DIGITAL & MULTIMEDIA WRITING

ENGLISH 3750   SECTION 1, CRN 21327   3 CREDITS

MW 12:45-2:00PM
CLAYTON HALL T 214

COURSE PREREQUISITE:
ENGL 1102 (C)

Instructor: Dr. Christopher Ritter

EMAIL: ChristopherRitter@clayton.edu (ALWAYS USE OFFICE365 EMAIL; NEVER USE D2L EMAIL)
OFFICE: ARTS & SCIENCES G110M
OFFICE HOURS: M/W 11:00-12:30, T 2:00-5:00, AND BY APPOINTMENT
OFFICE PHONE: 678-466-4879
COURSE WEBSITE: https://clayton.view.usg.edu/d2l/home/1539114

Introduction

Humans have always been multimodal communicators — we use all five of our senses to make and interpret nonverbal messages with one another, and we also invent languages to convey our most complex thoughts. But the Digital Age has enhanced our abilities to communicate multimodally in dramatic ways, both because we're always inventing new communication hardware and software, and because we're connecting with one another across the entire globe. The barriers to creating and disseminating "texts" are crumbling, yet it's more challenging than ever to know what to say to one another, as well as how, why, where, and when. Therefore, it's more important than ever to have frameworks for interpreting and composing digital texts. This course will give you those frameworks.

Course Catalog Description

This course introduces students to basic design principles and tools for writing in digital media. In the course, students will consider how the Internet lets different kinds of communities create meeting spaces, and the role that digital writing plays in constructing those spaces.

Prerequisite

ENGL 1102 with minimum grade of C.

Course Objectives/Learning Outcomes

Course Learning Outcomes

At the end of this course, you will be able to:

- Understand how writing technologies affect, and are affected by, societal values
- Demonstrate critical and ethical understanding of writing technologies
- Choose appropriate writing technologies for the rhetorical situation
- Conduct an audience analysis for intended communication
- Use word processing and publishing software to compose rhetorically effective digital artifacts
- Communicate and collaborate with others using writing technologies, synchronously and asynchronously
- Manage projects in stages

Department Learning Outcomes

This course aligns with the following English Department learning outcomes:

- Analyze and evaluate texts that reflect diverse genres, time periods, and cultures
- Analyze the ways in which language and literature are related to class, culture, ethnicity, gender, histories, race, and sexuality
- Interpret texts from various perspectives by using close readings supported by textual evidence, and informed by critical theory
- Produce a variety of materials, including oral presentations, for a range of rhetorical contexts
- Conduct effective research and writing as it relates to the field of English studies, by using a variety of technological and information sources

Required Textbooks

Arola, Kristin, Jennifer Sheppard, and Cheryl E. Ball. *Writer/Designer: A Guide to Making Multimodal Projects.* 1st ed. Bedford/St. Martin's, 2014.

Rheingold, Howard. *Net Smart: How to Thrive Online.* MIT, 2012.

Computer/Technology/Materials Requirements

Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students

will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy.

Desire2Learn (Online Classroom)

Online activity will take place in Desire2Learn, the virtual classroom for the course. You can gain access to Desire2Learn by signing on to the SWAN portal and selecting "D2L" on the top right side.

If you experience any difficulties in Desire2Learn, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor's name.

Desire2Learn requires certain software to be running on your computer, and certain settings to be checked in your Internet browser. Go to the D2L System Checker web page to make sure your system is setup: http://www.usg.edu/usgweb/d2lchecker/

Technical Support

In case something should go wrong with the learning management system, computer software, or computer hardware, contact CSU's HUB for technical support: http://www.clayton.edu/hub

Computer Skills Prerequisites

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Internet
- The ability to use GeorgiaView/D2L and associated tools, including discussion boards, chat rooms, online testing and assignment submission features
- The ability to use Microsoft Office365 software and to save in alternate formats
- The ability to send, receive and include attachments using email
- The ability to participate in online meetings via Blackboard Collaborate, Google Hangout, Skype, etc.
- The ability to demonstrate netiquette (appropriate online conduct)
- **The ability to teach yourself new software tools**

Course Assignments

Process (50%)

Process assignments will teach you to understand the essential theories and concepts of the course and practice your functional literacies. They will consist of:

- **Reading Assignments**: homework involving reading the textbook and answering a set of questions in a discussion forum in D2L.
- **Activities:** informal in-class assignments like peer reviews and draft revisions. They are often done in groups.
- **Freewrites:** informal in-class writing prompts that get you to generate ideas about a given day's topic or reflect on an activity.
- **Drafts:** early versions of the projects for peer review and revision.

These assignments will all be **graded for their level of completion**: submissions with complete, appropriate answers to the assignment's prompts will earn full credit; assignments with incomplete and/or inappropriate answers to the assignment's prompts will earn partial credit.

Projects (50%)

Rhetorical Analysis (20%)

We will spend the first half of the semester reading *Net Smart* and the analytical chapters of *Writer/Designer*, and dabbling in the rhetorical analysis of a lot of digital texts. You'll cap off this section of the course by analyzing your favorite type of text, demonstrating your critical and rhetorical literacies. Your analysis can take a variety of creative forms — from a simple Word document, to a hypertext, a podcast, a Prezi, etc. — although the analysis will be more important than the execution for this project.

Digital Composition (20%)

In the second half of the course, we'll turn to creating digital multimodal texts, using *Writer/Designer* as a guide for the process. You'll try your hand at composing the same type of text that you studied for your Rhetorical Analysis, flexing your functional literacies as well as your rhetorical and critical literacies. You'll get extra credit for actually putting your text out there and inviting feedback from the community of creators you're joining.

Literacies Narrative (10%)

In the last couple weeks of the course, you'll reflect on the functional, rhetorical, and critical literacies you've learned over the course of the semester. Again, you'll have creative choices about what medium/a this narrative will take: document, hypertext, podcast, video, etc. Whatever you make, you'll present this narrative to the class and give a brief justification of your goals and rhetorical choices.

Evaluation Key

The projects will each have customized rubrics with criteria that are specific to each of them. The rubrics will be graded qualitatively, with the following scale.

Level	Description	Point values
Exemplary	*Exemplary communication* is exciting: marked by originality of expression, particularized strategies to engage the audience, and scrupulous attention to detail.	98-100
Mature	*Mature communication* is pleasing: marked by an audience orientation, a clear grasp of the rhetorical situation, consistency, directness, strong supporting evidence, thorough editing, and an easy-to-follow structure.	90-97
Competent	*Competent communication* is adequate: marked by clarity of purpose, workable organization (if somewhat mechanical), an effective general purpose, acceptable style, and no distracting errors in usage or conventions.	75-89
Developing	*Developing communication* is not quite usable: marked by some serious weakness that, despite promising choices in other areas, ultimately prevents the communication from succeeding. This weakness may be in a faulty assumption about the situation or audience, underdeveloped content, a confusing organization, vague word choices, etc. This level could also be marked by excessive generality and predictability that fail to engage the audience.	65-74
Beginning	*Beginning communication* is incomplete: marked by failure to address some key element(s) of the communication situation. For example, evidence may be scant and/or inaccurate. Expression is weakened by vague or inappropriate verbal or visual choices. Errors in conventions, tone, or documentation are distracting. The main point is vague, trite, or poorly developed.	55-64
Basic	*Basic communication* is incorrect: marked by misunderstanding the demands and expectations of the communication situation, by focusing on self rather than audience, by blatant violations of conventions and audience expectations, and by inconsistencies and contradictions.	45-54
Unacceptable	*Unacceptable* communication is offensive: marked by disregard for the basic assignment instructions for preparing the document. A "U" is given to work that was clearly prepared without care, either because it is far too brief, too shallow, or missing basic components.	0-44

Grading Scale

A	90%* and above * If you have an 89% at the end of the term, and you have completed every assignment, I will round your 89% up.
B	80-89%
C	70-79%
D	60-69%
F	below 60%

Course Schedule

See the live schedule at https://goo.gl/JqfpZW for up-do-date changes. **Project due dates are bold; put them on your personal calendar now.**

Week	Dates	Topic	Due
1	1/8	Introductions and setup	
	1/10	What are multimodal projects?	Syllabus Agreement and Work-Use Form; Arola/Sheppard/Ball (ASB) Ch. 1
2	1/15	1/15: NO CLASS: MLK DAY	
	1/17	Analyzing multimodal projects 1/19: NO-SHOW DEADLINE	ASB Ch. 2
3	1/22	Attention	Rheingold Introduction and Ch. 1
	1/24		
4	1/29	Crap detection	Rheingold Ch. 2
	1/31		
5	2/5	Participation power	Rheingold Ch. 3
	2/7		
6	2/12	Collective intelligence	Rheingold Ch. 4
	2/14		
7	2/19	Network smarts	Rheingold Ch. 5
	2/21		
8	2/26	Using the web mindfully	Rheingold Ch. 6
	2/28	3/3: MIDPOINT- LAST DAY TO WITHDRAW WITH A W	**Rhetorical Analysis**
9	3/5	SPRING BREAK	
	3/7		
10	3/12	Choosing a genre and pitching your project	ASB Ch. 3
	3/14		
11	3/19	Assembling your technologies	ASB Ch. 5
	3/21		
12	3/26	Designing your project	ASB Ch. 6
	3/28		
13	4/2	Drafting and revising your project	ASB Ch. 7
	4/4		
14	4/9	Putting your project to work	ASB Ch. 8
	4/11		**Digital Composition**
15	4/16	4/16: COURSE EVALUATIONS BEGIN	
	4/18	Reflecting on your literacies	
16	4/23	Reflecting on and presenting your literacies	
	4/25		
17	4/30	Presenting your literacies	**Literacies Narrative**
		4/30: COURSE EVALUATIONS END 5/4: LAST DAY TO WITHDRAW WITH A WF	

Mid-term Progress Report

The mid-term grade in this course, which will be issued on February 26, reflects approximately 30% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, or withdraw on-line using the Swan by mid-term, which occurs on March 2. Instructions for withdrawing are provided at http://www.clayton.edu/registrar/withdrawal.

The last day to withdraw without academic accountability is Friday, March 2, 2018.

Standards for Professor Performance

Teaching Philosophies

Here are the primary philosophies that inform my teaching, so you have an idea of what to expect from me and how our class will run on a daily basis:

- I am a teacher of rhetoric. I define *rhetoric* as "the systematic study and practice of all conscious communication, in all modes and media."
- I am a teacher of literacies. I define *literacy* as "the ability to use communication tools to convey meaningful messages to specific people."
  - There are three types of literacies my courses address:
    - Functional: the ability to use communication tools.
    - Rhetorical: the ability to say meaningful messages to specific people.
    - Critical: the ability to understand how and why people design and use their tools to connect, collaborate, and/or compete with others.
- Good learning is situated in real-life (or simulated) practice, not in abstract discussion.
- A good teacher is a "guide on the side" rather than a "sage on the stage."
- People learn new things by connecting new information or skills with information/skills they already have (also known as "scaffolding").
- Good learning is a back-and-forth process of hypothesizing about a new idea, trying it out, and reflecting on how that trial went. (This dialectical process is also known as "active and critical thinking.")
- Students learn best when they're engaged with the material. The ways that I try to engage my students are:
  - by giving you as much choice as possible about what you'll study/create, and encouraging you to choose subjects that you're excited about
  - by encouraging you to actively seek information rather than passively absorb it

Conduct

You can expect me to

- Be professional inside and outside the classroom
- Be prepared for every meeting

- Treat you like an adult
- Update D2L regularly
- Respond to emails within 24 hours (unless you email me on the weekend)
- Treat you in a professional, respectful manner at all times
- Be available during scheduled office hours
- Maintain a positive attitude
- Be a problem solver
- Offer thoughtful, constructive criticism on your work
- Be a mentor for professional development activities

You shouldn't expect me to

- Respond favorably to excuses of any kind
- Answer emails or phone calls from parents, guardians, or other third parties
- Be available outside my office hours without an appointment
- Respond favorably to any argument for missing my assignments because of activities in another class
- Make exceptions to my own policies and standards
- Grant make-ups
- Accept late work without a pre-arranged extension
- Answer emails on the weekends

Uses for Your Work

All of the assignments produced in this class will be posted on the course website. In this way, our class will have a body of communication documents to study throughout the semester. I reserve the right to use your work, in whole or in part, as a teaching tool in this particular section, though I will do so by removing your name first. You will grant or deny me permission to use your work in future classes and/or my research in the first week of class.

Standards for Student Performance

Attendance

University Attendance Policy

Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

Course Attendance Policy

Attendance is expected for all class periods. Any absence must be accompanied by a written excuse from a doctor or other competent authority. Writing is a skill that requires practice through revisions, tutoring, and collaboration. Talking about ideas with others—including class discussions—improves your writing as it helps

hone, clarify, and create knowledge. Since we are working together to improve our own and others' writing, you should expect to participate; this is not a lecture class. For these reasons, your attendance and thoughtful participation are crucial for your success. Thus, students who miss 20% of classes will probably fail the course (7 classes for MW). Because of the cumulative nature of the course material, if you miss 5 classes before the midpoint, you should consider withdrawing. You should be present and thoughtfully participating most of the class to receive credit for the class day.

Please discuss your options with me if you have extenuating circumstances, a severe illness, etc., that may prevent you from successfully completing the course.

University closures for weather
The university's weather-closing policy is available at http://about.clayton.edu/weather.htm.   Closings are posted on the website and most major media.

Code of Conduct
Students must abide by policies in the Clayton State University Student Handbook, and the Basic Undergraduate Student Responsibilities. The Student Handbook is part of the Academic Catalog and Student Handbook, which begins on page 6.

Discrimination
I am committed to providing a safe class environment that is free of discrimination. In keeping with the professional nature of this course, only professional behavior is acceptable between the instructor and the students and between students. No harassment of any kind is allowed in class including but not limited to gender, age, ability, religion, sexual orientation, and ethnicity. That being said, ignoring our differences in an attempt to avoid conflict or discomfort can sometimes wind up reinforcing the same prejudices and conflicts we're trying to avoid, so I will encourage the input each of you brings to the class based on the identities you're comfortable speaking from.

Due Dates
Unless I state otherwise, assignments are always **due at the beginning of class** on the day for which they are listed. If you miss class, you are still responsible for any changes I announce in class, so consult a peer for what you missed.

Email
I will **only** respond to emails sent to ChristopherRitter@clayton.edu via Office365 Outlook. I will **never** respond to emails sent through D2L.

I will respond to emails within 24 hours, unless you email on or just before the weekend, in which case I will respond by the end of the next business day.

Hardship Withdrawal
Students who experience an unexpected event or circumstance beyond their control that directly interferes with their ability to continue to make satisfactory progress in classes, such as serious illnesses or unexpected

major life events, may petition the Dean of their major for a hardship withdrawal from **all classes**. In order to be considered for a hardship withdrawal, the student must have been passing all courses at the time that the emergency or other hardship arose and notify his or her instructors or other University officials about the hardship situation as soon as possible after it arose (per University and BOR policy, passing is defined as a grade of D or above). Hardship requests that are not filed in a timely manner are subject to denial even if the student was passing and the hardship was legitimate. Students who attend any classes through the end of a term and complete all course requirements (i.e. final project or exam) are not eligible for hardship withdrawal. If you have taken a final exam in any of your courses, you may not request a hardship withdrawal. For more information go to http://www.clayton.edu/registrar/Withdrawal.

Late Work

In short, my late work policy is **plans, not excuses.** I do not accept late work unless we have a prior arrangement – i.e., you email me before the assignment's due date, and I grant you an extension. Again, you can turn in an assignment late **only if you have requested an extension beforehand.**

Office Hours/Contact Information

One of the most valuable ways to improve your writing is through sustained, personal attention to your work. I offer this attention during office hours (listed at the beginning of the syllabus) or by appointment. In addition, you may email me to discuss specific questions you have about your writing, and I am happy to meet with you online for a face-to-face web chat.

Online Etiquette (Netiquette)

Discussion, chat, and e-mail spaces within this course are for class purposes only, unless otherwise stated. Please remember to conduct yourself collegially and professionally. Unlike in the classroom setting, what you say in the online environment is documented and not easily erased or forgotten.

The following guidelines apply:

- Avoid using ALL CAPS, sarcasm, and language that could come across as strong or offensive.
- Use proper punctuation, grammar and be sure to edit your contribution before posting.
- Read all postings before posting your responses to discussion topics so as to not unnecessarily repeat information.
- Keep chat comments brief and to the point.
- Focus on one topic at a time when chatting or posting to discussions.
- Remember that unlike in face-to-face learning environments what you say in discussions and chats is documented and available to be revisited. Choose your words and discussion topics carefully.
- E-mail should only be used for messages pertaining to the course. Please refrain from sending forwards, jokes, etc. within e-mail.

Plagiarism

If you consult outside sources in order to supplement or advance or generate your own ideas, you need to give credit to the author(s), whether you directly quote them or not. You're all aware that intentional plagiarism is wrong, and that it has dire consequences. Most students who intentionally plagiarize do it because they're

pressed for time and feel too stressed to write their own paper. My advice: come talk to me if you have any problems getting the work done, or if you're confused about documentation. I'm here to help you, not catch you.

Guidelines for Writing from Sources and Consequences of Plagiarism

The following descriptions are designed to help explain plagiarism and its consequences to help you avoid it in your writing for this course. We will devote class time to learning and understanding how to use sources in your writing, how to research and take notes effectively, how to use and cite electronic resources, and how to get help from various writing aids and resources.

Problems in Writing-from-Sources:

Inaccurate Citation: Mechanics and Format: Students are expected to cite both written (print and electronic), oral, and visual sources consulted in papers and presentations. All borrowed ideas—both direct quotations and paraphrasing from another's work—require accurate citation, and direct quotations require quotation marks. Students should learn and use correct format for block quotes, quotations, and in-text parenthetical documentation. Source material should be introduced fully, and all borrowed ideas should be cited; Works Cited pages should be formatted correctly. Drafts of papers with inaccurate citation, mechanical citation problems, and/or minor Works Cited inaccuracies will require mandatory revisions; final papers with these problems will receive a letter grade deduction.

Plagiarism:

Insufficient Citation: Patchwriting and Derivative Papers: Students should fully introduce and cite borrowed material. Cutting and pasting passages from your source into your own paper without citation and turning in the paper as your own is plagiarism, as is directly quoting without using quotation marks. Undocumented paraphrasing is plagiarism: fully cite the source of your ideas. In addition, students are expected to paraphrase and summarize using their own stylistic features, not the source's, to avoid patchwriting (also called stylistic plagiarism). If your summary is too close to the original in a draft, keep working to synthesize it fully. In addition, students are expected to develop their own framework for their papers rather than borrowing their source's argument wholesale (even if acknowledged). Drafts with several examples of insufficient citation, papers that fail to develop original arguments, papers lacking a Works Cited page, or papers that exhibit patchwriting will earn a lowered grade and will require mandatory revision; final papers will receive a 0 for the assignment for failure to meet the minimum requirements of papers in 1101/1102, and students will face disciplinary action as per the CSU Office of Student Affairs and Community Standards.

False Submissions, Ghostwriting, or Fraud: Students are expected to write their own original papers for each assignment, from development of ideas and research to revision. Plagiarized papers include papers written by someone else (i.e. acquired or bought through the Internet, an organization, friends, family members, or another student); papers in which much of the material is cut-and-pasted from sources without correct documentation; and papers submitted by the student for another course/assignment. If such a paper is submitted for a rough draft, the student will receive a 0 for the draft and be required to do a mandatory revision and/or new rough draft before submitting a final paper. If students turn in such papers as final papers, the student will receive an F for the course and face disciplinary action as per the CSU Office of Student Affairs and Community Standards.

If you have any doubt about whether or not you're plagiarizing, talk with your professor before submitting your paper.

Plagiarism Detection Software

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You should submit your papers in such a way that no identifying information about you is included.

Revision

Revision is an integral part of the writing process and an essential part of improving one's writing. To that end, multiple drafts of Bonus and Advanced assignments that show substantial revision are required. However, once a paper has been graded, it may not be revised for an improved grade. As such, each grade reflects your final written product rather than your effort.

Schedule Changes

By necessity, our schedule may change according to the needs of the projects. I will announce changes on D2L, but you are responsible for knowing and following them. See the working schedule online for up-do-date changes.

Weapons on Campus

Clayton State University is committed to providing a safe environment for our students, faculty, staff, and visitors. Information on laws and policies regulating weapons on campus is available at http://www.clayton.edu/public-safety/Safety-Security/Weapons; clear definitions of the laws and policies is available at http://www.usg.edu/hb280/additional_information.

Resources for Students

Accommodations for Students with Special Needs

Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center Room 255, phone 678-466-5445, or email: disabilityservices@mail.clayton.edu.

Center for Academic Success

The Center for Academic Success (CAS) provides personalized one-on-one peer and professional staff tutoring in over 100 core subjects. The Center is located in Edgewater Hall Suite 276. The CAS also offers moderated study groups, informal study sessions, a comfortable study environment, a student study lounge, and it's all free! Use the CAS if you need help; become a tutor if you don't. For more information you can e-mail the center at thecas@clayton.edu.

Writers' Studio

You can get free assistance on any aspect of your writing from a trained tutor at the Writers' Studio. You can meet tutors in the Studio itself or online.

The goal of the Writers' Studio is to give rise to better writers, not just to better writing. People who love to write, people who struggle mightily with it, and people who fall anywhere else on the spectrum can find a place at The Writers' Studio—a place for students to come for writing guidance and feedback.

Each student may receive up to 90 minutes of assistance per day and 3 hours per week. Furthermore, both appointments and walk-ins are welcome. Here's The Writers' Studio's contact information:

Location: Arts & Sciences Building, Room G-224
Phone: 678.466.4728
Email: ws224@clayton.edu
Website: http://clayton.edu/writersstudio

Visit The Writers' Studio at http://clayton.edu/writersstudio or schedule your appointment online at http://clayton.mywconline.com (Note: first-time users need to complete a one-time registration prior to using the online appointment website).