*Writing, Rhetoric, & Multimedia Authoring I*

ENGL 3374 | Summer II, 2015



Image of a server room with green grass, photo credit: Tom Raftery, CC license

course information/instructor contact

|  |  |
| --- | --- |
| **Instructor:** | Dr. Estee Beck |
| **Office Number:** | Carlisle Hall 525 |
| **Email Address:** | estee.beck@uta.edu  (please make sure you email to the uta.edu extension) |
| **Office Hours:** | Monday, 12:45-1:45pm & Wednesday, 12:45-1:45pm,  or by appointment |
| **Section Information:** | ENGL 3374-001-LEC, Five Wk 2 |
| **Time and Place of Class Meetings:** | PH 100 | Mon, Tue, Wed, Thu 10:30-12:30pm |
| **Course website:** | http://www.esteebeck.com/3374 |

description of course content

As an introductory course on the histories and theories of multimedia authoring in writing and rhetoric, you’ll learn how to define, examine, evaluate, and create multimedia elements from a rhetorical perspective. In turn, you’ll study how the histories, theories, and practices of multimedia production in writing & rhetoric afford writers with an array of rhetorical, technical, and design choices. During the course, you’ll learn about key conversations in writing & rhetoric and digital humanities, and you’ll work on individual and collaborative projects using authoring technologies. You’ll also learn about project management and develop collaboration skills. The final course deliverable will be a book review of [web]book in writing & rhetoric or digital humanities, and your team will submit the work to *Computers & Composition Online*. Through a series of reflective responses and low-stake assessments, you’ll understand how to assess your learning progress and mastery of course content. Prerequisites: ENGL 1301, ENGL 1302

student learning outcomes

* Define key course terms (such as digital rhetoric/humanities, multimodality, multiliteracies, HTML/CSS) to be versed in the theories and practices of digital rhetoric & digital humanities
* Operate within small teams for project collaboration to make meaningful contributions
* Evaluate and appraise project deliverables through multiple revisions
* Classify, evaluate, and create HTML/CSS for web projects to formulate new projects
* Examine and create various discourse modes to understand how communication functions
* Select and differentiate among multiple ideologies and morals to represent information ethically and content for diverse audience/stakeholders/clients
* Evaluate your learning progress through self-assessment

required textbooks and other course materials

There is no required textbook for this course. Instead, all course readings are either open access or are PDFs of articles used for educational purposes.



You will need to setup and maintain accounts for the following:

DropBox, GitHub

You will need access to:

A desktop or laptop, the Internet, Notepad++, Word processor, preferably Libre Office but Microsoft Office is okay

All assignments will be electronic as will the grading. If you happen to need to print materials for the course, then you’ll need access to a printer and/or money for printing.

Image of a pile of books, Microsoft clip art

course policies

**ATTENDANCE:** The University of Texas at Arlington does not have a university-wide attendance policy and leaves matters of attendance to the discretion of the instructor of record. Since this is a five-week undergraduate level course with heavy in-class workshop component, I expect you will attend every class. I do track attendance. Missing one class will affect your learning and participation, and missing three (unexcused absence) classes will result in failure of the course. There are only two exceptions to this absence policy: any university excused absence (university authorized absence; military service; observance of religious holy days) and any catastrophic event, both to which we must discuss privately. Additionally, an excused absence only covers missing class, not any items due during the excused absence, which means you’ll need to submit work before, not after, the deadline.

**LATE WORK:** I do not accept late work without prior communication. If you anticipate that you need an extension, you do need to notify me 24 hours in advance of the deadline via my university email address or in person. I will be happy to grant an extension if you do so. If you email me within 24 hours of the deadline, I will consider the extension request. I may or may not grant the extension; it depends on the circumstances. If you do not communicate that you need an extension, fail to meet a deadline, and attempt to submit work after the deadline, I will not accept your work. It’s really simple: I am happy to help you, but please give me notice so we can negotiate an extension that helps you succeed.

**EMAIL POLICY:** I make it a policy to respond to emails within 24 hours from Monday to Thursday. For this five-week summer term, I will respond to student emails from 1 p.m. to 5 p.m. during the Mon-Thus workweek. If you send me an email outside of my email hours, please know that I will respond during the next time of email hours. Additionally, if you send an email a half hour before class begins, chances are I will not have time to read the email before class.

**SMARTPHONE/TEXTING/SOCIAL MEDIA/EARBUDS:** I encourage the use of smartphones, texting, and social media use in our class, as long as you do so in a responsible, respectful, and non-distracting manner. However, if you are using these digital tools at the expense of holistically paying attention and engaging in the material, and the use affects your learning and work, we will talk privately about discontinuing usage during class. Additionally, please bring digital devices fully charged as plugging in devices with cords is a safety concern. I will ask you to [re]move any cords that are potential safety hazards to yourself and/or others.

**INCLUSIVITY STATEMENT:** I support an inclusive learning environment where diversity and difference are respected. In turn, I expect you to respect differences and show resilience in understanding other perspectives, behaviors, practices, and beliefs that may be contrary to your own. If there are moments where inclusivity is not honored, we will discuss the event(s) either as a class and/or privately to learn from each other.

descriptions of major & minor assignments:

Composing History & Writing Tools (25 points):

Knowing your technology literacy gives a foundation for understanding how your ways of knowing and habits of communication have evolved. In this project, you will compose an essay or video or audio file recounting your composing history using different writing tools.

Collaborative Book Review WebText (35 points):

The course deliverable is a collaborative book review webtext, using the skills and knowledge learned from this course for a potential scholarly publication with *Computers & Composition Online.* Your team will be responsible for reading a scholarly [web]book from a list of approved materials by your instructor, and developing a response to the material. The assessment on this project will be as follows:

Your individual contributions to the team, including content: 15 points

Overall code, design, and content of the webtext: 15 points

Your assessment of your contributions, including collaboration (you grade): 5 points

A good portion of the assessments (grades) for your individual contributions will come from my analysis of your work in relation to formal and informal project reporting and other additional factors listed on the rubric.

Learning Modules (25 points):

Throughout the term, you will complete brief learning modules to assess your understanding of the histories and theories associated with course content. Five modules worth 5 points apiece.

You must submit your completed module work to your DropBox account on or before 10:30 am of the due date. The reason? 1) you’ll need to work on items related to the class workshop during class time, 2) I will read and grade these items directly after class to return to you the following day. Work submitted on or after 10:31am will not be accepted unless prior arrangements between you and me have been made.

Summary & Analysis (10 points):

Leading up the final course deliverable, we’ll talk about how to summarize and analyze academic scholarship from a critical, but affirmative perspective. In this small and brief project, you’ll compose a summary & analysis of a brief academic article from a list of articles given by your instructor.

Learning Reflection (5 points):

During the final week of class, you’ll compose a brief learning reflection connecting the learning outcomes and what you’ve learned over the term.

**GRADING:** I expect you will track your grades over this five-week course, and I’ve provided an open-source spreadsheet with prepopulated titles of projects for you to track your grades over the term. This means at any given moment, you should know your course standing. If your performance drops below satisfactory levels, and you do not want to repeat this course or receive an unsatisfactory grade, you must seek guidance from student support services or me.

Additionally, I provide grading rubrics for all content I grade so that you have opportunities to ask clarification questions about how I will assess your work before you submit your work to me.

I will calculate your final course grade based on the following scale:

90 – 100 points = A

80 – 89 points = B

70 – 79 points = C

60 – 69 points = D

59 and below = F

Four or more absences = F

For course modules, I will have these items graded and returned to you during the next class meeting. For all other activities and assignments, I will have these graded and returned to you in one week.

**MAKE-UP WORK & EXTRA CREDIT:** I do not offer either.

**EXPECTATIONS FOR OUT-OF-CLASS STUDY:** Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional five (5) to fifteen (15) hours per week of their own time in course-related activities, including reading required materials, completing assignments, meeting with project team members, and so forth.

university policies   
(from 2015-2016 university syllabus template)

**DROP POLICY:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**AMERICANS WITH DISABILITIES ACT:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**TITLE IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**ACADEMIC INTEGRITY:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**ELECTRONIC COMMUNICATION:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**STUDENT FEEDBACK SURVEY:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**EMERGENCY EXIT PROCEDURES:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**STUDENT SUPPORT SERVICES:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Course Schedule**

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. I will give verbal, print, and electronic announcements/updates in class and to the course web spaces of any schedule adjustments in a timely manner.*

|  |  |  |
| --- | --- | --- |
| **Day** | **What to Expect in Class** | **What to Prepare for Next Time** |
| **Week 1 | Definitions and Histories of Multi- media/modality** | | |
| Tue  7/14/15 | Syllabus & course schedule review  Setup DropBox  **Lecture:** What are multimodal projects, and what are they doing in an English class?  **Activity:** Write about your multimodal experiences  **Activity:** Write about what you already know about the course learning outcomes | **Do:** Module one, introduction to multimedia available on course website: esteebeck.com/3374  Bring your responses to class |
| Wed  7/15/15 | **Group activity:** Discuss module one  **Class activity:** Explore multiple multimodal texts, discuss elements in each  **Lecture:** What is computers and writing? What is writing and rhetoric?  **Tech Demo:** xxxx | **Do:** Module two, digital rhetoric/digital humanities histories  Responses due to your DropBox account on or before 10:30am 7/16 |
| Thu  7/16/15 | **Class discussion**: What is digital rhetoric? What is digital humanities?  **Lecture:** What are writing technologies?  **Tech Demo:** xxxx | **Do:** Module three, writing technologies  Responses due to your DropBox account on or before 10:30am 7/20  **Prepare:** See activity sheet “Writing Tools”(In-class hand out) |
| **Week 2 | Rhetorical Analysis and Summary** | | |
| Mon  7/20/15 | **Activity:** Craft your history with composing tools/objects | Continuecrafting your composing history |
| Tue  7/21/15 | **Activity:** Craft your history with composing tools/objects | Finish composing history  Assignment due to your DropBox account on or before 10:30am 7/22 |
| Wed  7/22/15 | **Lecture:** What are webtext book reviews?  **Discuss:** Genre of book review  **Activity:** summary & analysis | **Do:** summary & analysis assignment  Responses to assignment due Friday, 7/24 by noon (12pm) [this is to give you extra time] |
| Thu  7/23/15 | **Class discussion:** Affordances and constraints of project management & collaboration  **Activity:** Continue working on summary & analysis assignment | **Do:** Review list of books  **Do:** Module four, project mgmt & collaboration  Responses due to your DropBox account on or before 10:30am 7/27 |
| **Week 3 | HTML and CSS/Accessibility** | | |
| Mon  7/27/15 | **Project member interviews** | No work  Estee will email you about who is on your team |
| Tue  7/28/15 | **Class:** Learning HTML/CSS  Team formation: Discuss project roles, book, responsibilities, etc | Team should be reading the book |
| Wed  7/29/15 | **Class:** Learning HTML/CSS with accessibility  Team time: Discuss roles, responsibilities, labor, etc – begin discussing formal report | Team should be reading the book  **Explore:** The Good, The Bad, The Ugly Websites |
| Thu  7/30/15 | **Class:** Learning HTML/CSS with accessibility  **Discuss:** The Good, The Bad, The Ugly Websites  Team time: Discuss roles, responsibilities, labor, etc – work on formal report | Team should be reading the book  The team should have the entire book read for the book review by Monday, August 3. |
| **Week 4 Website Design & Copyright** | | |
| Mon  8/3/15 | **Lecture:** Website design  **Teams:** Discuss website design | Continue working on webtext with team members |
| Tue  8/4/15 | **Class demo:** Website storyboard  **Teams:** Storyboard, & talk web design | **Do:** Module five, copyright/open access  Responses due to your DropBox account on or before 10:30am 8/5  Continue working on webtext with team members |
| Wed  8/5/15 | **Lecture:** What is US copyright, and why does it matter?  **Teams:** Work on web design | Continue working on webtext |
| Thu  8/6/15 | **Teams:** Work on web design | Continue working on webtext |
|  |  |  |
| **Week 5 | Team Development** | | |
| Mon  8/10/15 | **Teams:** Work on web design | Continue working on webtext |
| Tue  8/11/15 | **Teams:** Work on web design | Continue working on webtext |
| Wed  8/12/15 | **Teams:** Work on web design | Continue working on webtext |
| Thu  8/13/15 | **Activity:** Write a learning reflection about what you’ve learned connected to the course learning outcomes. Due during class  **Teams:** Work on web design | Continue working on webtext |
| Final team book reviews due Monday, August 17, 2015—Submission to *Computers & Composition Online*  Will submit during finals hours through meeting with Estee in her office | | |
|  |  |  |