

Writing, Rhetoric, & Multimedia Authoring I

ENGL 3374 | Fall, 2016

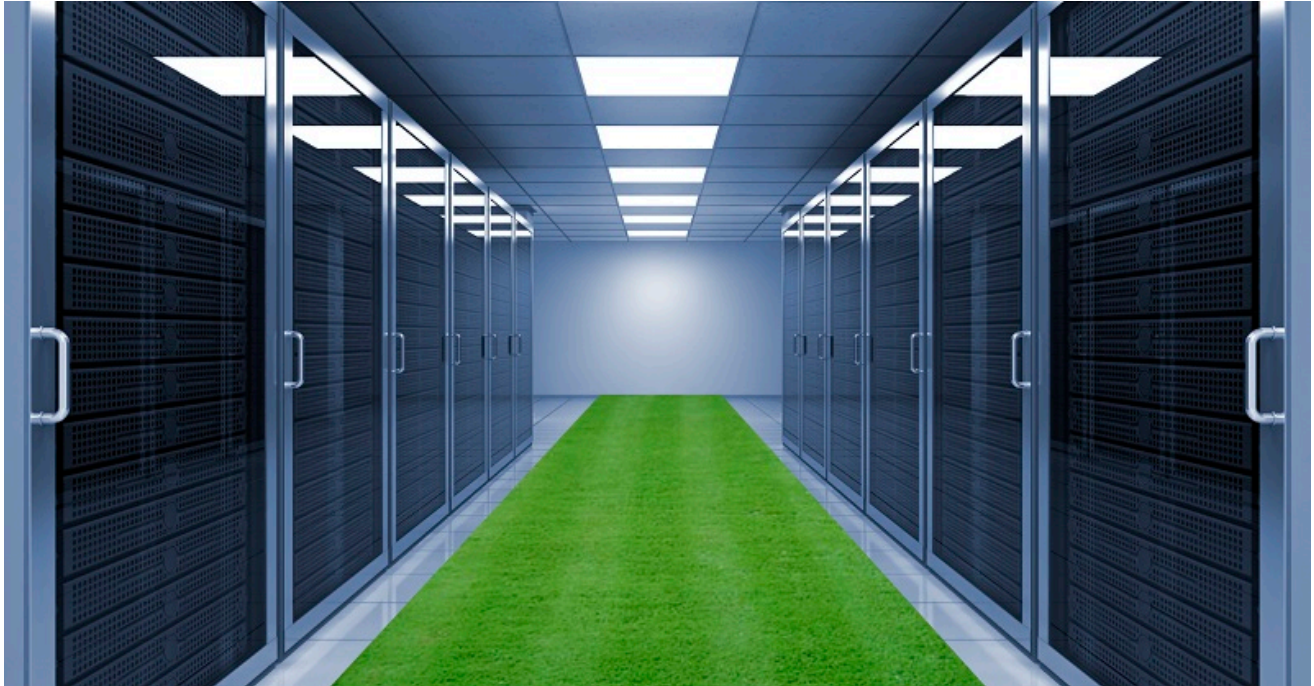


Image of a server room with green grass, photo credit: Tom Raftery, CC license

course and contact information

Estee Beck, PhD (you may call me Estee or Dr. Beck)
estee.beck@uta.edu (use the uta.edu extension)

Office: Carlisle Hall 525
Office Hours: Wed 2:30-3:30pm

Class meeting: Wed 4:00-6:00pm in FA 412

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. You will also learn about project management and reporting and develop peer collaboration skills. Prerequisites: ENGL 1301, ENGL 1302

student learning outcomes

- 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

Writer/Designer: A Guide to Making Multimodal Projects by Kristin Arola, Jennifer Shepard, & Cheryl Ball

Adobe InDesign CC, 2015 Release by Kelly Kordes Anton and John Cruise

You will also need a WordPress account, DropBox account, drafting/drawing paper, pens, pencils

Money to print materials from the FabLab

descriptions of assignments:

Campus Stories (200 points)

Students will have the opportunity to engage with the campus to develop a story about a location using their SmartPhone and other media. Deliverables include a blog post, images, a QR code, and engagement/research with a site on campus.

FabLab Project (300 points)

Students will use the FabLab on campus to develop a solution to a problem that is on campus using the materials from the FabLab. Deliverables include pre and post writings, mockups/sketches, usability studies, peer feedback, prototypes, images, and final descriptive/reflective essay.

ePub Project (300 points)

Students will use Adobe Indesign to develop a researched multimodal project integrating graphics and text. Deliverables include mockups/sketches, peer feedback, and a final ePub.

Tech Demo (200 points)

Students will present a technology demonstration to the class & assist students with learning the technology. Deliverables include a presentation, a handout, and peer feedback.

course policies

(these are policies the university mandates all faculty to list in syllabi from the 2016-2017 syllabus template)

ATTENDANCE: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I take attendance. Since this class only has 15 scheduled meetings, students have the opportunity to attend all of the classes.

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 (2) unexcused absences for the semester with no questions asked. I do not accept any financial, legal, medical letters or news media stories regarding any unexcused absence.

However, upon the third absence, which is the equivalent of missing three weeks of class, your final letter grade will drop by one letter grade, e.g., a "B" will become a "C." Upon the fourth absence, which is the equivalent of missing one month of class, the final course grade will be an "F," regardless of assignment submissions.

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.

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.

Finally, please provide excused absence letters, information about future class you will miss via email. Do not provide this to me before, after or during class.

However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

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.

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 up until 4pm. 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.

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

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://web.uta.edu/aao/fao/>).

DISABILITY ACCOMMODATIONS: UT 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)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. 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 disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

NON-DISCRIMINATION POLICY: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

TITLE IX POLICY: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the

basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

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 in their courses by 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. Additional information is available at <https://www.uta.edu/conduct/>.

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>.

CAMPUS CARRY: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

STUDENT FEEDBACK SURVEY: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

FINAL REVIEW WEEK: for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition,

instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

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 <http://www.uta.edu/universitycollege/resources/index.php>.

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.

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

Wed 8.31.16

Course introduction, including syllabus & schedule review
Lecture: What is rhetoric, multimodality, digital storytelling, and fabrication technologies?
Review “definitions of rhetoric” with activity
Sign-up for DropBox and WordPress accounts

Next Time

Read Jason Farman’s “Site-Specificity, Pervasive Computing, and the Reading Interface”
Read: <http://themobilestory.com/sample-chapters/chapter-1/>

WEEK 2

Mobile Stories

Wed 9.7.16

Activity: Location-based research on campus (need Smartphone, notebook, pen)
Discussion: Farman’s chapter & results of location based research
Explore sample location-based digital stories
Tech demonstration: Estee demonstrates fold.com
Discussion of technology demonstrations
Sign up for technology demonstrations
Review of the Campus Stories assignment

Next Time

Read chapter 1 of Writer/Designer
Read “What is Digital Composition and Digital Literacy”
<http://guides.library.stonybrook.edu/digital-storytelling/home>

WEEK 3

Campus Stories

Wed 9.14.16

Paired discussion: What is your mobile/campus story?
Activity: QR code creation, story development (with field research)
Activity: In-class development of mobile/campus story
#1: Tech Demo:

Next Time

Finish the campus story project (post QR code to campus/location site) with link to blog post and submit the project before class begins

Read David Sheridan's *Fabricating Consent* from Computers & Composition (you must find this resource on your own and download) & post 400-600 word response to your blog site before class begins

WEEK 4

Fabrication Technologies

Wed 9.21.16

Lecture: What is fabrication technology?
Discussion of Sheridan's *Fabricating Consent*
Introduction to the FabLab assignment
Tour of the FabLab in the university library

Next Time

Excerpt readings from EFF's Copyright modules
Excerpt readings from Creative Commons
Read Jennifer Saranow's "The Cut-n-Paste Personality"
Read UTA's honor code
Begin thinking about FabLab ideas for the project

WEEK 5

Creative Commons, Copyright, & Plagiarism

Wed 9.28.16

Lecture copyright, creative commons, intellectual property, & plagiarism
Watch video on fair use
Activity on creative commons and plagiarism
Workshop time for developing FabLab project
#2 Tech Demo:

Next Time

Read Baer handout on wireframes & usability testing
Develop wireframe for FabLab project

WEEK 6

FabLab Development

Wed 10.5.16

Lecture on wireframes and usability testing
Class time dedicated to development in the FabLab
Early paper/idea testing with peers
#3 Tech Demo:

Next Time

Finish FabLab prototypes & have usability test design ready for review

WEEK 7

FabLab Prototype Feedback

Wed 10.12.16

Mid-stage usability testing of FabLab prototype
Development/revisions of prototype from feedback
Sign-up for individual conferences
#4 Tech Demo:

Next Time

Finish the FabLab assignment by posting images of FabLab project to blog, and posting 1,000-1,500 word concept/reflective to your blog by Sunday at midnight

WEEK 8

Conferences

Wed 10.19.16

Individual conferences scheduled Tuesday – Thursday to review progress thus far in the class & to ask questions about course pace, assignments, readings, etc

During this week, complete Adobe InDesign chapters 1-6 on your own with project design files provided by Estee

Next Time

Finish the Adobe Indesign chapters 1-6 and have project design files ready for class
Read chapter 2 of Writer/Designer

WEEK 9

Adobe InDesign

Wed 10.26.16

Review of Adobe Indesign project files
Field questions about Adobe Indesign thus far
Explore sample multimodal projects & perform analysis in class
#5 Tech Demo:

Next Time

Read chapter 3 of Writer/Designer
Write brief analysis (400-600) words of one sample multimodal project and post to blog before class begins
Finish Adobe Indesign chapter 7

WEEK 10

Multimodal ePub

Wed 11.2.16

Introduce multimodal ePub assignment
Guided activity on discovering your multimodal project
Individual research time for multimodal project
#6 Tech Demo:

Next Time

Read chapters 4 & 5 Writer/Designer

WEEK 11

Handling Sources & Project Files

Wed 11.9.16

Review handling and citing sources w/activity
Discuss project file management and creation
Individual time for research & project file development & proposal development
#7 Tech Demo:

Next Time

Complete proposal for project (see Writer/Designer 90-91) by Sunday at midnight

Read Writer/Designer chapter 6

Bring in drafting paper & pens for class next tweek

WEEK 12

Storyboarding

Tues 11.16.16

Estee passes back feedback on proposals
Begin mockup/storyboarding using draft paper & pens
Get peer preliminary feedback on mockup/storyboarding
#8 Tech Demo:

Next Time

Complete Adobe Indesign chapters 8-10

Read chapter 7 of Writer/Designer

WEEK 13

Drafting

Wed 11.23.16

Drafting of the project
Get peer preliminary feedback on drafting

Next Time

Complete Adobe Indesign chapters 12-13, & 15 (If you anticipate that you will not perform any work during Thanksgiving break, you may want to complete these chapters ahead of time. You can always work ahead of schedule)

WEEK 14

Drafting

Wed 11.30.16

Continued drafting of the project during class time
Get peer preliminary feedback on drafting

Next Time

Prepare final draft for final peer review

WEEK 15

Peer Review

Wed 12.7.16

Peer review of epub project

Next Time

Finish epub project and submit on or before the end of finals hour for this course (see university finals schedule for the time and day)