ENGL 303 – Multimedia Writing | Spring 2015 | Colson G18 | 8:30 – 9:45

"Writing" in digital environments has become an essential skill for professional and technical communicators and also broadens the career possibilities for just about any major or discipline. This course will introduce you to variety of skills and tools including graphic production and manipulation, WordPress, basics of writing and editing HTML and cascading style sheets, and publishing information for multiple devices. In addition to these more 'functional' skills, we will be studying how access to so much information affects the way we learn and behave when online. Do you learn differently online? What makes a web site more or less persuasive? How do you critique content online? Finally, online access and the ease of which we may copy and reproduce materials have started legal battles over intellectual property (IP) rights. We will cover the basics of IP law and understand why the internet is such a legally (and ethically) contested space.

Instructor: Dr. Brian Ballentine   **Office:** 105 Colson
URL: pwe303.wordpress.com   **Hours:** T 2:00 – 4:00
E-mail: brian.ballentine@mail.wvu.edu   W 10:00 – 11:30

Texts:

- [**WS**] Rebecca Hagen & Kim Golombisky. *White Space is Not Your Enemy: A Beginner's Guide to Communicating Visually through Graphic, Web and Multimedia Design*. 2nd ed. Taylor, 2013.
- [**WPMM**] Matthew MacDonald. *WordPress: The Missing Manual*. 2nd ed. O'Reilly, 2014.
- [**DB**] Additional reading materials made available through DropBox shared folder

Learning Objectives – adapted from the National Council of Teachers of English

Literacy has always been a collection of cultural and communicative practices shared among members of particular groups. As society and technology change, so does literacy. Because technology has increased the intensity and complexity of literate environments, the twenty-first century demands that a literate person possess a wide range of abilities and competencies — many literacies. These literacies—from reading online newspapers to participating in virtual classrooms—are multiple, dynamic, and malleable. As in the past, they are inextricably linked with particular histories, life possibilities, and social trajectories of individuals and groups. In this course you will:

- Develop functional literacy/proficiency with course tools of technology (primarily WordPress but also the basics of Google Maps, Photoshop and Dreamweaver)

- Design and share information for global communities by publishing work online

- Manage, analyze and synthesize multiple streams of simultaneous information

- Create, critique, analyze, and evaluate multi-media texts

- Attend to the legal and ethical responsibilities required by these complex environments

- Assess and reflect on your own cognitive style(s) as a learner and researcher

Course Requirements & Deliverables

Students will produce several multimedia projects over the semester and leave the course with an impressive online portfolio of work. At a minimum, students produce a significant (20+ pages) amount of professionally written and designed work for their portfolios.

You will be evaluated on written documents, oral presentations, class participation, and your final online portfolios. You will receive a detailed assignment sheet for each task. Note that active participation in course activities make-up roughly 10% of your grade.

Assignment	Possible Points
Reflections (4 of 5 required)	20%
Quizzes (cannot be made up)	10%
Class Participation + Blog Comments	10%
Blog/Web Portfolio	50%
• Google Map	
• PSD Tutorial	
Final Reflection + Presentation	10%

Please keep in mind as you turn in these assignments that I will try to hold you to the professional standards that prevail in your field. For example, your employer will take for granted qualities such as promptness, neat appearance, and correct mechanics (grammar, spelling, and punctuation). **Late work will not be accepted.**

Posting: Even though you will be posting a copy of your Reflections to your web space, please turn in a paper copy for grading. Your Reflections (as well as all the other work you do) can be part of your Personal Web Portfolio.

Professional Expectations & Conduct

Because it is unprofessional and irresponsible to miss or be late to scheduled meetings, attendance is mandatory and **all absences and late arrivals will be noted and may affect your final course grade**. Attendance includes being present and prepared for all class meetings, checking your email regularly (on days when we do not have class), and being present and prepared for all meetings you schedule with me and/or your classmates. And, speaking of professionalism, please turn all cell phones **off** (as in no ringing and no vibrating) during class time, as they are disruptive to the class. I'll do the same. No text messaging, Facebook, etc, please. All are very detrimental to your class participation grade. Finally, let's please respect the request for **no food or drink** in the lab. *If at any time course expectations are unclear please do not hesitate to ask.*

NOTE: Make sure to save your absences for unforeseen illnesses and other emergencies**.** If you amass more than **two** unexcused absences, your grade for the course will be lowered **one** full letter grade. For each unexcused absence after two, I reserve the right to lower your final grade by an additional letter grade.

Course Tools & Technical Resources

In our Colson Lab you will have access to Adobe's Creative Cloud (CC) which includes Photoshop, Dreamweaver, InDesign, Illustrator, and Flash. In this class we will be focusing on Photoshop and some Dreamweaver basics for our instruction. You can also find Adobe CC across the street in the basement of the library.

DropBox, USB Drive, & Portfolio Keeping
Additional readings will be shared via DropBox. If you don't already have a free DropBox account, please go to dropbox.com and sign up. You will receive an email the first day of class inviting you to join a shared '303_Readings' folder. Please **copy** readings out of the folder; do not **delete** them. While you can use your DropBox account to store your 303 work, you may also want to obtain a USB drive that you will dedicate to collecting the writing, designing, editing, and revising done in this course. If so, please bring this drive to each class. As you work on your assignments both in and out of class, keep (within reason) progressive versions of all your notes, drafts, outlines, peer reviews, and research materials. Organize and label the documents as you go and it will benefit both of us. As you prepare your final portfolio and write your final paper, you will review these materials in order to learn how your discovery, drafting, and research processes have evolved throughout the course.

Plagiarism/Academic Integrity Policy
West Virginia University defines academic integrity as the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity; respect other students' dignity, rights and property; and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

For procedures regarding the handling academic dishonesty cases, please consult the current Student Code of Conduct at: http://campuslife.wvu.edu/office_of_student_conduct
Talking over your ideas and getting comments on your writing from friends are NOT acts of plagiarism. Taking someone else's published or unpublished words and calling them your own IS plagiarism: a synonym is academic dishonesty. When plagiarism amounts to an attempt to deceive, it has dire consequences, as spelled out in the university's regulations - WVU Academic Integrity Statement.

Please note: 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/ddei

Undergraduate Writing Studio (formerly the Writing Center)
The Writing Studio is located in G02 Colson Hall. The Writing Studio strives to help all members of the university community learn more about writing and become better writers. Their professional and friendly consultants work with writers one-to-one on all stages of the writing process, from note-taking and pre-writing to revision strategies and proofreading techniques. Because the Writing Studio works to teach students ways to improve their own writing, consultants will not proofread, edit papers, or discuss grades. It is helpful to bring your assignment prompt with you on your visit. To make an appointment, call 304.293.5788 or visit: http://speakwrite.wvu.edu/writing-studio

Week 1	Introduction + WordPress setup
1/13	Discussion: Intro to course and colleagues Assigned: Create **DropBox** account (if you don't already have one) and join "303_Readings" folder. You'll receive an email invite. Assigned: A WordPress URL
1/15	Reading due: **WPMM**, Introduction, Chapters 1 & 2 (pg. 1-50) Discussion: Creating your WP site Assigned: Your first post (quiz equivalent) **Due: A WordPress URL**
Week 2	The Multiliterate Student & Cognitive Styles
1/20	Reading due: Selber, *Multiliteracies for a Digital Age.* Ch. 1 (**DropBox**) Reading due: **WPMM**, Chapter 4: Creating Posts Discussion: The Multi-Literate Student (3 parts) **Due: A WordPress Test Post**
1/22	Reading: **DB**, Hayles, "Hyper and Deep Attention" Reading: **WS**, Chapter 13: Designing for the Web Assigned: Reflection #1 on Cognitive Styles
Week 3	Cognitive Styles & Digital Abundance
1/27	Reading: **DB**, Carr, "The Juggler's Brain" Ch. 7 from *The Shallows* Reading: Shirky, "Why Abundance is Good: A Reply to Nick Carr" Reading: **WPMM**: Chapter 5: Themes Discussion: Researching the Cognitive Styles theme
1/29	Reading: **DB**, Purdy, "Wikipedia is Good for You!?" Discussion: Ideas and findings from your Reflection #1 **Due: Reflection #1, posted online and hardcopy**
Week 4	Privacy in a Digital Age
2/3	Reading: **DB**, Abelson, et al., Ch. 2, "Naked in the Sun: Privacy Lost, Privacy Abandoned" Reading: **WPMM**: Chapter 6: Jazzing Up Your Posts Discussion: What do we mean when we say, "Privacy?" Assigned: Reflection #2 on Privacy
2/5	Reading: Sheth, "You don't 'have nothing to hide': How privacy breaches are quietly controlling you" Reading: Madden, "Public Perceptions of Privacy and Security in the Post-Snowden Era" (9 pages) Reading: **WPMM**: Chapter 7: Adding Pages & Menus Discussion: Researching the Privacy theme
Week 5	Privacy & Intellectual Property
2/10	Reading: Manjoo, "Can We Get Some Privacy?" Reading: Farrell, "An Internet Where Everyone Knows You're a Dog" Reading: **WPMM**: Chapter 8: Comments Discussion: Ideas and findings from your Reflection #2 **Due: Reflection #2, posted online and hardcopy**
2/12	Reading: **DB**, Nard, et al., "The Law of Intellectual Property" Reading: **WPMM**: Chapter 9: Plug-Ins Discussion: Copyright, patent, trademark, trade secrets

Week 6	**Intellectual Property & Hackers**
2/17	Reading: **DB**, Abelson, et al., Ch. 6, "Balance Toppled: Who Owns the Bits?" Reading: Lessig, "Getting Our Values Around Copyright Right" Watching: Lessig, "How Creativity is Being Strangled by the Law" Discussion: Copyright, patent, trademark, trade secrets Assigned: Reflection #3 on Intellectual Property
2/19	Reading: Raymond, "Hacker Dictionary" entries on 'hacker' & 'hacker ethics' Reading: Red Hat Security Guide on Hackers Reading: **WPMM**: Chapter 10: Adding Picture Galleries… Reading: **WPMM**: Chapter 12: Attracting a Crowd Discussion: Ethical implications of hacker definitions
Week 7	**Intellectual Property & Hackers**
2/24	Ballentine away at conference: Work on WordPress site
2/26	Reading: McHugh, "Data Wars" Reading: Visit Greasemonkey and Userscripts Discussion: What constitutes a 'hack'? Discussion: Ideas and findings from your Reflection #3 **Due: Reflection #3, posted online and hardcopy**
Week 8	**Design**
3/3	Reading: **WS**, Chapters 1, 2, & 3 Reading: The 960 Grid System Discussion: Photoshop Assigned: Reflection #4 on Design
3/5	Reading: **WS**, Chapters 4 & 5 Discussion: Photoshop
Week 9	**Design**
3/10	Reading: **WS**, Chapter 6 Reading: Wireframing Assigned: Photoshop Tutorial Discussion: Photoshop
3/12	Reading: **WS**, Chapter 7 Assigned: Google Map **Due: Reflection #4, posted online and hardcopy**
Week 10	**Design**
3/17	Lab time in class (attendance required)
3/19	Lab time in class (attendance required)
Week 11	**Spring Break**
3/24	Spring Break – no class
3/26	Spring Break – no class
Week 12	**Web 2.0 & Remix**
3/31	Reading: **WS**, Chapters 8 & 9 Reading: O'Reilly, "What is Web 2.0?" Discussion: Characteristics of Web 2.0 and relationship to IP issues

	Assigned: Reflection #5 on Remix
4/2	Reading: **WS**, Chapter 12
	Watching: Wesch, *The Machine is Us/ing Us*.
Week 13	**Web 2.0 & Remix**
4/7	Reading: Intro to Responsive Web Design
	Assigned: Final Reflection
	Due: Reflection #5, posted online and hardcopy
4/9	Reading: **WS**, Chapters 14 & 15
	Discussion: In-class workshops – revisiting Photoshop and Google Maps
Week 14	**CSS and HTML Development**
4/14	Reading: CSS/HTML Tutorial
	Research: Final Reflection Topic
4/16	Reading: CSS/HTML Tutorial
	Research: Final Reflection Topic
Week 15	**Online Portfolio Peer Reviews & "Clean Up"**
4/21	In-class workshops to finalize and polish online portfolios. Peer Review.
	Due: DRAFT of Final Reflection Paper for Peer Review
4/23	Final Presentations: Part I
Week 16	**Portfolio Reviews**
4/28	Final Presentations: Part II
4/30	Course Evaluations & Closing
	Note: Your final Portfolio must be published online in final form by the end of class today – please email me your URL

Five Major Themes

1. Cognitive Styles and Learning in Digital Environments
2. Privacy
3. Design Principles in Digital Environments
4. Intellectual Property, Ethics, and Hackers (or, hacker ethics)
5. Web 2.0 and Remix

Five Reflections
Each of the themes will have a written reflection assignment associated with it. Prior to the reflection piece coming due, we will have an in-class discussion on how and where to search for information related to the theme. Students are responsible for writing 4 of the 5 reflection assignments.

Reflection Responses/Comments
For each of the 4 reflections written, students should also comment on a colleague's reflection. (If you don't write reflection number 2, for example, don't respond/comment to another student's reflection 2.) Like your own reflections, comments should be thoughtful and professional. Minimum responses are 200 words and they count toward the class participation grade.

WordPress Blog/Portfolio

Students will use a free WordPress blog (https://wordpress.com/) as their web portfolio (just like this site). That is, use the free, hosted Wordpress at the URL above and not the (paid) installed version at wordpress.org. The basic site (establishing a URL) must be created by the second day of class. We will continue to build pages and add to your site throughout the entire semester. Students will also use MacDonald's *WordPress: The Missing Manual* for assistance. The blog/portfolio requirements are described below. Here are some expected benchmarks:

- The blog/portfolio should have a theme (i.e. not just the default look).
- Reflections should be included as separate blog posts (5 total counting the final reflection)
- With the exception of the Final Reflection, students should comment on at least one colleague's reflection post
- The blog/portfolio should be organized into separate pages
- The blog/portfolio should have at least one plugin
- The blog/portfolio should have a media gallery
- The Google Map should be integrated into the blog/portfolio
- The completed and layered (.psd) Photoshop tutorial should be available on the blog/portfolio

Google Map

Students will create a Google Map showing sites and interests at WVU and Morgantown. The initial map will include at least 500 words of text in at least 15 map points. The text can be drawn from reflections posts and other writings. The map will include at least 10 images (optionally: it may include video). The map will be workshopped in class toward the middle and the end of the semester. Students are asked to consider ways in which our 5 themes are present in our daily/campus lives and 'capture' or map those instances.

Photoshop Tutorial

Among some of the basic 'functional' literacies that are covered in this course, students will complete one Photoshop tutorial. The final, layered file (.psd) should be included in the WordPress portfolio.