Grades will be proposals Research 2.5% of final grade each.

Research

Intra-

anticipate earning an outstanding 90

experience for each student and for the class as a whole

Class Participation

STUDENT EVALUATION & ASSIGNMENTS:

Evidence of progress will be assessed through the following:

Class Participation: Worth 20% of final grade. Active participation is a very important aspect in making this a successful experience for each student and for the class as a whole—if you don’t participate weekly in an outstanding manner you should not anticipate earning an outstanding 90-100% participation grade within this course. I will assess your performance based on you:

1. actively participating in class discussions, simulations, and activities—seeking challenges, persisting, and reflecting,
2. offering thoughtful insights which demonstrate knowledge of course readings,
3. respectfully responding to course members’ perspectives,
4. demonstrating concentration toward activities during synchronous class times.

Intra-uctions: Worth 30% of final grade. 12 intra-uctions worth 2.5% of final grade each. Weekly sharing of e/scapes from your assigned readings. These multi-modal responses can take any form as long as they are share-ready for class and submitted to Canvas. Anticipate in-class related discussion and questions in order for diverse connections between readings and reflections.

Material Experiments: Worth 25% of final grade. Presented weekly [check schedule for specific dates]. 10 assignments worth 2.5% of final grade each. Material experiments assigned for ‘homework’ and shared the following class.

Research-Creation Slide Sharing: Worth 25% of final grade. Presented on either Dec. 1 or Nov. 24. Students workshop their proposals for a line of inquiry related to NM concepts through presenting a poster-slide covering required elements.

Grades will be broken down as follows:

Class Participation 20%

Material Experiments [10 experiments in total, 2.5% of final grade each] 25%

Intra-uctions [12 intra-uctions in total, 2.5% of final grade each] 30%

Research-Creation Slide Sharing 25%

GRADING: An A grade will be 90% or above, B = 80-89%, C = 70-79%, D = 60-69%, and below 60% an F.
ATTENDANCE/LATE WORK POLICY: Attendance and full participation is essential in this class. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class. You will be contacted if you miss a class. Each student is allowed one absence. For more than one absence, the final grade will be lowered at least one letter grade. PLEASE NOTE: Any combination of two late arrivals or early leaves equals one absence. You are responsible for completing all assignments and turning them in on the due date. If you are absent you must e-mail work to the professor by the due date in order for it to be considered on time. Late assignments will be reduced one full letter grade. Late work will only be accepted one week after due date, except assignments due at the end of the semester, which will NOT be accepted late.

COVID-19 IMPACT ON ATTENDANCE: If you are experiencing any symptoms of COVID-19 please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or exposure.

MENTAL HEALTH RESOURCES: UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the issue or its severity. Listed below are several resources on campus that can support your academic success and mental wellbeing:

1. Student Health and Wellness Center, 1800 Chestnut St., Denton, TX 76201, (940) 565-2333 M-Th: 8am-5pm https://studentaffairs.unt.edu/student-health-and-wellness-center#programs
2. Counseling and Testing Services *, 801 N. Texas Blvd, Denton, TX, Suite 140, (940) 565-2741 M-F: 8am-5pm https://studentaffairs.unt.edu/counseling-and-testing-services
3. UNT CARE Team *, (940) 565-2648, careteam@unt.edu, https://studentaffairs.unt.edu/care

* Services are free of charge to University Students
If at any time you are feeling alone or in jeopardy of self-harm, reach out to the following:
- NATL Suicide Hotline: 800-273-8255
- Denton County MHMR Crisis Line: 900-762-0157
- Denton County Friends of the Family Crisis Line: (940)-382-7273
- UNT Mental Health Emergency Contacts:
  • During Office Hours [M-F 8am-5pm]: (940)-565-2741 • After Hour Calls: (940)-565-2741 • Crisis Text Line: Text CONNECT to 741741 • Live Chat: http://www.suicidepreventionlifeline.org

ACADEMIC INTEGRITY STANDARDS AND CONSEQUENCES. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA ACCOMMODATION STATEMENT. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

EMERGENCY NOTIFICATION & PROCEDURES. UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (e.g., severe weather, campus closing, and health and public safety emergencies).

ACCEPTABLE STUDENT BEHAVIOR. Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The University’s expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deansofstudents.unt.edu/conduct.

SEXUAL ASSAULT PREVENTION. UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648.
<table>
<thead>
<tr>
<th>DATE</th>
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| Week 1, Aug. 25 | Introduction                                   | • Documentation from the class uploaded | • Ahmed (2010). Orientations matter.  
• Bolt (2013). Introduction.  
• Jones & Woglon (2015). From where do you read the world?  
• Ulmer, Nordstrom, & Tesar (2017). Writing e/scape. |
| Week 2, Sept. 1  | Orientating                                    | • Syllabus Acknowledgement Sheet  
• Intra-umption 1 (e/scape Ahmed)  
• Material Experiment 1 | • Bennett, L. (2016). Thinking like a brick.  
| Week 3, Sept. 8  | Decentering the Human                          | • Intra-umption 2 (e/scape Schulte)  
• Bennett, J. (2010). Vibrant matter [chapter 4].  
• Strom, Ringrose, Osgood, & Renold (2019). Editorial. |
| Week 4, Sept. 15 | Creative Mattering                             | • Intra-umption 3 (your choice)  
• Material Experiment 3 | • Bennett, J. (2001). The wonder of minor experiences.  
• Coleman & Osgood (2019). PhEMaterialist encounters with glitter.  
• Osgood, J. (2019). You can't separate it from anything. |
| Week 5, Sept. 22 | PhEMaterializing                               | • Intra-umption 4 (e/scape Barad)  
• Barney (2018). Towards an immanent read.  
• Jamouchi (2020). Affective togetherness in arts education.  
• Springgay (2019). How to write as felt. |
| Week 6, Sept. 29 | Enchanting                                     | • Intra-umption 5 (e/scape Bennett)  
• Material Experiment 5 | • Bennett, J. (2001). The wonder of minor experiences.  
• Coleman & Osgood (2019). PhEMaterialist encounters with glitter.  
• Osgood, J. (2019). You can't separate it from anything.  
• PhEMaterialist encounters with glitter.  
• Osgood, J. (2019). You can't separate it from anything. |
| Week 7, Oct. 6   | Papering                                       | • Intra-umption 6 (your choice)  
• Material Experiment 6 | • Barad, K. (2014). Diffracting diffraction.  
• Chappell et al. (2019). Dialogue and materiality.  
• Hofsses (2017). Turning towards.  
• Magnusson (2020). Visual research material and diffractive readings.  
• Springer (2019). How to write as felt. |
| Week 8, Oct. 13  | Felting                                        | • Intra-umption 7 (e/scape Barad)  
• Material Experiment 7 | • Barad, K. (2012). On touching.  
• Barney (2018). Towards an immanent read.  
• Jamouchi (2020). Affective togetherness in arts education.  
• Springgay (2019). How to write as felt. |
| Week 9, Oct. 20  | Diffractive Curating                           | • Intra-umption 8 (e/scape Barad)  
• Upload ALL Intra-umpions to your Canvas group | • Barad, K. (2014). Diffracting diffraction.  
• Chappell et al. (2019). Dialogue and materiality.  
• Hofsses (2017). Turning towards.  
• Magnusson (2020). Visual research material and diffractive readings.  
• Springer (2019). How to write as felt. |
| Week 10, Oct. 27 | NM Conserving                                  | • Intra-umption 9 (your choice)  
• Material Experiment 8 | • Bennett, J. (2010). Vibrant matter [chapters 1 and 6].  
• Diaz & Semeneck with Kind (2020). Posthumanist and new materialist methodologies.  
• Thomas (2018). Materializing dying. |
| Week 11, Nov. 3 | Layering                                       | • Intra-umption 10 (e/scape Braidotti)  
• Material Experiment 9 | • Bennett, J. (2010). Vibrant matter [chapter 3].  
• Braidotti (2014). Writing as a nomadic subject.  
| Week 12, Nov. 10 | Frottaging                                     | • Intra-umption 11 (e/scape Bennett)  
• Material Experiment 10 | • Bennett, J. (2010). Vibrant matter [chapter 3].  
• Braidotti (2014). Writing as a nomadic subject.  
• https://www.researchcatalogue.net/view/371917/371918  
• https://www.researchcatalogue.net/view/371984/386888  
• Dolphin & van der Tuin (2013). New materialism [chapter 3].  
| Week 13, Nov. 17 | Intra-active Exhibiting                       | • Intra-umption 12 (e/scape Barad)  
• Upload ALL Intra-umpions to your Canvas group | • Barad, K. (2012). Intra-active engagements.  
• Rousseau & Fell (2018). Becoming a work of art. |
| Week 14, Nov. 24 | Research-Creation Slide Sharing               |                                      |                                                                                  |
| Week 15, Dec. 1 | Research-Creation Slide Sharing               |                                      |                                                                                  |