

Writing, Rhetoric, & Multimedia Authoring I

ENGL 3374 | Fall, 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:	Tuesday 3:30-4:30p & Thursday 2:00-3:00p or by appointment
Section Information:	ENGL 3374-001-LEC, Regular
Time and Place of Class Meetings:	TH 205 Tue 11:00-1:50p

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 apply those concepts to course projects. You will also learn about project management and reporting and develop collaboration skills. 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
- Define, examine, and create different discourse modes (aural, visual, spatial, verbal, & linguistic) under rhetorical dimensions (audience, purpose, context)
- Discuss how traditional forms of writing, i.e., the college essay have changed in response to multimedia forms of authoring
- Develop ability to revise, edit and evaluate, and appraise traditional and multimodal forms of writing
- Demonstrate, through self-reflection and assessment, collaboration and learning progress
- Represent information ethically for diverse audience/stakeholders/clients

required textbooks and other course materials

There is no required textbook for this course. Instead, all course readings are either open access, links to trade or media items, used under fair use or links to items accessible through the UTA library.

You will need access to a desktop or laptop or tablet (as long as it has a keyboard), the Internet, UTA Blackboard, Microsoft Word, Adobe Reader, and then access to technology on campus through the lending services at the Central Library and the technology at the FabLab.

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.

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 an undergraduate level course, with 15 scheduled class meetings/once a week, I expect you will attend every class.

If you have an emergency, hospitalization, work-related scheduling conflict, home-based illness or psychological barrier to attending class, you have a bank of two unexcused absences for the semester with no questions asked. However, upon the third absence, which is the equivalent of missing 1/5th of scheduled class meetings, the final grade will be recorded as a failure.

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 (using more than the two unexcused absences), both to which we must discuss by appointment or via office hours (not immediately before, after or during class time).

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.

Any lateness (tardy) of ten minutes or more to class will be recorded as an absence. So, please, for your sake and your peers, please don't be late to class.

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 fall term, I will respond to student emails from 1 p.m. to 5 p.m. during the Mon-Thus workweek and on an as-needed basis on Fridays. 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/minutes 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

(300 points/divided by 125 for essay, 125 for multimedia, 50 for reflection):

Knowing your technology literacy gives a foundation for understanding how your ways of knowing and habits of communication have evolved. As an introductory project for the course, the first half of this project is a 3-5 page MLA formatted alphabetic essay (linguistic mode) describing your history with writing technologies. In the second half of this project, you will use multimedia authoring software to (re)describe your history with writing technologies using additional modalities. Additionally, a 2-page MLA formatted alphabetic self-reflective essay will give an opportunity to consider the benefits and constraints of working with different modes of discourse.

FabLab Translation

(200 points divided by 100 for artifact, 100 for abstract & essay):

From the course readings about digital rhetoric, digital humanities, writing/rhetoric and/or your composing history & writing tools project, this project will focus on "translating" a concept (linguistic mode is preferred) across 2-3 technologies available in the FabLab in the Central Library. While you will make 2 copies of the physical concept (1 for the FabLab, 1 for you to keep), the final deliverable for this project will be: a description of the concept in brief abstract form (250 words); along with a 4-6

page MLA formatted alphabetic essay describing the theory, method, and practice of the conceptual object; and, 3-5 images of the conceptual object for archival purposes.

Technology Demonstration (100 points):

Part of learning how to use and create with multimedia authoring tools is also getting a sense of how the technology works. In pairs, you and a peer will learn (on your own) how a piece of multimedia authoring works, perform an analysis of the help documentation of the technology, examine how the technology operates rhetorically, and deliver a “tech demonstration” to the class. Your team will have 20 minutes for the presentation, and then your team will facilitate a 40-minute session where the class gets to test and use the technology. Additionally, your team will write up a brief 4-5 page rhetorical analysis of the technology (the rhetorical analysis is due at the end of the semester) with a reflection on the tech demon presentation.

Learning Modules (200 points):

To get a sense of the histories, theories, and practical uses of writing, rhetoric, and multimedia authoring, you will complete brief learning modules, from course readings, to assess your understanding of the material and course concepts. The responses need to be 1-2 pages in length in MLA format. These modules will be graded on the content and expression of your ideas, not your writing. However, I will provide non-graded feedback on your writing in these modules to help position success in the larger course projects and help you grow as professional and academic writers.

Learning Reflection (200 points):

During the first week of class, you will write a brief essay (1-2 pages) on what you know about the course learning concepts. For your course final, you will write a 5-7 page essay reflecting on the course learning concepts along with what you learned as a writer, including areas of strengths and shadows. Part of this essay will include 2-3 pages where you discuss one of the learning modules in-depth, describing what you learned from the particular module.

GRADING: I expect you will track your grades over this course. 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. There are times, however, where the rubric doesn't account for an area of excellence or improvement. While I may comment in these areas, encouraging intellectual growth, I will not assess for items not covered in the assignment's rubric.

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

900 – 1,000 points =	A
800 – 899 points =	B
700 – 799 points =	C
600 – 699 points =	D
599 and below =	F
Three or more absences =	F

I will have these graded and returned to you in one week, unless I am attending an out-of-state conference (then expect a two-week turn-around time) or I have a personal emergency preventing me from assessing your work.

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://www.uta.edu/aao/faol/>).

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 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

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, or view the information at 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.

WEEK 1

FOUNDATIONS

Thus 9.1.15

Course introduction, including syllabus & schedule review
Writing activity on your understanding of the course learning outcomes
Lecture on the field of writing & rhetoric, multimodality & multimedia
Review “definitions of rhetoric” with activity
Video on multimodality
Sign-up sheet for technology demonstrations

Next Time

Complete Module 1 on Digital Literacy

Readings include:

- Excerpt from Stuart Selber’s *Multiliteracies*
- Kathleen Tyner’s “Splintering Literacies”

WEEK 2

Digital Literacy

Tues 9.8.15* (will see if we can meet in a lab)

Lecture on digital literacies
Video of “The Machine is Us/ing Us”
Tech demonstration: Estee demonstrates iMovie
Discussion of technology demonstrations
Activity on explaining digital literacy to various people

Next Time

Complete Module 2 on Writing Technologies

Readings include:

- Excerpt from Plato’s *Phaedrus*
- Dennis Baron’s “From Pencils to Pixels”
- Jim Porter’s “A Cyberwriter’s Tale”

WEEK 3

Writing Technologies

Tues 9.15.15* (will see if we can meet in a lab)

Small & Class discussion on history of writing technologies
Freewriting time on you history with writing technologies
Tech Demonstration: GarageBand or SoundCloud _____

Review of the Composing History & Writing Tools assignment

Next Time

Complete Module 3 on The Craft of Writing

Bring in an old essay from a previous class to work with during class (electronic access will work best)

--Excerpt from Jim Porter's *Audience & Rhetoric*

--Excerpt from Donald Murray's *The Craft of Revision*

--Excerpt from Gerald Graff & Cathy Birkenstein's *They Say/I Say*

WEEK 4

The Craft of Writing

Tues 9.22.15

Instructor-led discussion on the craft of writing

Instructor demonstration of "a" writing process

Let's Go Shopping! -Revision & Editing Fair

Revision and editing of old essay

Tech Demo: _____

Next Time

Submit the first draft of the composing history essay by 9/29 at 11am

WEEK 5

The Craft of Designing

Tues 9.29.15* (will see about getting lab space)

Instructor-led discussion on style, tone, arrangement, typography, color, visual hierarchy, transitions, sound

Workshop time for developing multimodal projects

Sign-up sheet for conferences

Next Time

Revise the composing history essay

WEEK 6

Workshop

Tues 10.6.15

Intensive workshop time for finishing multimodal projects

Next Time

Submit the first draft of the multimodal project by 10/5 at noon

WEEK 7

Conferences

We will use this week to sign-up for small, ten-minute, conferences to discuss revisions for the multimodal project. Conferences will be held during class time Tuesday.

Estee will also be out of the state for an academic conference from October 7-11.

The completed composing history project, including the essay, the multimodal project, and the reflective essay is due by 10.13 at 11am

WEEK 8

FabLab

Tues 10.20.15

Overview and expectations for visit to the FabLab
Review the FabLab translation assignment, due 11/17 by 11am
Visit to the FabLab

Next Time

Complete Module 4 on Copyright, Creative Commons, Intellectual Property, & Plagiarism

- Excerpt readings from EFF's Copyright modules
- Excerpt readings from Creative Commons
- Jennifer Saranow's "The Cut-n-Paste Personality"

Estee will be at an out-of-state conference from 10/20-10/25

WEEK 9

Copyright, Intellectual Property, Plagiarism

Tues 10.27.15

Brief lecture on copyright, creative commons, intellectual property, & plagiarism
Teams! 4 teams will prepare brief informational modules for the rest of the class, using materials from the readings and handouts from the instructor
Tech Demo _____

Next Time

Complete Module 5 on Digital Identity Surveillance & Privacy

- Excerpt reading from Estee Beck's "The Invisible Digital Identity"
- Julia Angwin's "Selling You on Facebook"
- danah boyd's "If You're Ok with Surveillance Because You Have 'Nothing to Hide' Think Again"
- Facebook's Privacy Policy

WEEK 10

Digital Identity

Tues 11.3.15

Lecture on social media literacy, with surveillance & privacy discussions
Activities on how to learn more about your visible and invisible digital identities

Tech Demo _____

Next Time

Complete Module 6 on Gender, Race, Sexuality in Social Media

- Twitter stream for #blacklivesmatter
- Safia Noble's "Missed Connections: What Search Engines Say About Women"
- Alice Marwick's "Gender, Sexuality, and Social Media"

WEEK 11

Social Media Literacies

Tues 11.10.15

Lecture on gender, race, sexuality representation in social media

Small group & class discussion on social media literacies

Tech Demo _____

Next Time

Complete Module 7 on Accessibility

- Melanie Yergeau's "Disable all the Things"
- University of Michigan Accessibility standards

WEEK 12

Accessibility

Tues 11.17.15

Class discussion on accessibility

Small group work on making documents accessible

Tech Demo _____

Next Time

Complete Module 8 on Writing Summaries & Abstracts

- Excerpt readings *Writing Across the Curriculum*

WEEK 13

Writing Summaries & Abstracts

Tues 11.24.15

Instructor discussion of summaries & abstracts

Instructor demonstration of writing a summary & abstract

Small group work on summary writing

Individual work on abstract for the FabLab translation

Tech Demo _____

Next Time

Submit the FabLab translation project

WEEK 14

Tues 12.1.15

Overview of the learning reflection assignment
Workshop/class time for prewriting
Tech Demo _____

WEEK 15

Tues 12.8.15

Tech Demo _____
Continue working on the reflections, due by midnight
Class debrief/cap of learning outcomes, projects, themes

The rhetorical analysis of the tech demo object is due during the “final” period for the course listed by the university’s calendar. However, I will always accept early submissions, hint, hint.