vivendi," Berkson "Foreward," and Quilter "Introduction: This Leaving out Business" and "Go on Your Nerve" from <i>New York School Painters &amp; Poets</i> PDF
Thursday, January 20	Discuss readings, view paintings, and discuss poems from Poetry Packet PDF	<b>DUE:</b> Questionnaire 1; Read Quilter "Depth and Surface" and "Continuing the Conversation" from <i>New York School Painters &amp; Poets</i> pdf
Week 3		
Tuesday, January 25		<b>DUE:</b> Questionnaire 2 on "The Lonely Palette" podcast
Thursday, January 27	In-class work & planning	<b>DUE:</b> Artifact 1 Proposal
Week 4		
Tuesday, February 1	In-class work & planning	Bring research materials to class
Thursday, February 3	In-class work & planning	Bring research materials to class
Week 5		
Tuesday, February 8	In-class peer review	<b>DUE:</b> Draft of Artifact 1 description
Thursday, February 10	In-class work & planning	Bring research materials to class
Week 6		

Tuesday, February 15	In-class peer review	<b>DUE:</b> Draft of Artifact 1 website
Thursday, February 17	In-class work & planning	<b>DUE:</b> Artifact 1 (submit on iCollege by 11:59pm Sunday 2/20)
<b>Week 7</b>		
Tuesday, February 22	Introduction to Artifact 2	Begin to explore little mags with groups during class
Thursday, February 24	Discuss readings	<b>DUE:</b> Questionnaire #3; Read "What's New" by Paul Blackburn (1964); "The Mimeograph Revolution" in <i>The Times Literary Supplement</i> (August 1964); and "An Informal Timetable of Coffee-House Activities in New York" by Carol Berge (1965)
<b>Week 8</b>		
Tuesday, March 1	Discuss readings	Read "Space Occupied: Women Poet-Editors and the Mimeograph Revolution in Mid-century New York City" by Rona Can (2020) and "Toward Building a Digital Index of Little Magazines of the 1960s" by James Elmborg (2018)
Thursday, March 3	In-class group work & planning	<b>DUE:</b> Artifact 2 Proposal due on iCollege by start of class; Bring research materials to class
<b>Week 9</b>		
Tuesday, March 8	In-class group work & planning	Bring research materials to class
Thursday, March 10	Dr. Sturm in Baltimore	NO CLASS
<b>Week 10</b>		
Tuesday, March 15	SPRING BREAK	NO CLASS
Thursday, March 17	SPRING BREAK	NO CLASS
<b>Week 11</b>		
Tuesday, March 22	In-class group work & planning	Bring research materials to class

Thursday, March 24	In-class group work & planning	<b>DUE:</b> Artifact 2 (submit on iCollege by 11:59pm Sunday 3/27)
<b>Week 12</b>		
Tuesday, March 29	Introduction to Artifact 3	
Thursday, March 31	In-class work & planning	Bring research materials to class
<b>Week 13</b>		
Tuesday, April 5	In-class work & planning	Bring research materials to class
Thursday, April 7	In-class work & planning	Bring research materials to class
<b>Week 14</b>		
Tuesday, April 12	In-class work & planning	Bring research materials to class
Thursday, April 14	In-class work & planning	Last day of in-person class
<b>Week 15</b>		
Tuesday, April 19	Dr. Sturm in Paris	NO CLASS
Thursday, April 21	Dr. Sturm in Paris	NO CLASS; <b>DUE:</b> Artifact 3 (submit on iCollege by 11:59pm Sunday 4/24)
<b>Finals Week</b>		
April 26-May 3		<b>DUE:</b> Reflective Questionnaire (submit on iCollege by 11:59pm Sunday 5/1); Please complete course evaluation form, too!

## Course Catalog Description

This course is designed to develop students' ability to construct written texts on a sophisticated level. It emphasizes critical reading and writing of various sources and incorporates advanced research methods. In addition, it emphasizes more advanced rhetorical issues, including invention strategies, arrangement, selecting and analyzing evidence, and developing appropriate style. *Passing grade is C.*

## Learning Objectives

### Learning Outcomes

By the end of this course, students will be able to

- understand and engage in writing as a process, including various invention heuristics, gathering evidence, drafting, revising, editing, and proof-reading

- understand the collaborative, social aspects of writing, including the ability to use writing as a tool for learning
- analyze, evaluate and draw inferences from information from various sources
- identify, select, and analyze and appropriate research methods, research question, and evidence for a specific rhetorical situation
- use grammatical, stylistic, and mechanical formats and conventions appropriate to various rhetorical situations
- integrate others' ideas with their own, and produce well-reasoned, logical argumentative essays with evidence appropriate to the rhetorical situation

In addition to these common objectives, students will:

- Develop individual processes of multimodal communication.
- Develop and hone both critical thinking skills and an aesthetic awareness of critical issues.
- Learn to approach all texts (visual, written, digital, etc.) through a critical lens.

### **Approach to the Course**

As a hybrid workshop-seminar that pairs daily reading and media interaction with reflection and analysis, your attentive presence and active participation in class discussions is necessary to your success and, when it comes to collaborative work, your peers' success as well.

## **Policies**

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### **Expectations of a University-Level Student**

English 1101, 1102, and/or 1103 are often the first university-level classroom experience for most students and may be one of your first classes at GSU. The expectations in this space and community may be very different from those of your previous classrooms and teachers. The following suggestions will help you succeed in this class and others at the college level

- Read and know the policies stated on the course syllabus
- Adhere to all submission guidelines and procedures set out by your instructor
- Attend class
- Attend class prepared to participate, having completed any assigned work for the day, and to complete any work assigned in class
- Follow the posted schedule for the course for attendance and work
- Keep track of all deadlines and tasks whether given on a printed calendar, in an electronic form (e.g., email or iCollege), on the board, or verbally in class
- Correspond with your instructor in a respectful and polite way
- Talk to your instructor and ask questions when they arise (this may be in class, via email, or during office hours)
- Schedule an appointment or stop by during office hours to discuss details of your coursework, grades, or any other private matters (the classroom is public and not the best place for these conversations)

### **Community**

We are part of a learning community dedicated to supporting a positive environment for all participants. We must treat one another with **respect** at all times. Professional courtesy and sensitivity are especially important relating to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, and nationalities. Disruptive behavior such as disrespecting a member of the class, eating, sleeping, text messaging, web browsing, holding personal

conversations, or doing work for other classes does not support this community. If you are disturbing the class, I may ask you to leave for the day, forfeiting any in-class assignments we may complete after your departure. If disruptive behavior continues or a pattern of disruption occurs, additional steps may be taken, including permanent removal from the course. Keep in mind that our community does not end at the classroom door, but extends to our iCollege space, course emails, and all other out-of-class environments used for our course interactions.

Please see [http://codeofconduct.gsu.edu/files/2016/09/Disruptive\\_Student\\_September9\\_2016.pdf](http://codeofconduct.gsu.edu/files/2016/09/Disruptive_Student_September9_2016.pdf) for information regarding GSU's Disruptive Student Behavior Policy.

### **Mature Themes**

Quite often, course materials and class discussions will deal with issues of gender, sexuality, race, and violence, and other potentially sensitive and/or triggering topics and themes. In such cases, I expect students to be respectful, and to approach both the material, your classmates, and me with the utmost maturity. If students are at any point unsafe or anticipate being uncomfortable, I encourage you to come speak with me as soon as possible. If you ever need to leave the classroom due to course content, you have my complete consent to do so.

### **Community of Care and Mental Health Resources**

Being a student can be stressful; you often have a lot to manage between classes, personal life, family, and work. In addition, writing and composing are vulnerable acts. As part of our effort to form a supportive community in this class, we should strive to look out for one another. A kind word, an enthusiastic comment about a peer's writing, or simply offering to listen can go a long way toward this goal. If stresses emerge regarding your course work, please speak with me. I will strive to support each of you in your academic life.

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may impact your ability to attend class, concentrate, complete work, take an exam, or participate in daily activities. Problems with relationships, family worries, loss, housing or food insecurity, or a personal struggle or crisis can also contribute to decreased academic performance. In these cases, please consider taking advantage of the resources the university provides through the Dean of Students' Office or the Counseling and Testing Center. You can reach Counseling at <https://counselingcenter.gsu.edu/> and 404-413-1640 and the Dean of Students Student Advocacy team at 404-413-1515.

### **Attendance/Punctuality/Participation**

Attendance is expected and integral to success in the course. You should come to class each day, on time and prepared to work, and be sure to stay for the duration of the class. While in class, focus on the work of the day in our course and refrain from conducting personal business or work for other classes. A 15% portion of your final course grade is connected to daily writing and activities structured to help you be successful in the course. This 15% can raise or lower your final grade by one and a half letter grades and can determine whether or not you pass the class. If you ever have questions about your course grade or attendance record, please feel free to ask me. We will go over your current standing and how, if needed, you may improve your engagement in class and your in-class writing grade.

Our course is designed as a face-to-face course and, as such, your success will rely on your being in class to interact with course materials, other students, and me. Even though we may use iCollege and other online platforms for discussions and completing work, nothing can replace the in-person



interaction during class. For this reason, no daily writing or in-class work can be made up if you are absent. In other words, you can't simply make up work on your own, submit it to iCollege, and presume I will accept it.

Just as your attendance is critical to your success in this course, so is your active participation. This means regular, meaningful contributions to our class discussions, be they ideas, statements, questions, or written responses. Participation in a university-level classroom may seem intimidating at first. Some of you may be nervous speaking in front of others—you're not alone as most of us have been there. Public speaking is unavoidable, both for the duration of your academic career and beyond. Overcoming this unease is remarkable, and is something you should be very proud of. Additionally, because we are a learning community, your thoughts and questions are absolutely vital to the success of our class. We will all work to make our class a place where all feel comfortable sharing their work and ideas.

### **Supplemental Attendance Policies related to COVID-19**

Students who want to do well in this course will attend class following the attendance policy. You will need an excused absence due to illness. GSU has a new process for students seeking excused absences through the Dean of Students Office. Please submit documentation to <https://deanofstudents.gsu.edu/student-assistance/professor-absence-notification/>. I will then be notified by the Dean of Students of any excused absences. **Anyone who has a positive COVID test is encouraged to alert the university so that appropriate contact tracing can be conducted.**

### **Wearing a Face Mask in Class**

You are encouraged to wear a face covering in all class meetings. I know that face masks may make some aspects of class more difficult. It will be harder for us all to project our voices and read each other's facial expressions. However, I am willing to sacrifice these elements since wearing a mask is one thing I can control to support the health and safety of our community. Be aware that wearing face mask is not required by GSU, so there is no penalty if you choose to not wear a mask. Our university community has a strong tradition of upholding the value of mutual respect, we therefore ask students to not engage in behavior that would be disruptive if your fellow students make a different choice about wearing masks. If you have concerns, please discuss them with me and I will work to the best of my ability to provide a comfortable environment conducive to student learning.

### **Missed and Late Work**

Generally, late major projects and papers are not accepted. However, I understand that emergencies can arise. Late assignments will therefore be evaluated on a case-by-case basis in keeping with the university policy on excused absences. All major assignments must be completed to pass the course. Please see me to discuss allowances that I can make in the case of a necessary absence (such as a documented illness or family emergency).

### **Communication**

Assignment material, changes to our schedule, or other announcements will be made in class, sent via email, and/or posted on our class iCollege site. Remember, you are responsible for all information covered in class, including days you are absent. I suggest you share phone numbers or email addresses with at least one of your classmates in the event you must miss class one day.

If you would like to contact me outside of class, please do so via email or come by during my office hours. You may have questions or just want to chat—I encourage both! I typically check my email on weekdays during regular work hours. This means I may not receive an email you send on Friday night until Monday—plan accordingly. Additionally, while we each have preferred email accounts, I will



only send emails to your GSU student email account, per university policy. All correspondence, therefore, will come to yourcampusid@student.gsu.edu from my @gsu.edu faculty email account. Please check this account regularly as any communication outside of class will be sent to this address.

### **Artifact Submission**

All major assignments will be submitted electronically to our class iCollege site. Emailed assignments will not be accepted unless specifically noted otherwise in class or on an assignment sheet.

### **Plagiarism**

You should familiarize yourself with Georgia State's policy on Academic Honesty ([https://codeofconduct.gsu.edu/files/2019/07/2019\\_7\\_3\\_Academic\\_Honesty.pdf](https://codeofconduct.gsu.edu/files/2019/07/2019_7_3_Academic_Honesty.pdf)). This policy refers to every piece of writing you do for class, drafts, reading responses, and finished essays alike. If you are ever unsure what may or may not be plagiarism, please do not hesitate to ask me. In fact, I welcome your questions. Any work that is turned in to this class that is plagiarized or violates the university academic honesty policy will receive an automatic 0 for the assignment grade. Furthermore, I may refer you to the College of Arts and Sciences for further disciplinary action or course penalties.

Georgia State University defines plagiarism as “. . . any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own . . . [It] frequently involves a failure to acknowledge in the text . . . the quotation of paragraphs, sentences, or even phrases written by someone else.” At GSU, “the student is responsible for understanding the legitimate use of sources . . . and the consequences of violating this responsibility.” In addition, students are required to be honest in their academic work by writing their own papers. Handing in writing or other content you receive from someone else or allowing someone else to heavily edit or write work for you constitutes an academic honesty violation.

### **Incomplete Work**

In order to receive an incomplete, a student must inform the instructor, either in person or in writing, of his/her inability to complete the requirements of the course. A grade of incomplete will only be considered for students who meet the following three conditions: passing the course with a C or better; present a legitimate, non-academic reason to the instructor (documentation may be required); have only one major assignment left to finish. Assignment of incompletes and the terms for removal of the “I” will be set at the instructor's discretion.

### **Student Accommodations**

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Georgia State University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought. Also, please schedule an appointment with me so that we may discuss any accommodations you need in our class during office hours. To respect your privacy, we will not discuss these accommodations in class.

### **Writing Studio**

The Georgia State University Writing Studio writes, “The purpose of the Writing Studio is to enhance writing instruction by providing undergraduate and graduate students with an experienced reader who engages them in conversation about their writing assignments and ideas, and familiarizes them with audience expectations and academic genre conventions. We focus on the rhetorical aspects of texts, and provide one-on-one, student-centered teaching that corresponds to each

writer's composing process. Although we are not a line-editing or proofreading service, we are happy to discuss grammar concerns with students from a holistic perspective and offer additional resources that can aid students in building confidence. In tutor sessions, tutors will be alert listeners, will ask thoughtful questions, and will not judge or evaluate the work in progress. We offer confidential, 30 minute sessions (for undergraduate students) and 60 minute sessions (for graduate students) for face-to-face tutoring. Through Write/Chat, our online tutoring service, we also offer similarly-timed sessions for remote interactions. For instructors and faculty, the GSU Writing Studio often sponsors workshops and classroom visits, led by faculty and staff, on various topics dealing with academic writing. Finally, all are welcome to take advantage of our print resources and quick-help handouts that respond to the most popular requests and topics. Please visit the Writing Studio in 25 Park Place (The Sun Trust Building), Room 2420 or at [www.writingstudio.gsu.edu](http://www.writingstudio.gsu.edu) for more information. We look forward to seeing you."

This service is free and a valuable resource for all writers, and I strongly encourage you to take advantage of this space. Please note, that you will need to make an appointment for tutoring at [www.writingstudio.gsu.edu](http://www.writingstudio.gsu.edu), although you are welcome to stop by the Studio to get information or to get assistance with making an appointment.

### **Online Evaluation of Instructors**

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

### **Title IX at Georgia State University**

The Title IX Coordinators are the designated university officials with primary responsibility for coordinating the compliance with Title IX. This includes providing leadership for Title IX activities; providing consultation, education and training; and helping to ensure the university responds appropriately, effectively and equitably to Title IX issues. Contact information for the Title IX Coordinators are available at the bottom of [this site](#).