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Syllabus

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Description and Requirements

Course information

Course number: ENGL 303 7D1
Course name: Multimedia Writing
Term and year: Spring 2017
CRN: 14505
Instructor: John Jones, Assistant Professor
Email: john.jones@mail.wvu.edu
Office: 231 Colson Hall
Online and in-person office hours: Mondays and Tuesdays, 1-2 p.m., or by appointment

Course description

"I have been a person of the book, but I am becoming a person of the screen. It is not an easy transition." – Kevin Kelly

Screens have colonized our imaginations. Everywhere we go we are confronted by them—computer screens, mobile screens, television screens—and, increasingly, these screens have become the places where we write, read, and generally experience multiple forms of media. In ENGL 303: Multimedia Writing, students will examine the rhetorical possibilities of digital media, using that media to understand the effects of the ongoing transition from print to screen on writing practices. They will not only learn how to compose screen texts in multiple media, they will also interrogate our society's transition from people of the book to people of the screen. As with Kelly, students may discover that this transition has not been an easy one. While this will be a writing course, not a technology course—students of all levels of technological expertise are encouraged to enroll—in this course students will be expected to use a number of different technologies as they learn how to write for different media. Students should be open to learning new technologies and plan to spend a generous portion of their time in the course experimenting with and eventually mastering the technological tools necessary for multimedia writing.

Course objectives

Students who earn a a grade of C or higher in the course will have:

- created and designed a website using the Wordpress content management system (CMS);
- produced a short video in which they synthesize and analyze a chapter from a course reading in order to take advantage of the modes and affordances of audiovisual media;
- produced texts for their personal website, issue/cause website, and forum posts that display an awareness of the needs of a particular audience and rhetorical situation;
- correctly applied the research and source citation methods appropriate for multiple media.

In line with the goals of the WVU BA Program in English, these objectives will enable students who successfully complete the course to

- interpret texts within diverse literary, cultural, and historical contexts;

- demonstrate a general knowledge of the social and structural aspects of the English language; and
- demonstrate a range of contextually effective writing strategies.

Required texts

These texts can be obtained via the WVU bookstore or online using the ISBN numbers.

- Alred, Brusaw, & Oliu. *The Business Writer's Handbook*. 11th Edition. Bedford/St. Martin's, 2015. ISBN: 978-1457675515
  - Note: *You are welcome to use **any edition** of this text—or Alred, Brusaw, & Oliu's practically identical* Handbook of Technical Writing.
- Arola, Sheppard, & Ball. *Writer/Designer: A Guide to Making Multimodal Projects*. Bedford/St. Martin's, 2014. ISBN 978-1-4576-0045-6
- MacDonald. WordPress: The Missing Manual. 2nd ed. O'Reilly, 2014. ISBN: 978-1-449-34190-9
  - Note: *If you wish to not purchase this text, it can be accessed electronically via the WVU Libraries and Wordpress has extensive online documentation.* However: *regardless of how you access the text, you are responsible for all the material contained in it.*

These texts can be accessed digitally through the WVU Library website (requires library login). Any additional course readings will be made available on the course schedule.

- danah boyd. *It's Complicated: The Social Lives of Networked Teens*. Yale, 2015. ISBN: 9780300199000
- Howard Rheingold. *Net Smart: How to Thrive Online*. MIT Press, 2012.

Required digital resources

- Regular access to a computer and the Internet (on-campus computer access is available via the **Office of Information Technology** and the **WVU Libraries**) as well as access to the following technologies:
  - a computer with a microphone (a microphone and webcam is preferred),
  - a means of recording video (if you are on campus, you can check out video recording equipment from **Multimedia Services** at the WVU Library), and
  - software for converting between video file formats (like **Handbrake** for Mac or Windows) and for editing video (like **Imovie** for Mac or **Windows Movie Maker** for Windows).
- A **MIX email account** which is checked daily (**privacy**).
- A **WordPress.com** account (**privacy**).
- A means of keeping track of your course files using a cloud backup service like **Google Drive** (via your MIX account; **privacy**) or **Dropbox** (**privacy**) that can automatically archive your work.

Additional recommendations

- A tool like **Zotero** (**privacy**) or **RefWorks** (**privacy**) to help manage research sources and format citations.

Technical support

In this course, you will have a lot of freedom in choosing the tools you use to complete the assignments. Technical support for problems with Ecampus or other WVU software is provided by WVU's Information Technology Services (ITS). ITS can be contacted via their support site at **http://it.wvu.edu/support**, via email at **ITSHelp@mail.wvu.edu**, or via phone at 304-293-4444.

I will directly support the required software for the course (that means, if you have a problem with any of this software, after you attempt to troubleshoot the problem yourself, your next step will be to contact me and I will help you fix it). The supported software is:

- Wordpress
- Imovie (Mac)
- Windows Movie Maker (Windows)

If you choose to use software not on this list for a project (for example, a different video editing program) and run into problems, I will do my best to help you, but you will be responsible for troubleshooting technology issues related to such software on your own.

Policies

1. **Professional conduct**
2. **Social justice policy**
3. **Inclusivity**
4. **Work visibility**
5. **Online etiquette**
6. **Course communication**
7. **Office hours**
8. **Grading**
9. **Technology policies**
10. **Submitting course work**
11. **Late work**
12. **Academic integrity**

Professional conduct

ENGL 303: Multimedia Writing is a course in the **Professional Writing and Editing** (PWE) program at WVU. The PWE program is designed to prepare students for careers as professional communicators, and for this reason many aspects of PWE courses are designed to replicate professional experiences. In this course you are expected to conduct yourself as a professional both in your work as well as in your interactions with the professor and your fellow students. As is the case with professionals, you are expected to complete all of your assigned work and take part in all activities, to reply to course communication in a timely manner, and to respond to all course activities and assignments as you would to comparable work activities and assignments.

Social justice policy

The English Department and the Professional Writing and Editing Program support WVU's commitment to social justice. In this course, you will work with your classmates to create a positive learning environment based on open communication and mutual respect.

Inclusivity

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (304–293–6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see **http://diversity.wvu.edu**.

Work visibility

Due to the nature of the course, you will be sharing your work with your fellow classmates as part of workshops and peer review sessions. Additionally, you will share your work publicly on the Web (for example, on your personal website). By taking this course, you are indicating that you accept these requirements. *If you have any questions or concerns about this policy please contact me immediately.*

Online etiquette

The following policy is adapted from **WVU–Parkersburg's online etiquette policy**: Taking an online course and corresponding via the Internet presents students and educators with the task of overcoming the lack of nonverbal signals in communication. When taking a course online, it is important to exercise etiquette in order to ensure proper interaction between the students and their instructors. The following guidelines should be followed by students participating in an online class.

- *Participate in the online environment:* Your classmates need to hear your voice in order to feel your presence. By actively participating in your online course, your comments and ideas contribute to the collective learning and the sense of community in each class.
- *Share tips, help others, and ask questions:* For many of us, taking online courses is a new experience. There are no "dumb" questions. Please share with your classmates by posting your questions—and answers to others' questions—on the **Forums** or via another channel.
- *Think before you post:* Remember that we cannot see the smile on your face when you make a sarcastic comment or the experience your concern about an issue if you only state it in a few words. In other words, help us "see" you by explaining

your ideas fully.

- *Remember a course is a course...:* You may be familiar with many of the previous items if you have participated in other forms of electronic communication in the past. However, Web–based courses have some added constraints not present in other arenas. Keep in mind these additional four points:
  - *Remember where you are:* A virtual classroom is still a classroom, and comments that would be inappropriate in a traditional setting are likely to be inappropriate in a Web–based course as well. Treat your instructor and your fellow students with respect.
  - *Stick to the message:* Contributions to a discussion should have a clear subject header, and you need to stick to the message. Don't waste others' time by going getting side tracked in your postings.
  - *Read first, then write:* Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.

Course communication

I will contact students in the course in two primary ways. I will initiate official communication via email to the class or individual students via my WVU email account. I will send these messages to your MIX email address. I will use the **announcements** feature of Ecampus to inform you of updates to the course site—such as changes to the course schedule, or additional information about assignments.

Regularly check for communication about the course

In order to make sure you don't miss important information, **you should regularly check your MIX accounts as well as announcements on Ecampus.**

Discussion forums

I have set up individual forums for questions related to the syllabus and the course site, general questions about Wordpress and our Wordpress textbook, and I will set up for your major projects. Unless you have a question of a personal nature, you should post all questions related to these topics to the appropriate forum. This will allow your classmates to see (and respond) to your questions, as well as to my answers, ultimately providing a general knowledgebase for issues related to the class. As with other online forums, if you have a question related to an existing topic, you should post it as a reply to that topic, not as a new topic.

Instructor responses

My tendency in course communication initiated by students is to respond in the medium in which the message was sent. For example, if you ask me a question on the Syllabus and Course Questions forum, I will tend to respond to you on that forum (assuming the answer is suitable for public view); if you send me an email, I will email you back; etc.

I will do my best to respond to your messages within 24 hours during the work week (M–F); on the weekends and during breaks my responses may take longer.

Office hours

Scheduled office hours

In–person. If you are in Morgantown, you can visit me on campus during my in–person office hours. My office is located in 231 Colson Hall.

Online. I will also hold regular office hours online using the chat and/or video features of Blackboard Collaborate (see the "Office Hours" room at "Video Chats" link in the course menu).

My in–person and virtual office hours times can be found in the **Description and Requirements** section above and on the **About the Instructor** page on the main course menu.

Meeting outside of my scheduled office hours

If you would like to meet with me but are not free during my scheduled office hours, please contact me directly via email (**john.jones@mail.wvu.edu**) and I will be happy to arrange an alternative meeting time that fits both of our schedules.

Cancellations

If for some reason it becomes necessary for me to cancel or reschedule either my regular office hours or a meeting with an individual student, I will notify the class or the student as soon as possible. Similarly, if it becomes necessary for you to cancel a meeting with me, you should email me to let me know about the cancellation as soon as you can.

Grading

The following **descriptors** will give you an idea of the the expectations that I have when evaluating your work. I will use +/– **grades** for the final course grades. The +/– grades correspond to the numeric ranges below.

Grade descriptors	+/– grades
A: Excellent represents excellent participation in all course activities; all assigned work completed, with very high quality in all course work.	• A+: 97 and above • A: 93–96 • A–: 90–92
B: Above average represents above average participation in all course activities; all assigned work completed, with consistently high quality in course work.	• B+: 87–89 • B: 83–86 • B–: 80–82
C: Average represents good participation in all course activities; all assigned work completed, with generally good quality overall in course work.	• C+: 77–79 • C: 73–76 • C–: 70–72
D: Below average represents uneven participation in course activities; some gaps in assigned work completed, with inconsistent quality in course work.	• D+: 67–69 • D: 63–66 • D–: 60–62
F: Inadequate represents minimal participation in course activities; serious gaps in assigned work completed, or very low quality in course work.	• F: 0–59

Unless extenuating circumstances intervene, **I will provide you with grades on all of your major assignments within one week of their due date**. If for some reason I am unable to grade your projects in this time frame, I will inform you of this fact as soon I am able to do so.

Technology policies

Technology skills

There are no prerequisite skills courses for ENGL 303. The course is designed to teach students how to master basic genres of multimodal communication, such as web publishing and audio/visual composition. However, the course assumes that all students have basic computer skills such as managing files, word processing, and accessing and navigating the Internet.

Adopting new technologies

In this course, we will be experimenting with many different technologies for writing and reading, ranging from services like Wordpress to software packages like Imovie or Windows Movie Maker to markup languages like HTML. In this course you may be introduced to a new way of communicating that you find indispensable. Alternatively, you may find yourself using technologies that you cannot imagine yourself using again outside of the course, and you may experience these technologies as being difficult or simply irritating.

That is ok. You are not required to love the technologies we experiment with or embrace them without question. Indeed, a major theme of our readings will be questioning the impact and effects of emerging technologies on work practices and learning.

What *is* required of you is that you approach all of our assignments with an open mind and your best effort, as a future professional experimenting with different modes of communication. While we will have specific, detailed instruction on how to use many technologies addressed in this class, such as setting up your Wordpress sites, it will not always be possible for us to cover the uses of all technologies touched on in the course. I do expect that when I introduce specific technologies in blog posts, course readings, or course videos that you will take notes so you will have a guide to follow when it comes time for you to use these technologies. However, on some occasions you will find that you need to use a technology or piece of software that is new to you but which we have not discussed together. In such a case, although I will attempt to help you as best I can, I expect that you will take the initiative to research the technology in question and master it to the best of your ability. As experimenters, our method will be trial and error. In all cases, when faced with new tools and technologies you should expect to devote some

cases, when faced with new tools and technologies you should expect to devote some time to experimenting with and learning these technologies, researching (or discovering) their possibilities and limitations, and, when possible, sharing what you have learned with your classmates on the forums or your personal blogs.

Troubleshooting

While I will be available to answer your questions and help you troubleshoot technology issues, if you have a question about a particular technology you will find that, in most instances, other people have had the same question and the answer is either in our course readings or available on the Internet. If this process does not solve your problem and you need to consult me, please remember that the more detail I have about your problem, the easier it will be for me to help you solve it. If you email me saying—

> I can't get my blog to work. Help!

—I don't have much to go on. A better email request is

> I uploaded an image to my Wordpress site, but now it won't display! Help!

In addition to this support, all WVU students can request **temporary access to the technology training materials** at **Lynda.com**.

Submitting course work

Due to the nature of this course, all course assignments will be submitted electronically. The descriptions of each assignment will include instructions for submitting that assignment. For this reason, it is important that you carefully read all assignment descriptions and instructions.

Late work

If you cannot turn your work in by the date an assignment is due, you should discuss a make-up date with me before the due date. If you do not contact me before the time an assignment is due, the assignment will be considered late. **Major assignments—the personal website, issue/cause website, and book chapter remix—that are turned in after they are due will be penalized by ten percentage points for each calendar day they are late. Weekly forum posts, blog posts, and any other assignments listed on the course schedule will not be accepted late.**

Although each situation is unique, in general a problem with technology will not be considered an acceptable excuse for late or incomplete work. If your computer malfunctions, it is your responsibility to **find a different place** to work. If your Internet goes out, you will need to find a **different access point**. And you should create **multiple redundant backups** of your work in case you accidentally erase, overwrite, or otherwise lose your files.

Academic integrity

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the **West Virginia University Student Conduct Code**. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please contact me before the assignment is due to discuss the matter.

My WVU eCampus | **Resources**

Quick Links

🏠 | Major Assignments

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Major Assignments

[Alignments](#)

1. **Video Chats**: 10%
2. **Reading responses, homework, & quizzes**: 15%
3. **Personal website**: 10%
4. **Multimodal analysis**: 15%
5. **Video remix**: 25%
6. **Issue/cause website**: 25%

Video chats

Video chats description

Although this is an online course, interaction will be a key part of your learning experience. I have designed the course to provide you with opportunities for unscheduled interactions with your peers and myself via the course Discussion Board. However, one important method of our interaction in the course will be periodic, live group chats with myself and the members of your work groups for individual projects. We will use the Blackboard Collaborate (BC) tool for our chats. You can access BC via the **Video Chat** menu item.

Video chats requirements

We will hold at least four required video chats. To receive full credit for scheduled video chats, you must log in on time for your scheduled chat and stay for the whole time.

Video chats due dates

You are responsible for contacting me via the BC tool during my office hours (listed on the **Syllabus**) during the first three weeks of the semester. (**If you are not free during my scheduled office hours, please email me to schedule an alternate time for us to meet.**) During that meeting, we will introduce ourselves and you can ask me any additional questions you have about the course or course projects.

After your first video chat with me, you will participate in at least one chat during each module of the semester. These chats will involve myself and the members of your work groups. I will work with your group to schedule these chats during a time when everyone in the group is available.

Video chats grading

Your video chats grade will be based on participation. In this case, participation will not only refer to logging in on time and staying for the length of the chat; it will also mean contributing to the overall success of the chat by paying attention and actively engaging in discussions. Each chat—your initial contact with me to test your connectivity and the remaining three group video chats—will be worth 25% of your total grade for the assignment. Because we will have so few chats, you are required to participate in all of them. There will be no excused absences from the chats and, except for extreme situations, makeups for missed chats will not be allowed.

Reading responses, homework, & quizzes

Reading responses, homework, & quizzes description

Whenever I assign readings for the course I will give you a project to help focus your reading of the assigned text. On some occasions I will assign quizzes on the readings, and on other occasions I will ask you to complete various learning activities.

For each week when there are assigned readings from Rheingold's *Net Smart* or boyd's *It's Complicated*, you will write a response to those readings on the Weekly Reading Responses forum on the **Discussion Board**. For each of those weeks, I will create a thread on the forum titled after the week number (i.e., "Week 2") where you will post your response. On some occasions I may provide you with a discussion prompt to guide your responses, but for most weeks you will be free to write about what you wish.

After adding your original post, you will be required to respond to at least one of your classmates' posts on the forum.

Reading responses, homework, & quizzes requirements

Your initial posts to the forum should be no less than 150 words. Your responses to your classmates' posts should be at least 50 words. Both your posts and responses should be guided by the course's online etiquette policies (see the Policies page on the **Syllabus**).

Reading responses, homework, & quizzes due dates

Unless otherwise noted, your initial posts to the forum each week will be due before 11:59 p.m. on Tuesdays.

Your response to one or more of your classmates' posts will be due before 11:59 p.m. on Thursdays.

All other quizzes and assignments will be due by 11:59 a.m. on Friday of the week they are assigned, unless otherwise noted.

Reading responses, homework, & quizzes grading

Quizzes will be graded by percentages—e.g., on a quiz with 5 questions, each question will be worth 20% of the quiz grade.

Other homework and assignments will be graded by your participation and ability to follow the assignment instructions. If you fail to return a quiz or exercise to me by its due date or miss the deadline for a forum post or response, your grade for that assignment will be a zero. If you know that you will be unable to meet the deadline for one of these assignments, please contact me before the due date about alternatives. In general, however, missed quizzes, homework

assignments, and discussion board postings cannot be made up.

I will evaluate your discussion forum postings using the following three categories:

- **Originality:** When responding to the readings, think about how your unique experiences and knowledge allows you to reflect on the content of the readings. By doing so, you can ensure that your response will be an original—and interesting—take on those readings.
- **Detail:** Include descriptive detail in your responses, not simply to make it interesting to your classmates and me, but so we can understand the context of your post. Use specific nouns and verbs, cite specific sections of the text (by page number), and provide specific examples.
- **Make connections:** One sign of learning is the ability to apply knowledge to a new situation. In your discussion board posts, make an effort to identify connections between the readings, between current and previous readings, between the readings and current events, etc. In general, you should make an effort to relate and apply the concepts in the readings to contexts that are relevant to your classmates—the course projects, the college experience, the workplace—and yourself—your career goals, your interests.

Personal website

Personal website description

Your first major assignment will be to create a website where you can showcase your work over the course of the semester. This assignment will serve two purposes: First, it will provide an opportunity for you to explore basic HTML editing and web–based content management using the Wordpress platform. Second, over the course of the semester the site it will serve as a record of your activities and accomplishments in the course.

While all elements of your site are expected to function and display correctly in a variety of web browsers, because we will use a CMS (content management system) that gives you little control over many design elements), the project will primarily focus on your mastery of the Wordpress platform and the appropriateness of the website—its design and implementation, the text and other media it contains, and the overall appeal and effectiveness of the site and its organization.

Your site will be designed for a professional audience—i.e., potential employers, peers and colleagues in your chosen field. Keep this in mind as you work on it. When assembling the sections of your site and the material it contains, you should do so in a way that will present the best version of your work for this audience of professionals.

Personal website requirements

Your site's use of color, typefaces, images, and any other media should be legible and appropriate to its content. For example, the site should make effective use of visual material like photographs, illustrations, or embedded video, when appropriate, and these materials should be presented using the best practices of web design and accessibility.

Further, the site's content and design—from the tone of linguistic elements to the style of graphical elements to the arrangement of the interface—should be appropriate to the genre of the professional website.

Finally, if any material on the site is not wholly created by you, you must acknowledge the original author and link back to his or her work or, if the work is not online, provide a complete source citation that will allow your readers to find the original.

In addition to these general guidelines, your site should contain the following specific features:

The site will be due in two parts. For the **first submission**, your site should contain the following:

- A *home page*—**not a post** (see MM for the distinction between pages and posts and how you can set a page to be the home page for your site)—featuring a brief description of the purpose of the site along with an image. Your description should be detailed (**75+ words**). Do not write "this is a website for my class."
- An *about page*—again, **not a post**—featuring a brief introduction of yourself. It is not necessary for you to divulge personal information about your life—for example, do not include personal information like your address. Rather, you should provide a description of yourself as the author of the site, connecting your skills to the purpose for the site described on the home page. For example, if you wanted to emphasize how the projects on the site showcase your design work, on this page you would give visitors to the site background information about you as a designer: How you became interested in design, your career goals, etc. This page should contain **at least 150 words of text** and **at least one image** (not including images that are part of your site's template). The writing should showcase your wit and ability to connect with your site's potential visitors. If you did not create the image(s) on the site, you must include a full citation for the image(s).
- A *portfolio page* highlighting the digital work you will create as part of the course (although you can feel free to include any other digital work of yours that you feel would be appropriate). This page can be blank for now.\

Prior to your submission of the site, you should hide or delete any unnecessary pages or posts (such as the initial blog post) as well as any unused menu items or widgets.

Personal website due dates

Due dates can be found on the **Schedule**.

Personal website grading

You will submit this project once. I will evaluate the site across the following categories:

- **Design:** The site adheres to the best practices for Web and multimodal design as articulated in *Writer/Designer*.
- **Accessibility and requirements:** The site is logically ordered and structured and adheres to best practices for linking (using text tags instead of URLs, linking to all online sources, placing links where they are needed) and image use (using descriptive alt tags, providing citations and links to the original source for all images not created by you). The site meets all of the requirements laid out in the assignment description above.
- **Readability and effectiveness:** The text and other multimedia elements are free of major and minor errors in structure, syntax, and grammar and display the quality of writing appropriate for a professional audience.
- **Multimodality:** Multimodal elements are effectively incorporated into the site to complement, comment on, and/or extend the written text taking advantage of the affordances of those modes to serve the goals of the site and its audience.
- **Citation and research:** All media used on the site that are not the sole creation of the author are fully cited. If the original source exists online, there should be a clickable link to that source.

Multimodal analysis

Multimodal analysis description

This assignment is adapted from one by Kristin Arola.

This assignment will test your ability to analyze a series of multimodal texts for their effectiveness for a particular audience or group of audiences. You will select three multimodal texts (where "text"

is understood broadly, including images, videos, websites, etc.) in a particular genre and analyze the potential goals of the author(s) and the effectiveness of the texts with regard to those goals along the dimensions of audience, purpose, context, and genre. In doing so, you should pay particular attention to the affordances (W/D, pp. 14–19) of the texts you are analyzing and their genre as well as the design choices made by the authors of those texts. (For a discussion of the rhetorical situation, a partial list of design choices, and examples of multimodal rhetorical analysis, see W/D ch. 2.)

This project will give you practice in describing the rhetoricity of multimodal texts—their persuasive goals and the ways that those goals are or are not achieved through the particular design choices of the author or authors. Additionally, you will practice creating your own multimodal project—integrating your sources and analysis—preparing you for the later assignments in the course.

Although you will not work on this project in a group, I will assign each of you to a small group of 2–3 persons from whom you will receive feedback on early drafts of the project. That is, over the course of the module, group members will share their work on the project with each other and provide feedback on those projects prior to its submission. Part of your grade for this assignment will depend on the quality and timeliness of your feedback to other members of your group. The goals of this project are to focus your attention on the rhetoricity of multimodal texts— their persuasive goals and the ways that those goals are or are not achieved through the particular design choices of the author or authors.

Multimodal analysis requirements

You are free to choose the form that your analysis will take: it can be an audio file, a video, or a primarily textual document. The only requirement for form is that your analysis should be multimodal and all submissions should be posted on your personal website in a web-native format (i.e., a webpage or embedded audio or video file). Word documents or PDFs will not be accepted.

For the purposes of this assignment, "analyze" means to describe the ways in which the multimodal texts you have chosen use their different modes to make particular arguments for particular audience(s). This description will take the form of an argument, where "argument" means a claim supported by specific evidence from the text(s) along with whatever additional information is needed to connect the evidence to the claim. Whether you choose a primarily textual or audio-visual project, by "analysis," I mean a coherent, well-organized essay, with an introduction, effectively-structured body section, and conclusion.

When choosing the modes for your project, keep in mind that the final product should serve an analysis of the modes and genre of the texts you have chosen for the project. For example, it will be impossible for you to adequately analyze a series of web videos without showing your audience screen shots or clips from those videos.

The project should be 1,250-1,750 words for primarily textual projects or 4-6 minutes for audiovisual projects. If you feel that either of these requirements is not appropriate for your chosen medium, please contact me and we can discuss a medium-appropriate length for your project.

Multimodal analysis due dates

This project will be submitted in multiple stages, both to your peer group and myself. The due dates can be found on the course **Schedule**.

Multimodal analysis grading

This assignment will be submitted, in full, on two separate occasions. The first submission will be worth 25% of the assignment grade will the second submission will be worth the remaining 75%.

The purpose of these multiple submissions is to give you practice in revision and responding to feedback. Consequently, you should not think of these two submissions as a draft and a final project, but rather a complete project that you will subsequently have the opportunity to revise and resubmit for a potentially higher grade.

I will evaluate each submission across the following categories:

- **Requirements:** The analysis meets all of the requirements laid out in this assignment description.
- **Content:** The analysis demonstrates an awareness of rhetorical analysis and multimodal genres and affordances by crafting an effective argument, with examples, that addresses the audience, purpose, context, and genre of the chosen texts along with the modal affordances and design choices of the author or authors.
- **Style:** The analysis demonstrates an awareness of professional tone, style, and essay structure.
- **Format/Conventions:** The analysis demonstrates an understanding and application of

- **Format/Conventions:** The analysis demonstrates an understanding and application of layout, visual design, audience awareness, and information structure appropriate to the chosen medium and meets basic accessibility standards for that medium.
- **Citation:** The analysis cites all sources and materials not created by the author in a manner appropriate to the chosen medium (see W/D ch. 4). There should be clickable links to all sources that exist online.

Video remix

Video remix description

For this project, you will choose one chapter from either *Net Smart* or *It's Complicated* and remix the major themes and arguments of that chapter in a video made by you.

Here, I use the term "remix" to mean taking an original creative work and putting it to a new or innovative use. Just as an audio remix takes samples from different songs—a vocal track from one and a bass line from another, for example—and arranges them together into a new piece of music, your goal will be to take the original materials of the reading—the argument, the themes, the media—and combine them with your own ideas to make something new.

Although you will have a large amount of freedom in the final form of your videos, these videos must in some way translate the ideas of the original into new modes with the goal of more effectively illuminating the original content. Your video should not take the form of you simply reading or otherwise summarizing the source text, although you can quote from or reference your source as necessary; rather, it should re-present or remix the content in a way that both makes something new out of the source material and is suited to audiovisual media.

This project will require a number of steps: First you will need to understand and successfully summarize the main themes of the reading that you choose. You will then need to create a script for the project, planning out the ways in which you will incorporate the features of the medium to present these themes to best effect. You will turn that script into a storyboard that will serve as a visual roadmap for your project. You will need to research the resources you will include—audio and video clips, still images—and plan how you will record your new material—both shooting video and recording audio. Finally, you will need to record and then edit your video into a rough cut, then integrate feedback on that rough cut into the final video.

Video remix requirements

As you can see from the course schedule, we will not complete all of the readings from these two texts until the end of the semester, so you should scan through these books to decide which chapter you will want to choose for this project. Pick a chapter that is interesting or challenging to you; the more interested and engaged you are by the reading, the better your final product will be.

There are many different forms your project could take. You could use the documentary form to present the ideas of the author(s), illustrating their purpose with news clips and other media. You could create a narrative around the reading, using fictional characters or settings to illustrate information in the book. You could animate the source material, or otherwise illustrate its contents.

I am open to any of these options or others you can think of; the only firm requirement is that your project should take advantage of the resources of video—editing and the grammar of video, the use of still images and video clips, narration, and sound effects—to engage the argument of the source media. To this end, pick a reading that is interesting or challenging to members of the group; the more interested and engaged the group is by the reading, the better your final product will be.

The video should have a descriptive title (not acceptable: "ENGL 303 Video Remix"; better: "Accessibility"; best: "Why Accessibility Is Important for Multimedia Texts"), both in the body of the video and on any streaming service where it is hosted, and identify you by name as its author. It should be 5-7 minutes long. It should clearly indicate that it is a remix of the original text, naming the text and the original author(s) in the title or introduction as well as in the credits sequence. It must contain a credit sequence that clearly identifies the contributions of the author and provides sufficient information for viewers to identify and locate all outside sources. That is, in addition to citing sources in the credits, you must include citations in the body of the video to indicate when you are citing materials that were not created by you.

Video remix due dates

Due dates are listed on the course Schedule.

Video remix grading

You will submit the video in stages. The storyboard will be worth 5% of the total project grade. The rough cut will be worth 20% of the total project grade, and the second cut will be worth the remaining 75%. Both cuts of the video should be uploaded to a video sharing site (such as YouTube or Vimeo) and then an embedded version of the video, with a title and description, will be added to

the on the portfolio section of your personal website.

As with your other projects, the purpose of these multiple submissions is to give you practice in revision and responding to feedback. Consequently, you should not think of these submissions as a series of drafts leading to a complete video, but rather a complete project that you will subsequently have the opportunity to revise and resubmit for a potentially higher grade. For example, an incomplete storyboard or rough cut will be graded using the same standards as the second cut.

I will evaluate your rough cut and final videos using the following categories:

- **Quality:** The video makes effective use of the affordances of video, including the use of visuals, audio elements, and text—both on screen and in narration—to present its argument in a way that would not be possible in another medium.
- **Accessibility and requirements:** The video includes accessibility features appropriate to audiovisual material and meets all of the requirements laid out in the assignment description.
- **Readability and effectiveness:** The script and other elements of the video are free of major

  and minor errors in structure and syntax and display the quality of writing and presentation appropriate for a professional publication.
- **Remix:** The video does not simply summarize or narrate the source material, but in its content and style effectively remixes its themes, arguments, etc. into something new.
- **Citation and research:** All media and outside sources used in the video that are not the sole creation of the author are fully cited using standards appropriate to the medium (see W/D ch. 4).

Issue/cause website

Issue/cause website assignment description

For this project, you will work in groups of 3-4. Groups will pick an issue or cause that is important to them or their community (clean water initiatives in West Virginia; safety on college campuses) and identify a particular audience that is likely uniformed about that issue or cause. You will then research, design, and build a multipage, multimodal website that informs your audience about your chosen topic. You will create the site separately from your own or any of the group members' personal websites. You are free to design your own site in HTML or CSS or to host the site on Wordpress.com or any other webhosting platform. If you choose a platform besides Wordpress, I may not be able to troubleshoot problems you may encounter (see the list of services for which I will provide tech support here).

Issue/cause website requirements

Your group is free to use a range of multimodal elements and creative organizational structures for this site. However, The website should consist of at least four separate pages or sections, including:

- a **home page** that introduces the site and its cause;
- an **about page** that describes the purpose of the site and gives a short introduction to the site's author(s);
- **two additional pages or sections**, such as: a description of the history of the issue or cause, a video introducing the topic, controversies surrounding the issue or cause, a series of blog posts surrounding the topic, or any other pertinent information related to the topic and purpose of the site or its audience; and
- a **works cited page** that contains full citations in the APA format for all sources referenced on the site.

Groups are free to use a range of multimodal elements and creative organizational structures for this site. One of the dimensions by which the site will be evaluated will be its use of effective, web-aware organization.

The site as a whole must contain a minimum of 2,000 words of text (or the equivalent) and ten images or other of audiovisual media. Apart from the site's template, all images or audiovisual materials used on the site must be the original creations of the group. This media can take the form of photographs, illustrations, infographics, or audio or video files.

Any text or outside research contained or referenced on the site not that is created by the group members must be fully cited both when it is mentioned, to indicate when material is not your own, along with a complete citation in the APA format on a separate works cited page. As is standard with web-publication, in-text mentions of web-based sources should be links to those sources (in the APA citations all URLs to web sources should be functioning links as well).

The works cited page will not count as one of the four required sections of the site or toward the required word count.

Issue/cause website due dates

Before Week 12 I will assign you to groups for this project. During Weeks 12–13 your group will work on two planning documents: A Proposal that describes the topic and other details for the assignment, and a Team Contract that establishes how members of the group will work together. Your group's final version of the issue/cause website will be due before 11:59 p.m. on the last day of class. You will submit it by posting a link to the site with a placeholder image, a title, and a description of the purpose of the site to the portfolio section of your personal website. For the purposes of the personal website assignment, each member of the group should post a link to this project to their individual site's portfolio page.

Issue/cause website grading

All groups will submit a formal proposal for the project along with a group contract that outlines group members' responsibilities. The proposal/contract will be worth 5% of the total project grade. The project will then be submitted, in full, on two separate occasions. The first submission will be worth 20% of the total grade for the project and the second will be worth 75% of the total.

As with your other projects, the purpose of these multiple submissions is to give you practice in revision and responding to feedback. Consequently, groups should not think of these two submissions as a draft and a final project, but rather a complete project that group members will subsequently have the opportunity to revise and resubmit for a potentially higher grade.

I will evaluate your issue/cause websites using the following categories:

- **Design:** The site adheres to the best practices for Web and multimedia design as discussed in the course texts, course meetings, and other required readings.
- **Accessibility and requirements:** The site is logically ordered and structured and adheres to best practices for linking (using text links instead of plain URLs, linking to all online sources, placing links where they are needed) and image use (using descriptive alt tags). The site meets all of the requirements laid out in the assignment description above.
- **Readability and effectiveness:** The text and other multimedia elements are free of major and minor errors in structure, syntax, or grammar and display the quality of writing appropriate to the topic and target audience.
- **Multimodality:** Multimodal elements are effectively incorporated into the site to complement, comment on, and/or extend the written text.
- **Citation and research:** All sources used on the site that are not the sole creation of the authors are fully cited using the APA citation format. In addition to the APA citations, the site should demonstrate best practices for linking to web–based sources.

Group members will have the opportunity to comment on their own and their fellow members' contributions to the project at the time of each submission. In most cases, all group members will receive the same grade on this assignment. If a group wishes for me to make any additional considerations regarding grading, those considerations must be agreed upon by all members of the group and clearly spelled out in the group contract.

Schedule   Edit Mode is: ● OFF

Schedule

Weekly Schedules

This folder contains detailed assignments and other tasks for each week of the course

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Schedule Overview

Abbreviations

In the list of readings below, I will use the following abbreviations for the course texts.

- **BWH:** Alred, Brusaw, & Oliu. *The Business Writer's Handbook*. 11th Edition. Bedford/St. Martin's, 2015.
- **IC:** danah boyd. *It's Complicated*. Yale, 2015. (**access digital copy via WVU Libraries**)
- **MM:** Matthew MacDonald. *WordPress: The Missing Manual*. 2nd ed. O'Reilly, 2014. (**access digital copy via WVU Libraries**)
- **NET:** Howard Rheingold. Net Smart. MIT Press, 2012. (**access digital copy via WVU Libraries**)
- **W/D:** Kristin L. Arola, Jennifer Sheppard, & Cheryl E. Ball. *Writer/Designer: A Guide to Making Multimodal Projects*. Bedford/St. Martin's, 2014.

Unit 1: Personal Website

Unit goals:

- Successfully create a personal website following the assignment requirements using the Wordpress platform
- Successfully post to forums on the Discussion Board
- Successfully participate in an online chat with the instructor
- Understand and be able to relate basic concepts related to multimodal communication

Date	Readings & Assignments	Weekly Goals

Week 1 1/9–13	**Readings:**
	
	- Course Syllabus: Description and Requirements and Policies. Also read the descriptions on the Assignments page, and skim the Schedule.
	- MM
	  - Introduction (skim to get an idea of the layout and contents of the book)
	  - Ch. 1: The Wordpress Landscape
	  - Ch. 2: Signing up with Wordpress.com (skim)
	  - Ch. 4: Creating Posts
	
	Assignments: Details at Weekly Schedules > Week 1
		Goals: Familiarize yourself with the course requirements and course materials on this site; familiarize yourself with the Wordpress platform; successfully add posts to the course forum

1/13	Last day to register, add new courses, make section changes, change pass/fail, and audit	
1/16	Martin Luther King's Birthday Recess	

| Week 2 1/17–20 | **Readings:** | **Goals:** Identify and discuss key issues related to the effect of online communication on users; identify & define the 5 modes of communication; define "affordance"; recognize affordances of different communication modes; use Blackboard Collaborate for first video chat |

Week 2
1/17–20

Readings:

- NET: Introduction: Why You Need Digital Know-How—Why We All Need It
- MM: Chs. 5–7, (skim for information for creating pages on WP, managing menus and site structure, and advanced posting)
- W/D: Introduction and Ch. 1, What Are Multimodal Projects? (**pdf 1**, **pdf 2**)
- W3C Web Accessibility Initiative, "**Introduction to Web Accessibility**"

Assignments: Details at Weekly Schedules > Week 2

Goals: Identify and discuss key issues related to the effect of online communication on users; identify & define the 5 modes of communication; define "affordance"; recognize affordances of different communication modes; use Blackboard Collaborate for first video chat

Week 3
1/23–27

Readings:

- IC: Introduction & Ch. 1, Identity
- MM: Ch 10, Adding Picture Galleries, Video, and Music

Assignments: The first submission of your personal website is due before 11:59 p.m. on **Monday, 1/30** (details at Weekly Schedules > Week 3)

Goals: Identify key issues related to teenagers online identity formation; successfully add media files to a Wordpress site; identify and relate key concepts related to digital technologies and their effects on individuals and culture; create final version of personal website

Unit 2: Multimodal Analysis

Unit goals:

- Understand and be able to relate concepts such as the rhetorical situation and design features of multimodal texts
- Successfully collaborate with classmates in small groups by meeting deadlines and providing constructive feedback on projects
- Cite sources in multimodal texts so that readers are able to identify and verify those sources and the information you obtain from them
- Develop a revision process that allows you to integrate constructive feedback from your peers into your work

Date	Readings & Assignments	Weekly Goals

Week 4
1/30–2/3

Readings:

- BWH: "Five Steps to Successful Writing" and the sections on *Purpose*, *Audience*, *Context, Research, Note-taking, Documenting Sources, Brainstorming, Outlining,* and *Proofreading*
- W/D: Ch. 2, Analyzing Multimodal Projects
- IC: Ch. 5, Bullying

Assignments: Details at Weekly Schedules > Week 4

Goals: Identify and relate conventions for multimodal genres; identify and define the 4 parts of a rhetorical situation and the 5 key design concepts; successfully relate how design changes on a website relate to rhetorical situation; successfully communicate with analysis partner

Week 5
2/6–10

Readings:

- NET: Ch. 1, Attention! Why and How to Control Your Mind's Most Powerful Instrument
- "**What Makes Simone Biles the World's Best Gymnast**?" (interactive feature)
- MM: skim Chs. 8, 12
- BWH: Read the *Methods of Development* section of BWH and skim all the sub-points listed under the "Organization, Writing, and Revision" section on the inside front cover.

Assignments: Details at Weekly Schedules > Week 5

Goals: Coordinate and work effectively with a group; organize posts and pages on Wordpress sites; understand and apply the principles for logically ordering an essay

Week 6   **Readings:**   **Goals:** Identify best

Week 6 2/13–17	**Readings:**	Goals: Identify best practices for citing sources in multimodal

- W/D: Ch. 4, Working with Multimodal Sources **and** pp. 112–113
- BWH: *Unity, Coherence, Introductions, Conclusions, Layout and Design, Visuals,* and *Headings*
- IC: Ch. 7, Literacy

texts; identify high-quality sources for research; identify ethics issues related to copyright and fair use for multimodal sources

Assignments: First submission of Multimodal Analysis due before 11:59 p.m. on Monday, 2/13 (details at Weekly Schedules > Week 6)

Week 7 2/20–24	**Readings:**	**Goals:** Successfully integrate peer feedback into revision process for multimodal design analysis

- **Strategies for writing the introduction**
- BWH: *Revision*

Assignments: Post the final version of your analysis to the portfolio page of your personal website before

11:59 p.m. on **Monday, 2/27** (details at Weekly Schedules > Week 7)

2/24	Mid-semester

Unit 3: Video Remix

Unit goals:

- Understand the process for designing, drafting, and revising complex multimodal projects and apply this process to the creation of a video
- Learn and be able to apply an invention and revision process for video creation, including scripting, storyboarding, and creating a rough cut
- Apply principles of genre and rhetorical purpose to audio/visual media
- Successfully cite sources in manner appropriate to audiovisual media

Date	Readings & Assignments	Weekly Goals
Week 8 2/27–3/3	**Readings:**	**Goals:** Import media—video, audio, and images—into a movie editing program; trim and move clips in a movie file; add titles to a movie file; save and export a movie file.

- NET: Ch. 2, Crap Detection 101
- IC: Ch. 6, Inequality
- W/D: Ch. 6, Designing your project
- Video Tutorials (choose the one appropriate for your operating system)
  - **Windows users can use Windows Movie Maker**: Work through the entire page as well as all of the pages below the "Learn more about Windows Movie Maker" heading
  - **Mac users can use Imovie**: Read the following sections, making sure to click through all of the drop-down menus: "Import video," "Browse and organize the library," "Create movies," and "Share video clips and projects."

Assignments: Complete reading responses; create a "Hello, world!" video (details at Weekly Schedules > Week 8)

3/4–12	Spring recess

Week 9 3/13–17	**Readings:**	**Goals:** Understand process for designing a multimodal project; create a storyboard for a video project

- NET: Ch. 6, How (Using) the Web (Mindfully) Can Make You Smarter
- W/D: Ch. 7, Drafting and Revising Your Project

Assignments: Complete reading responses; find an example of a video that you find stylistically compelling and share it with the class; submit storyboard for your video project (details at Weekly Schedules > Week 9)

Week 10 3/20–24	**Readings:**	**Goals:** Apply principles of revision

- W/D: Ch. 7, Drafting and Revising Your Project

	Assignments: Submit Rough Cut of video project; complete reading responses (details at Weekly Schedules > Week 10)	to video project
3/24	Last day to drop a class	
Week 11 3/27–31	**Readings:** • MM: Chs. 9, 13 **Assignments:** The final version of your Video Remix should be posted to the portfolio page on your website before 11:59 p.m. on **Monday, 4/3** (details at Weekly Schedules > Week 11)	**Goals:** Successfully share videos using a web–based video service and embed those videos on your Wordpress site.

Unit 4: Issue/Cause Website

Unit goals:

- Understand and apply principles for effective group collaboration
- Adapt skills for multimodal composition and rhetorical analysis to the creation of a multimodal, rhetorically effective website
- Understand and apply principles of revision to the creation of new version of a personal website

Date	Readings & Assignments	Weekly Goals
Week 12 4/3–7	**Readings:** • W/D: Ch. 5, Assembling Your Technologies and Your Team • BWH: *Headings, Layout and Design,* and *Lists* • WSINYE ch. 4 (link) **Assignments:** Details at Weekly Schedules > Week 12	Apply principles of project planning and organization to the creation of a Proposal for the Issue/Cause website; practice effective collaboration by drafting a team contract to establish expectations for group work
Week 13 4/10–14	**Readings:** • W/D: Ch. 8, Putting Your Project to Work **Assignments:** Details at Weekly Schedules > Week 13	Discuss project and team structure in group hangout
Week 14 4/17–21	**Readings:** • NA **Assignments:** First submission of website due before 11:59 p.m. on Monday, 4/17 (details at Weekly Schedules > Week 14)	Practice effective project management by updating instructor on progress of project
Week 15 4/24–28	**Readings:** • NA **Assignments:** Your group's final Issue/Cause Website is due before 11:59 p.m. on 4/28 (details at Weekly Schedules > Week 15)	Demonstrate mastery of effective web design and collaboration practices by completing the Personal Website and Issue/Cause Website