ZOOMING, FLIPPING, ETC.
PART 2: TOOLBOX

fall 2020

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Comics & Zines

Majors & minors enrolled: Illustration Design, Motion, and Entertainment Arts; Entertainment Animation and Game Design; Fine Art; Graphics; Transportation; DM minor

Languages spoken: Korean, Spanish, Mandarin, Bahasa Indonesia, Cantonese, Taiwanese, French, Russian, Vietnamese, Japanese, English

Time zones: Aside from ArtCenter time, at least four
my goals

The class includes and engages everyone
   Design for flexibility of student approach, skills, response, and comfort with platforms
   Students feel that we’re all co-learners
   Students are doing stuff for most of every class

Texts are important. Texts are made by students
   Share contemporary, accessible examples in engaging ways
   Challenging and varied in idea, concept, platform, form
   Made by people like them
   Aspiration, inspiration, AND we could totally make that

Students use writing in authentic and meaningful ways
   Change the perceived and the actual audience and the stakes for “turning it in”
   Process, conversation, making
   In combination with their other skills

Students make things that matter
   Frame with ethics, frame with imperatives
   Make space for students to try, to choose, to invest

We build, practice, enjoy, benefit, benefit from, and value community
our tools

Google Forms

DotED and Zoom
  Starter kit, pre first-day
  Link to weekly class, store and access course recordings

Basecamp.com
  Course materials, including homework submissions
  Communication, incl. feedback from all

Perusall.com
  Reading and annotation assignments, discussion!
  "Lectures," modeling, feedback

Mural.co
  Homeroom at 2am
  Collaborative note-taking

Vimeo.com (paid)
  Storage, all set to private, students do not access
  Embed in Basecamp

Students choose other storage and exchange methods on their own, too
before week 1

materials available on DotED

Comics & Zines - 20FA Sec 01

Dashboard / My courses / 20FA-HNAR-223-01-74382

meeting ID 694 405 7930
or link https://artcenter.zoom.us/my/class.with.dalton

SYllabus HERE. Always a work in progress.

Why comics and zines? Watch this: Comic Book Confidential (start viewing at 1:15:23, just Sue Coe’s brief interview).

Comics workshops sponsored by The Believer magazine, click here.

A different way to think about making space for community: Shelter In Place Gallery
booktour video: 2014 AC Library zine workshop projects
Booktour video: Former students’ comics + zines
BASECAMP: our secondary course site

Expectations for Classroom Conduct

** The focus of this class: Taking care and "Making to Transgress" **: writing, being an editor, community-building, collaboration, curation, dissemination. If you have any questions about course content before committing to the term, please email me so we can discuss.

* Borrowed from name of MICA course taught by Elaine Lopez, Making to Transgress: Risograph Printing as the Practice of Freedom (Spring 2020), which she borrowed from title of a book by bell hooks, Teaching to Transgress (1994).

ArtCenter’s (and my) policy regarding classroom conduct:
ArtCenter is committed to maintaining a civil and safe learning environment, free from bias, coercion, and harassment for all. The classroom is a shared environment where all parties are accountable for behavior and contributions to a productive and supportive atmosphere. We understand that our members represent a rich variety of backgrounds and perspectives and are committed to providing a set of conditions for learning that respects diversity. While working together to build this community we ask all members to:
What is the name we should call you?

What is the pronoun we should use when referring to you? "No pronoun, please call me by my name" is a legitimate answer here.

Please note: All classes I teach value student knowledge, interests, research, process, and languages. Our classroom is actively anti-racist and anti-misogynist, aims to interrogate and challenge white supremacy, and is an LGBTQ+ Safe Space. Please either type "agree" below, or type your questions or comments regarding this statement.

Do you have any initial questions about the class? Questions or suggestions regarding remote classroom experience, expectations, etiquette?

What time is it for you when it is 9am in Los Angeles?

Is there anything else you’d like me to know about you (general information or anything that might affect the way you are able to engage with this class)? This will stay private.

Soon after you receive this survey, you should also get an email invite from me to "Basecamp," which is our primary course site. Materials and documents are all organized here, and this is where you will submit homework and share work with each other. It's free and mobile-friendly. Please complete the following tasks and check them off as you go.

- I've signed in and edited my name to: Name to call me, Surname as on Inside, pronoun.
- I have done a brief tour of the "Readings & Resources" area.
- I have read the syllabus. (Updated on September 3, so please re-read if needed.)
- If you initially signed in from a computer: I have connected my mobile device by clicking on the circular icon at the top right of the Basecamp page.

Do you have any initial questions about Basecamp, course materials, or the syllabus?
We will be working together to read and annotate assigned readings on https://app.perusall.com. Please go to this site and create an account with your ArtCenter email address. Then click on "Enroll in course" and use this code: DALTON-77YJF

☐ I have created an account and signed in to our class.
☐ I have done a brief tour of the site and figured out how to navigate/use it.

Do you have any initial questions about Perusall, or what you will be expected to do when I assign reading/annotation on this site?

My Zoom meeting ID and link will be the same every week. They are listed at the top of our DotED page, the syllabus, and our Basecamp page. I will create a DotED zoom link each week to our class meeting, but you don’t have to actually go to DotED to get to class—you can just open Zoom and sign in with the meeting ID, or use the web address in any browser, at 9am on Fridays.

Recordings of class, however, can only be saved to and accessed from DotED. I will expect you to watch the recording of class for the weeks you are absent. Please check at least two of the boxes below.

☐ I understand and have noted that there are multiple ways I can get to Zoom class each week.
☐ I understand how to access a class recording through DotED if I am absent or want to review.
☐ Actually, I don’t understand how to access a class recording, can we go over this?

Almost done! Do you have any questions for me, about the class or whatever?

Last task, brief preparation for our first day: What is your "ethics of making”? (This isn't an official term, so you get to figure out what it means to you.) Please type a brief answer below. ALSO: Choose two different kinds of objects (like a book and a painting, or a comic and an installation, etc.), made by other people, that help you connect with, explain, talk through your own ethics of making. Take a screenshot or photo of each and post here Ethics of Making Class Gallery by the time class starts on our first day. Be ready to discuss!
week 1
Basecamp.com
Free education account available by request, free to invited users
Visually simple, doesn't look "academic," navigation by clicking on the thing itself

Mobile app is very functional

Each class is a **project**, invite students just to their specific project, can be archived

Has a template feature where you can save the whole skeleton of each class you teach frequently, you don’t have to rebuild every term. Also has move/copy features across projects

Thread-based posting that puts most recent **message** at top, most recent **comment** at end

Every student comment is labeled with avatar, name, time

Media-rich format, easy to attach and embed (drag and drop!), space for caption built in to any image attachment.

Can hold multi-page documents and expand to read the whole thing on screen, no downloads needed

Can set who is notified on each post (for example, if students turn something in late, they can choose to notify you so you know it’s there)

Public/low-stakes homework submission, everyone sees everyone else’s work. Can also be a bit more private depending on type of file posted
Multiple ways to interact with each other:

- **Group chat**
- Anyone can ping (like texting without sharing personal contact info). Students can ping you to ask questions (very useful for those out of the country). Can attach files, good quick way to share. Students have a way to directly contact each other, in case they’re collaborating etc.
- Anyone can post boosts for anyone else... good for quick feedback and community

Calendar feature that can be imported into all standard calendar apps.

- Student meeting hours listed there
- Major assignments
- Can attach specific students to a particular assignment, can link to assignment description, etc.

View can be sorted by activity, so you can look back through everything a student has done within the project, on a timeline.

**LIMITATIONS**

No places for faculty to "hide" things you have coming up but don’t want to share with students yet. I save week-to-week assignment postings in a text document on my computer, copy, paste, edit each week as needed.

Basecamp does not allow students to "work together" in a virtual space synchronously. This is where Mural comes in.

Students can access all types of files to use as course material, but there is no structure for helping them to interact with it, how to do it well/comprehensively, or way of measuring whether they do interact. This is where Perusall comes in.
week 1
Perusall.com

Free education account, free to invited users with code
Build a class library of texts that can include pdfs (all text, or text/image, or all image), videos, links to podcasts. Perusall offers access to 20,000+ academic texts you can assign and students purchase.

Organize an assignment so different students are responsible for different parts, share the reading work.

Students make meaning of the texts together, can answer each others’ questions, indicate that they have the same question, upvote comments that help them understand the text, direct message each other in response.

Students are able to demonstrate connections to previous course material, their own knowledge, etc.

Low-stakes leads to real participation (this is way easier than speaking up in class while everyone’s watching).

Faculty can see where students are having trouble understanding and be prepared to discuss those things in class, or answer the questions by post or message before class.

Comments can be media-rich: include links, images etc. This allows faculty to conduct mini-lectures as part of reading annotation exchange.

Many different settings and views to evaluate student participation. Includes automatic grading based on parameters you set (but not integrated with DotED, so it’s more helpful as an overview).

Here’s a doc of the exchange I was most inspired by.
Message to students when they sign up (can be edited/personalized):

Perusall helps you learn faster by collaboratively annotating the readings and communicating with your classmates. Collaboration gets you help whenever you need it, makes learning more fun, enables you to help others (which research shows is also a great way for you to learn), and helps the instructor make class better by emphasizing information that you need.

If you have a question or information to share about a passage in the readings, highlight the text and type in a comment as an annotation. You can also respond to a classmate’s annotation in threads (Facebook style) in real time or upvote questions you find helpful. Good annotations contribute to the class by stimulating discussion, explaining your thought processes, helping others, and drawing attention to good points. If a particular classmate’s point is relevant, you can explicitly "mention" them and they will be immediately notified, even if not presently signed on.

Research shows that the following behaviors on Perusall predict higher end-of-semester grades and long term mastery of the subject. Your instructor may use some or all to determine your formal score.

- Contributing thoughtful questions and comments to the class discussion, spread throughout the entire reading (see some examples)
- Starting the reading early
- Breaking the reading into chunks (instead of trying to do it all at once)
- Reading all the way to the end of the assigned reading
- Posing thoughtful questions and comments that elicit responses from classmates
- Answering questions from others
- Upvoting thoughtful questions and helpful answers
**LIMITATIONS**

Not as friendly visually, overwhelming to some students.

- There is an optional “student view” so you can check to make sure everything is as clear as possible for them
- The site offers a mini-tour, but some didn’t find it very helpful
- Maybe make a short screen-capture video that shows students the tools you expect them to use

Some students out of the country were not able to access documents through links. I solved this by including the same materials on Basecamp. There, they could view/read but not annotate, and may have felt a bit left out of the remote discussion.

Some students out of the country were not able to access videos and podcasts through links. No students used annotation while watching videos or listening to podcasts. I’m not sure it’s worth it to include these types of course materials on Perusall, and will likely just embed in Basecamp in the future.
Initial request to my TA (she's a self-identified web platform novice, which was perfect for our purposes):

We're looking for a platform that will offer a lot of options for adding different media and notes (handwriting and drawing would be great), but that is also easy to use and free for everyone. Here are some of the possibilities:

- A Google Doc or some kind of Google spreadsheet
- https://www.mural.co
- https://www.figma.com (Elaine shared this tweet, which is why we started thinking about doing this)
- A Zoom whiteboard (not a lot of area, though?)
- https://www.bluescape.com
- https://prezi.com

Simone, Elaine, and I are not as comfortable navigating these spaces and tools as we imagine students are, so we're not sure we'll make the best choice. But we also don't want anyone to feel they can't use it because it's too complicated.

After she chose Mural, she made a short video tour specific to the needs of our class
SIGNUP NOTE: Free for teachers, can invite up to 100 active members who access for free as well.

HOWEVER, I couldn’t find a way to request this at the outset. I signed up for a free trial, then purchased a single membership for a year, then was identified as an academic from my email address by a bot, and asked if I wanted to convert. Once converted everything was the same, I was refunded.

Like a classroom whiteboard, and the teacher is out of the room. Or even in the room—it just feels like the least regulated, most actively shared space they have.

Media-rich, chat feature, synchronous (can see each other’s avatars moving around as they work), can leave comments on each other’s work.

(MY) LEARNING CURVE NOTE: To help students get comfortable before the week we were going to have guests for collaborative note-taking, I invited them to sign in while I was leading a class discussion. Blank slate meant that some did what I asked, some scribbled all over and made jokes...which was fun/community-building for some students, but overwhelmed/intimidated others.

I suggest plotting out individual and shared space before unleashing them.
week 3
Mural.co
collaborative note-taking inside/ during class
Free test account for 30 days, unlimited member invites
week 5
Mural.co
student project
brainstorm outside of class

Free education account, up to 100 members, wait for the bot
tips & tricks

List zoom personal meeting ID and link everywhere

Link to all platforms used in class on DotED

Use hyperlinks! All over the place! command-K 4ever
  Helps students navigate (my organizational logic isn't necessarily theirs) and shows them the way I make connections between material, research, assignments

Ask students to sign up/sign in to each new platform with the same name
  Helps me identify everyone, but also helps them recognize each other across platforms

Remind students to use ArtCenter email address on all platforms
Name all course materials with author name and text title

Consistent naming system for all docs, files, assignments

Make slideshows into research tools! Make two: one for the “inside,” one for the “outside”

On the outside copy:
- Annotate, annotate
- Which text, collection, site did it come from
- Hyperlink to origin and related material
- Possibly archive said related material on Basecamp
- Record notes on the slide, not in notes, to remind students what was discussed
other web-accessible stuff

Edit and save class recordings for future use

I have asked guests (& attending students) if I may re-use their visits as recorded material in future classes, archived edited versions on Vimeo, and saved guest slideshows to share as well.

Booktours

Because I can’t bring all my beautiful books to class. Made with phone, uploaded to Vimeo, embedded on Basecamp.

Tumblr blog as public-facing archive of and directory to student work

Sharing outward is one of Comics & Zines’ course outcomes. Student projects, with their permission, are “published online” with InDesign, which generates a page-turn link. Student projects conducted on other platforms can be linked to as well. We’ll all share the tumblr blog address on our own social media when the term is over: accd-comics-n-zines.tumblr.com
ZOOMING, FLIPPING, ETC.
PART 2: TOOLBOX

Basecamp, the center of it all
Comics & Zines

Basecamp template for Spring 2021
My "ethics of making" consists of the vow not to do harm. I don't think that everything I make has to have a "greater purpose" or a political motivation, but at a minimum, it needs to not perpetuate or uphold ideologies of inequality. Additionally, it prioritizes respect for source materials, aesthetic traditions, and sources of inspiration.

For me, the most important part of creating is being true to myself. One doesn't always have to make art philosophical or political, and it is perfectly reasonable to create for the sake of entertainment, if the creator is not engaged in discussions of this sort. However, for me personally, I want to focus more on creating for the sake of starting a conversation on topics important to me, such as what is beauty, what is freedom, what it means being a woman.

I believe in using materials from every day life whenever possible in my art and giving them new life. I also think working from instinct is a good thing and not getting too caught up in making mistakes.

I think I am still figuring out my "ethics of making", I create based of my interests at the moment. A recurring theme in characters I create often lie around the outsider or the odd, looking to find belonging and connecting. (I hope that's close enough to my ethics of making)

My ethics of making would be the work made as catharsis- a positive act that does no harm to others in any form. I believe artists must uphold a personal ethic of creating in a way that does no harm to others and there should be things we can't forgive in art- artists who promote hatred, misogyny, rape culture, homophobia, transphobia+++ are not welcome in my ethics of making community. We must uphold certain common values.

I think my ethics of making is to create art until I can get the things I want to see and create out of myself, the way I want it to be. Right now I feel like there's something preventing me from fully creating like I want to, but I don't feel like creating things important or based from my deep emotions, rather I prefer to make things to distract myself.
week 2

Writing & Reading as Transgression

During class

booklists exercise

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**Reading in Transgression: Writing and reading practices in the context of disaster and poverty**

1. **Catastrophe** by Nirmala Sitharaman (2020)
2. **Set #3: Literature of Mass-Mediated Catastrophes**
   - *The Traitor and the Night* by Akhil Sharma
   - *After the Flood* by Kim Stanley Robinson

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**Reading in Transgression: Gender and sexuality in Hume and Kant**

*Hume and Kant* by Susan#!/n

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**Reading in Transgression: The politics of memory**

*The Politics of Memory* by Pierre Nora

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**Reading in Transgression: Feminist perspectives on black autobiography**

*Black Autobiography* by Patricia Hill Collins

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**Reading in Transgression: Literacy and the body**

*Literacy and the Body* by Thomas theorists

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**Reading in Transgression: The politics of race and ethnicity**

*The Politics of Race and Ethnicity* by Angela Davis

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**Reading in Transgression: The politics of gender and sexuality**

*The Politics of Gender and Sexuality* by Gayle Salamon

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**Reading in Transgression: The politics of class and social justice**

*The Politics of Class and Social Justice* by Richard Appel

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**Reading in Transgression: The politics of religion and spirituality**

*The Politics of Religion and Spirituality* by Susan Blackmore

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**Reading in Transgression: The politics of technology and the environment**

*The Politics of Technology and the Environment* by John Ehrenfried

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**Reading in Transgression: The politics of race and ethnicity in the United States**

*The Politics of Race and Ethnicity in the United States* by John Ehrenfried

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**Reading in Transgression: Polish literature**

*Polish Literature* by Janusz Laszlo

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**Reading in Transgression: The politics of class and social justice in Latin America**

*The Politics of Class and Social Justice in Latin America* by Daniel Lepers

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**Reading in Transgression: The politics of gender and sexuality in Latin America**

*The Politics of Gender and Sexuality in Latin America* by Marisa DiBenedetto

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**Reading in Transgression: The politics of religion and spirituality in Latin America**

*The Politics of Religion and Spirituality in Latin America* by Maria Luisa Rodriguez

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**Reading in Transgression: The politics of technology and the environment in Latin America**

*The Politics of Technology and the Environment in Latin America* by Maria Luisa Rodriguez

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*The Politics of Race and Ethnicity in the United States* by John Ehrenfried

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**Reading in Transgression: The politics of technology and the environment in Latin America**

*The Politics of Technology and the Environment in Latin America* by Maria Luisa Rodriguez
week 2
Writing & Reading as Transgression
due today
Making: Two-person, two-theme zine
week 4

Communities and Knowledges

Making: Writing process “zero draft”

due today
week 5  
Readings catch-up  
Collection/Curation/Documentation/Reflection  
Making: The start of group project, text & image core
ZOOMING, FLIPPING, ETC.
PART 2: TOOLBOX
	hanks for sticking with me!
questions?