New Media Undergraduate Syllabus

New Media is a required course in the Professional Writing, Rhetoric, and Technology major at the University of South Florida. This syllabus is for a revision of the course that was meant to do two things: 1.) focus more carefully on digital rhetoric; and 2.) respond to updated learning outcomes for the major as a whole. The course was designed to move students from conceptual issues at the beginning into praxis and production at the end. To do that, the course starts out fairly reading- and theory-heavy, and then moves into smaller readings from popular sources and workshop- and activity-based classes.

ENC 3416: New Media and Digital Rhetoric

Course Overview:
This course will introduce students to the concepts and theories of critiquing and using rhetoric in digital spaces. Though new media is not wholly confined to digital media, that will be the main focus of this class. Over the course of the semester, students will learn how to think rhetorically about working in various digital spaces and with various digital tools. Beginning by building a theoretical foundation in digital rhetoric, students will then use that foundation to connect rhetorical and media theory to their own work. By the end of the semester, students will produce digital objects of the kind they might produce in a professional writing career and that incorporate the concepts learned throughout the class.

This is a 3 credit hour course. Prerequisites are ENC 1101 and ENC 1102 *or* ENC 1121 and ENC 1122. It's offered through the Department of English in the School of Humanities, College of Arts and Sciences. The course meeting time(s) and location are listed above
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Course Objectives:
By the end of the course, students should:
1. Develop a conceptual understanding of new media and digital rhetoric theory.
2. Make rhetorical decisions about purpose, audience, and design in digital spaces.
3. Articulate the persuasive dimensions of various types of digital media.
4. Understand what kinds of digital media are used in the professional writing field.
5. Understand the ethical dimensions of using various media and working in digital spaces.
6. Produce digital objects and articulate the rhetorical decisions made when creating these objects.

Learning Outcomes:
Students will:

1. Have a basic understanding of the major scholarship about new media and digital rhetoric.
2. Synthesize rhetorical theories and the practice of using rhetoric in digital spaces.
3. Analyze and critique the use of digital rhetoric in professional contexts.
4. Combine technological skills with rhetorical techniques.
5. Learn how to use various media in an ethical and culturally appropriate manner.

Course Requirements

Students are expected to read carefully, engage in meaningful in-class discussions, and conduct research for major projects. There will be both individual and collaborative work throughout this class. Students will complete four major projects (that include several deliverables each), complete reading and homework assigned, participate in class, and conduct regular document review.

Required Texts:

Jenkins, Henry. *Convergence Culture: Where Old and New Media Collide.*
- Available on eBook via the USF Library Website

Gane, Nicolas and Beer, David. *New Media: The Key Concepts*
- Available on Amazon

Major Assignments:

Technological Literacy Narrative

This assignment asks students about their own relationship with technology, especially as it relates to writing. Students should ask themselves what skills they have, what tools they are familiar with, and how their use of technology has developed over time. Students should think especially about any particular technologies or media that they have used in the composition of rhetorical items.

Though we will have some readings before this assignment, the assignment is designed to provide both students and me with an inventory of where they're at and where this class can take them. This assignment should also help students begin to think about how they can use their technological skills in rhetoric and professional writing.

Deliverable(s):
750-1000 word paper

Outcomes:
- To develop an understanding of technological literacy as a defined skill set
- To connect everyday practice with professional contexts

- To begin building an understanding of how digital rhetoric is used in professional writing.

Meme Assignment

The first part of this assignment is simple; students will make a meme. The meme can be about anything and using any format. The second part is a little more complicated; students will distribute the meme using any platform that they choose (Reddit, Twitter, Facebook, Tumblr, etc.). Students will track whether or not the meme spreads, is shared, etc. over a week or so. Students will then write a report about this spread, why they thought it did or did not catch on, etc.

This assignment is designed to get some minimal experience in production; the larger focus is on students learning about the ways that their compositions and circulate in digital environments, and to ask students why certain things circulate while others do not.

Deliverable(s):
1 meme
1 750-1000 word report

Outcomes:
- To produce a visual, digital object specifically built for circulation
- To understand the way that digital rhetoric circulates, spreads, and changes
- To practice tracking and indexing viral objects

Media in Professional Writing

Students will choose a particular type of media that is used in the field of professional writing. They will then do some research and write a report about how this media is used in the field and write an analytic report detailing their findings.

This assignment should give students some idea about how new media are used in the field and begin to acclimate them to the use of digital rhetoric in professional writing.

Deliverable(s):
1200-1500 word report

Outcomes:
- To understand how digital media and digital rhetoric are used in professional writing
- To research, analyze, and synthesize how the field uses digital rhetoric
- To connect class concepts and theories with real-world practice

Digital Composition

For this assignment, students will be placed into teams. Each team will be given a scenario. Students must choose a role within their team (or "company") and must **each** produce a digital composition that responds to the exigence of the given situation. While the deliverables for the project are individual, students must work together to make sure that their team responds to the situation in concert and that each deliverable goes with the other in some way. The project will also include a memo detailing the rhetorical choices that the students made in their composition. This assignment will be a wrap-up of the semester, and should combine the theories and concepts learned throughout the semester with situation-based practice. It should give students some idea of how these theories manifest in real-world situations, and also provides students with some experience working in a team.

Deliverable(s):
1 Digital Composition
1 500-750 word memo

Outcomes:
- To produce a digital object that responds to a specific rhetorical situation
- To collaborate with a team of people who are also working "individually"
- To provide an idea of how digital rhetoric might work in the real world
- To make specific rhetorical choices and then defend them

Other Assignments:

Students will complete a variety of other in- and out-of-class assignments, such as reading responses and work with various digital tools.
- Reading Responses: Students are required to complete 10 reading responses throughout the courses of the semester. Students have the flexibility to choose readings to respond to, but may submit no more than one response each day of class (I.e. if there are 2 readings assigned, you may not submit 2 responses that day). The responses should be critical in nature and attempt to link the readings to key concepts throughout the course and synthesize them into an overall body of knowledge. The caveat is that these responses should be done using multimedia tools.
- In-Class Exercises: Students are expected to complete all in-class work. If there is an in-class exercise, students will be informed ahead of time; if it is absolutely necessary to miss an exercise, the student should discuss options with me **ahead of time**.

Attendance Policy

Attendance is critical in this course. Much of the important work of the course is done in-class. That being said, students will be given 3 absences free of penalty. After that, each penalty will result in a 30% reduction from the participation grade.

If students will miss class for one of the following reasons, please alert the instructor *prior* to the absence:

- Court Imposed Legal Obligations, Jury Duty, Court Subpoena, etc.
- Military Duty
- Religious Observance. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting. Should an examination or the due date for an assignment fall on one of these dates, I will make arrangements with you for a make-up exam or an alternate date for submission of written work.
- Ongoing Medical Conditions. Students facing extenuating circumstances, such as a debilitating illness or injury (physical or mental) that inhibits him or her from attending class or completing assignments, must work with the appropriate on-campus organization, which will then act as a liaison on behalf of the student and help the instructor determine appropriate action. These organizations include the Center for Victim Advocacy & Violence Prevention, Students with Disabilities Services, and Students of Concern Assistance Team (SOCAT).
- USF Athletics' Participation. Any student who intends to miss class because he or she is participating in a scheduled USF athletics event is expected to present a schedule of such participating events to his or her instructor by the third week of the semester if he or she intends to be absent for a class or an announced examination.

Grading Policy
Weights of Assignments

Assignment	Final Grade %	Description
Participation	10%	Participation includes preparedness for class (homework), performance on in-class activities (classwork), and engagement with the course.
Short Assignments	10%	Short assignments; reading response exercises, in-class assignments, and homework.
Project 1	15%	*See Major Assignments above*

Project 2	15%	*See Major Assignments above*
Project 3	20%	*See Major Assignments above*
Project 4	30%	*See Major Assignments above*

Grading Scale

A+ (97–100) 4.00   A (94–96.9) 4.00   A– (90–93.9) 3.67

B+ (87–89.9) 3.33   B (84–86.9) 3.00   B– (80–83.9) 2.67

C+ (77–79.9) 2.33   C (74–76.9) 2.00   C– (70–73.9) 1.67

D+ (67–69.9) 1.33   D (64–66.9) 1.00   D– (60–63.9) 0.67

Note: Students may not take this course S/U (Satisfactory/Unsatisfactory).

Late Work / Missed In-Class Work

Late and missed work will not earn assignment credit. You'll receive credit for all of the work you do for our class, inside or outside, as long as you follow proper protocol for submission and submit your work on time. You will submit most of your work to Canvas drop boxes.

Incomplete

The current university policy concerning incomplete grades will be followed in this course. For USF Tampa undergraduate courses and USFSM undergraduate and graduate courses: An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

Technology Requirement

Students are required to have regular access to a computer, the internet, a word processor, Canvas, USF email, and a printer. There are many technology labs on campus that students can use at no extra cost, so students should have regular access to all required technology via the USF campus resources. The USF Digital Media Commons is also available for student use. The

DMC is an excellent and recently expanded "multimedia production area which provides equipment, instruction, space, and assistance" for students to use design equipment and software.

In the event of a USF service disruption that affects all students, instructors will notify students how to submit assignments.

Academic Grievance Procedures

The purpose of these procedures is to provide all undergraduate and graduate students taking courses within the University of South Florida System an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An "academic grievance" is a claim that a specific academic decision or action that affects that student's academic record or status has violated published policies and procedures, or has been applied to the grievance in a manner different from that used for other students.

If a serious issue or conflict arises, the student should first make an attempt to reach a satisfactory resolution with the course instructor. If the instructor and student are unable to resolve the situation to their mutual satisfaction, the student may, *within three weeks of the incident*, file a letter of notification with Dr. Joyce Karpay, the Assistant to the Chair of the English Department

Student Conduct

Students are expected to come to class prepared, having read or completed the day's assignment. Students may expect to be called on in class. Please silence all cell phones before class begins. Students are not permitted to record class lectures or discussions without written permission from the instructor. Also, students are not permitted to sell notes or tapes of class lectures.

A positive learning environment is important for both students and me. Please observe common classroom courtesies:

- Turn off or silence cell phones before class begins. And please, no texting.
- Laptops are acceptable for note-taking and in-class work. If I notice that laptop use is becoming too much of a distraction, I reserve the right to revoke in-class use of laptops.
- While you are encouraged to provide criticism to help peers improve their work, disrespectful or disruptive behavior and comments will not be tolerated, online or in person.
- Submitting any work with intentionally inflammatory or offensive material is unacceptable.

- If any behaviors interfere with instruction, whether in the classroom or online, I will then follow policies regarding your conduct from the USF Handbook.

Respect for others in our classroom is non-negotiable. We may be discussing ideas and concepts that challenge your current thinking, and I expect you to participate in these discussions in a respectful manner, even if you are expressing disagreement. Disparaging or disrespectful comments or behavior directed at another's gender, race, sexual orientation, religious beliefs, class, etc. are unacceptable.

Email Policy:

You should absolutely feel free to contact me by email with any concerns that you may have regarding the course or any issues that come up during the semester. However, I ask that you use discretion when emailing me, as otherwise my inbox will become very overwhelming very quickly. Before sending me an email, please make sure that the answer to your question cannot be found in your syllabus or by asking one of your classmates. Furthermore, please be sure to have an appropriate subject line and to write professionally (i.e. no text-speak), *especially* as this is a professional writing course and emails are one of the most common means of professional communication. Again, this should not discourage anyone from contacting me, I'm just giving you some guidelines on how to do so.

USF Policies:

USF's standard policies can all be found at the link below:

https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx

I should add to these policies that I am personally committed to doing everything in my power to work with various issues addressed in some of the policies above. Please let me know if you have any issues or concerns over the course of the class, especially that may impact your ability to participate in the course.

Schedule Overview:
Note: This is a preliminary schedule of readings and assignments, and as such is subject to change as I see fit. If changes are made, students will be given forward notice.

Week 1 - Overview
Day 1 (8/20):
Syllabus
Introduction to rhetoric, how to read scholarly texts, go over assignments
What do we mean by "new media"?

HW: Read McLuhan

Day 2 (8/22)
What is rhetorical about technology?
What is the relationship between technology and society? Technology and power?
Communication?
HW: Read Ong

Week 2 - Early media theories
8/27
Discuss Ong
Brief history of media theory
What counts as media?
In-class activity
HW: Read Manovich, CH 1 of Gane

8/29
Discuss Readings
Concepts of new media
Overlap with rhetoric
HW: Read Kairos Explanation of Manovich, Ch 2 of Gane, Jones

Week 3 - Networks
9/3 - no class

9/5
Networks, rhetoric, and actors
HW: Read Jenkins, Literacy Narrative Due

Week 4 - Rhetorical & Cultural Considerations
9/10
Discuss Literacy Narrative
Convergence Culture
HW: Read Among the Audience, Digital Delivery

9/12
What makes rhetoric different in digital spaces? - Audience and delivery
HW: Read Devoss & Ridolfo, Trimbur

Week 5 - Circulation
9/17
Circulation and Rhetorical Velocity
HW: Read Gries (Article), Shipka

9/19
Discuss Gries, Work on memes for P2
HW: Read Ch 5 (Archives) of Gane, Day, Finish Meme

Week 6 - Archives and Information
9/24
Discuss archives, circulation, accessibility
Discuss how and where to circulate memes and how to track them
HW: Share meme, Read Ch 3 of Gane

9/26
Discuss Information, Literacy
HW: Read Ch 4 (Interfaces) Gane

Week 7 - Interfaces and Usability
10/1
Discuss interface, begin usability discussion
HW: Read Productive Usability, Design of Web 2.0

10/3
Discuss Usability, in-class exercise
HW: Read Alberts and Van der Geest, Slatin

Week 8 - Usability and Accessibility
10/8
Usability/Accessibility Exercise
HW: Read Dias, Hayles
Recommended: Haraway

10/10
Feminism and New Media
HW: Read Blythe et al, Eyman

Week 9 - PTC and New Media

10/15
Assign Project 3, Discuss PTC
HW: Research for P3

10/17
Discuss P3, Tools, Media
HW: Read Wysocki

Week 10 - Other Rhetorical Theories
10/22
Discuss Wysocki, Multiple Media
HW: Read Bogost, Tinnell

10/24
Discuss Tropes, Rhetorical Theories
HW: Read Kalin & Firth, Rice

Week 11 - Cyberspace and Place
10/29
Discuss Space and Place in Cyberspace
HW: P3 Due

10/31
Assign P4, Assign Teams, Give Scenarios
HW: First Team Meeting, Read Glitch, Ch 5 (Interactivity) of Gane & Beer

Week 12 - Infrastructure and Connections
11/5
Infrastructure
HW: Read Lessig, Barthes

11/7
Authorship and Authority
HW: Draft of P4, Read Bolter

Week 13 - Literacies
11/12 - no class

11/14

What is really different, rhetorically, now?
HW: Knobel and Lankshear

Week 14 - Literacies, Cont'd
11/19
What is Literacy?
HW: Group Presentations

11/21 - No Class

Week 15 - Wrapping Up
11/26
Presentations
HW: P4 Due

11/28
Wrap-Up, Course Evals, Connecting Production and Concepts