

Syllabus

Borders: Experience, Write, Create

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Course Description

This course invites students to explore linguistic, technological, and geopolitical borders through an exploration of their own experiences and a range of texts and experiences. These explorations prepare students to extend the conversations we have through the class to external audiences.

Course Goals (Student Learning Outcomes)

- During this course, students will
 - Learn about linguistic, technological, and geopolitical borders that intersect with their lived experiences through faculty-lead presentations of materials and service-learning experiences (weeks one and two)
 - Apply the information they learn and the understanding they develop through their service-learning experiences to articulate a revised understanding that is articulated in their week three reflections.
 - Create collaborative pieces of art that engage audiences outside of the classroom with their revised understandings of the borders explored in the class. (week four)
 - Identify visual components that communicate information in a nuanced way
 - Identify how visually aesthetic choices can influence an audience.

Assessment

This course will employ labor-based grading for its assessment of student work toward these goals. Labor-based grading assesses the quality of students' labor rather than the quality of their finished products. As such, it encourages students to experiment, fail, and try out new ways of thinking and doing. In this course, students will create weekly video labor journals that will be posted to their course DigiCation page. Professor Escobedo and Professor Bridgman will alternate weeks when they view and respond to students' labor journals.

You will complete 6 labor journals, three service-learning reflections, and three major projects for this course.