



## ENGL 303: Multimedia Writing Syllabus | CRN

will follow the same pattern that mimics (sort of) what we would have done if we were meeting face to face, so that we can tackle course content in a range of ways so that *all of us* are engaged.

- Tuesdays, we will meet as a full group during the scheduled class time via Zoom.
- *Most* Thursdays, we will meet in smaller groups to allow for more in-depth discussion, writing-focused instruction, and ~fun~ activities. Group A will meet for the first half of class (i.e. 8:30-9:05) and Group B will meet for the second half of class (i.e. 9:10-9:45). Again, these meetings are strongly recommended.
- Assignments will be due at the start of class on Tuesdays and Thursdays. [The schedule for the course](#) will always be updated and clearly show you what needs to be done and by when.

### Course Goals and Means

By the end of the semester, students who earn a passing grade in the course (C- or above) will have demonstrated their ability to:

- **Discuss** key elements of multimedia writing, including document design, user experience, interface and platform politics, and distribution/circulation;
- **Articulate** connections between different types of multimedia and different elements of their past and current uses;
- **Reflect** thoughtfully on the ethical questions that living in a networked, digital world invites (i.e. intellectual property, credibility, aggression in online spaces, etc.)
- **Create** effective documents in a range of multimedia formats and on a variety of platforms;
- **Manage** research and analysis-focused projects in order to produce projects ready for public circulation, individually and collaboratively.

### Required Materials

There is **no assigned textbook** for this class. Instead, you will receive all of your readings through Classroom. We will be using Google Classroom as a headquarters for our class (code to join: XXXXXX). We will also be using Zoom for synchronous meetings, and I might introduce other optional technologies that are free to use throughout the semester. Classroom and Zoom both have mobile apps, in addition to desktop accessibility. (For best results, please make sure that you have the latest version of Zoom on your device.)

### Major Units & Assignments

Each unit is made up of several components, including shorter writing assignments and the final product. Everything we do in this class will help you with putting together your final project, so missing major components **does** lower your overall unit grade. English 303 does not have a final examination.

# ENGL 303: Multimedia Writing Syllabus | CRN

## 1. Writing about Multimedia 10%

This first segment of the class is dedicated to developing a shared vocabulary of multimedia terms and ideas, so that we can speak the same language throughout the class. We will look at the history of multimedia and practice analyzing different types of multimedia. You will create a short video about a multimedia artifact of your choice that analyzes its qualities and impact.

## 2. Writing across Multimedia 25%

In our second unit, we will investigate what it means to write in a digitally networked society by focusing on something we use all the time: Wikipedia. We will discuss how multimedia, information literacy, digital access, and knowledge are interconnected. You will become an actual Wikipedia editor and participate in a Wikipedia Edit-a-Thon during the first week of March focused on developing entries about underrepresented writers, artists, and creators in Appalachia. In addition to documenting your edits and creations, you will write a reflective memo about your experiences working with Wikipedia.

## 3. Writing using Multimedia 15%

In order to start transitioning into our final unit, we will spend several weeks analyzing the ethics of digital platforms, focusing on distribution/circulation and intellectual property. We will look at how platforms shape our creation processes and consider how we can be ethical producers and consumers of multimedia. You will write up a short case study about an ethical issue related to multimedia and digital platforms.

## 4. Writing with Multimedia 30%

Our class culminates with a digital storytelling project. You will work in small teams to bring local and regional histories to life, using artifacts and resources from the West Virginia and Regional History Center. As a class, we will present this work to representatives of the organization, and you will be expected to document your work throughout the unit through iServe and other means and to write a postmortem report at the end of the semester.

## Reading Responses and Community Building 20%

Our success depends on how well we can engage with the content and one another throughout the term. You can demonstrate your level of engagement with the course in a variety of ways, including by completing reading responses (250-300 words) and other activities that prepare us for live discussions *and* participating in discussions and activities in our class sessions.

*A note on reading responses:* As an upper level course, this class involves a substantial amount of reading, and of course, discussion about the readings and their many applications to our everyday lives. You are responsible for keeping up with **all** of the readings in the class. Most weeks, I will assign reading responses in order to allow you to delve into the concepts discussed and why they matter. I expect you to write 300-500 words in these responses, and I usually offer questions to get you started, but feel free to talk about ideas from the reading that interest you. The most important thing to remember about reading responses is that you **should use them to**

## ENGL 303: Multimedia Writing Syllabus | CRN

**illustrate that you read:** whatever approach you take, you should be directly referencing the text, showing off your understanding of the concepts central to the readings.

### Grading

Specific criteria and rubrics for each major assignment will be provided; however, all of the writing you produce in this course should meet the requirements of the specific project, be well-informed and thoughtful, be respectful of audience, be grammatically and stylistically sound, and be rhetorically effective for its intended purpose.

In compliance with relevant privacy laws (FERPA), I must discuss grades with you in confidence. This means I cannot email grades to you; please set up a meeting where we can discuss virtually. **I post grades on GoogleClassroom regularly, so you can keep track of them there.**

letter grade	range	letter grade	range	letter grade	range
A+	100-98%	B-	82-80%	D	67-63%
A	97-93%	C+	79-78%	D-	62-60%
A-	92-90%	C	77-73%	F	59-0%
B+	89-88%	C-	72-70%		
B	87-83%	D+	69-68%		

### Revision policy

If you are unsatisfied with your grade on a major assignment, you may revise it for a higher grade; but, you must correspond with me about those revisions and write a brief rationale that explains your changes. (After all, this is what would happen in a professional environment.)

### Course Policies

#### Engagement and participation

Obviously, engagement and participation takes on a different meaning in our current scenario; however, this offers a valuable experience for all of us, as remote working environments are becoming more and more commonplace. (Especially, um, while we live through a global pandemic.) While our schedules might shift throughout the semester, you must still demonstrate your active involvement with the course by completing tasks on time, posting reading responses and thoughtful replies, and asking good questions in class meetings or office hours.

## ENGL 303: Multimedia Writing Syllabus | CRN

Engagement is even more important in this course because we are engaging in direct service to a community partner, so you must demonstrate that you are completing tasks and working towards our final deliverables. **There will be required meetings** (scheduled during our class meeting time) **with our partner that you must attend.**

**A note on Zoom:** Zoom is weird. We will get tired of it, but it does have affordances that I plan to use to break things up (breakout rooms, polls, etc.). I will have my camera on so that you can see me and slides, but that doesn't mean that you must have your camera on. (Though I would really appreciate it if you did.) Please feel free to use the chat function, to ask questions, to engage in whatever respectful ways you feel comfortable with. See [this best practices guide](#) for more.

### Late work and technological difficulties

I set deadlines for a reason – to help you be better students and me be a better teacher. This class is modeled after real work environments, where deadlines matter. That being said, in professional environments, you may ask for an extension. An approved extension will not affect your grade, but do not over use this professional courtesy. Additionally, if you submit an assignment late, you will not get the same amount of written feedback. If you do not ask for an extension **before** the due date, your late work will not be accepted, and you will receive a zero for that assignment. Lost files, crashed computers, or other technical difficulties will not be considered a legitimate excuse for late work. Because computer problems are a fact of life, always try to complete your assignments early and ALWAYS save your work in multiple places (e.g., USB, Google Drive, etc.).

### Academic integrity

Dishonesty is not accepted in our class, and will definitely not be accepted in the workplace. For more information visit the WVU [Academic Standards Policy](#). All academic honesty violations will result in a failing grade of 1% for the assignment and likely, the course. If you have any questions about this, please come and talk to me before an assignment is due.

### Accommodations and accessibility

I strive to make my courses as accessible and accommodating to all persons as I can. If you require any specific accommodations, please send me an email within the first week of the term in order to discuss any necessary adjustments. For more information, consult the [Office of Accessibility Services](#).

### Professional conduct and community

Always feel free to contact me if you have questions or concerns; email is usually the best way, as opposed to Classroom since the notifications can be a bit spotty. We *might* also have a more

## ENGL 303: Multimedia Writing Syllabus | CRN

informal space, like GroupMe, for questions. Please use appropriate email etiquette when communicating with me and your classmates.

I take seriously the need to provide a respectful and supportive environment in our classroom. You are expected to behave professionally in class and out of class (this includes while corresponding through email or other means), and to treat everyone in our community with kindness and respect. I have a zero-tolerance policy for discrimination and harassment in all forms.

### Health and safety

WVU is committed to maintaining a safe learning environment for all students, faculty, and staff. If you become sick or are required to quarantine during the semester, please notify me immediately via email. You will work with me to develop a plan to receive the necessary course content, activities, and assessments to complete the course learning outcomes. **I am here to support you however I can.**

### Student success

WVU has a number of resources and offices dedicated to student success. Of special note, when it comes to writing, is the [Eberly Writing Studio](#), which will have online and phone appointments available this term. Further, any student who faces challenges securing their food, housing, mental health, or other elements of wellbeing, and believes this may affect their performance in the course is urged to contact the Student Advocacy Center for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess and to try and connect you to others. (One great resource is [this site](#), which allows you to plug in your zip code and find programs that can help you with paying bills, food assistance, and other needs.)

## ENGL 303: Multimedia Writing Schedule

Schedule is subject to change based on class needs. Previous weeks will be moved to bottom of document.

### 1 Writing **about** Multimedia: theories/evolutions/markers of multimedia

Week 1 (1/19-1/24): **Beyond text** | defining multimedia writing

	By Tuesday, start of class	By Thursday, start of class
Read	Syllabus and Schedule	<a href="#">The myth of the disappearing book</a>
Do	Introductory Survey	Class Question: Intros
Notes		

Week 2 (1/25-1/31): **Off the page** | theories of multimedia

	By Tuesday, start of class	By Thursday, start of class
Read	Wysocki, awaywithwords (PDF)	<a href="#">Memetics and the science of going viral</a> <a href="#">Kilroy to Pepe: A brief history of memes</a>
Do	Reading Response	2 Responses to Intros
Notes		

Week 3 (2/1-2/7): 🙋 | evolution(s) of multimedia

	By Tuesday, start of class	By Thursday, start of class
Read	<a href="#">99% Invisible "Person in Lotus Position"</a> (30 minute podcast) <a href="#">LOL in the age of the telegraph</a>	
Do	Class Question	Meme Case Study Pick 2 artifacts for multimedia analysis
Notes	For Thursday group meetings, please come with an idea of what you are going to focus on for your multimedia analysis.	

### 2 Writing **across** Multimedia: networked knowledges/information literacy/wikipedia

Week 4 (2/8-2/14): **6 degrees of separation** | hypertext and knowledge networks

	By Tuesday, start of class	By Thursday, start of class
Read	<a href="#">"As We May Think"</a> <a href="#">"I'll Google It"</a>	
Do	Reading Response Review <a href="#">Unit 2 Overview</a>	Multimedia Analysis (11.59 p.m.) Make Wikipedia Account ( <a href="#">instructions</a> )

## ENGL 303: Multimedia Writing Schedule

Schedule is subject to change based on class needs. Previous weeks will be moved to bottom of document.

		Sign up for Edit-a-thon
Notes	Tuesday, 2/9: Visit from Dr. Miriam Cady Thursday, 2/11: <b>No Class</b> , Non-Instructional Day	

Week 5 (2/15-2/21): **Where's that edit history?** | collaborative writing on the web

	By Tuesday, start of class	By Thursday, start of class
Read	<a href="#">"Wikipedia is the last best place on the internet"</a> <a href="#">"Why do so few women edit Wikipedia?"</a>	
Do	Class Question <a href="#">Wikipedia Essentials</a> <a href="#">Editing Basics</a>	Topic and Source Memo <a href="#">Evaluating Articles and Sources</a> <a href="#">Sandboxes and Mainspace</a>
Notes	I recommend splitting up the Wikipedia modules; like, doing one at a time, not two back-to-back. :)	

Week 6 (2/22-2/28): **FAKE NEWS and algorithmic inequality** | information literacy, digital spaces

	By Tuesday, start of class	By Thursday, start of class
Read	<a href="#">Rating news sources</a> <a href="#">Google's Algorithm has a striking...</a> <a href="#">How can we learn to reject fake news</a>	
Do	Class Question <a href="#">Sources and Citations</a> <a href="#">Plagiarism and Copyright Violation</a>	Wikipedia Entry Assessment
Notes		

Week 7 (3/1-3/7): **Edit-a-thon** | contributing knowledge to Wikipedia

	By Tuesday, start of class	By Thursday, start of class
Read		
Do		
Notes	Tuesday, 3/2: <b>No Class</b> , Non-Instructional Day <b>Wednesday, 3/3, 12-2 p.m.: Wikipedia Hangout</b> (optional): If you want to edit with some other folks, need some help, or just like ~be~, drop on into our usual Zoom! Thursday, 3/4: <b>No Class</b> , "Spring Break" Day	

## ENGL 303: Multimedia Writing Schedule

Schedule is subject to change based on class needs. Previous weeks will be moved to bottom of document.

**3 Writing using Multimedia:** user experience/info architecture/intellectual property

**4 Writing with Multimedia:** interactivity/delivery/digital storytelling

Week 8 (3/8-3/14): **RIP Geocities sites (not really)** | user experience

	By Tuesday, start of class	By Thursday, start of class
Read	<a href="#">Everything is beautiful but I miss ugly TikTok breaks all the rules of design</a>	
Do	Class Question	Wiki Activity and Reflection Report (by 11.59 p.m.)
Notes		

Week 9 (3/15-3/21): **Bringing history to life** | archives and experience architecture

	By Tuesday, start of class	By Thursday, start of class
Read	<a href="#">Battle of Blair Mountain, Teen Vogue</a> <a href="#">Battle of Blair Mountain Wikipedia</a>	XA in Amusement Parks (PDF) Respond to Topic Interest Survey
Do		Reading Response
Notes	<b>Tuesday, 3/16: Visit from Dr. Miriam Cady</b> --Remember, be working on your reading/research log, which should be ongoing	

Week 10 (3/22-3/28): **Researching digitally** | researching & planning collaborative projects

	By Tuesday, start of class	By Thursday, start of class
Read	<a href="#">Little Lecture on Mine Wars</a>	
Do	Class Question	Digital Exhibit UX Analysis, 11.59 p.m.
Notes	<b>Tuesday, 3/23: Visit from Dr. Lynne Stahl</b> Sunday, 3/28 @ 2:00 p.m.: <a href="#">Little Lecture on Blair Mountain from WV Humanities</a> --Remember, be working on your reading/research log, which should be ongoing	

Week 11 (3/29-4/4): **Crafting stories now, from then** | archives and storytelling

	By Tuesday, start of class	By Thursday, start of class
Read	<a href="#">Digital storytelling, outreach, archives</a>	
Do	Class Question	Digital Exhibit Proposal by 11.59 p.m.
Notes	Thursday, 4/1: NO CLASS MEETING	

## ENGL 303: Multimedia Writing Schedule

Schedule is subject to change based on class needs. Previous weeks will be moved to bottom of document.

	--Remember, be working on your reading/research log, which should be ongoing --Also, set up meetings with Dr. Cady for a consultation on finding resources in the archives; <a href="#">sign up here</a>	
--	---	--

### Week 12 (4/5-4/11): **Traces and threads** | visual and textual arrangement

	By Tuesday, start of class	By Thursday, start of class
Read		
Do	Exhibit Storyboard Ideas (meaning you've started looking for/finding primary sources)	Exhibit Storyboard
Notes	--Remember, be working on your reading/research log, which should be ongoing -- <b>If you have not yet, please</b> , set up meetings with Dr. Cady for a consultation on finding resources in the archives; <a href="#">sign up here</a>  <b>Thursday, 4/8 will be small group meetings with EBC; <a href="#">sign up here</a></b>	

### Week 13 (4/12-4/18): **Interacting and engaging** | digital delivery, revisited

	By Tuesday, start of class	By Thursday, start of class
Read		
Do		<b>Skeletal</b> Draft/Outline of Exhibit Reading/Research Log
Notes	--Remember, be working on your reading/research log, which should be ongoing <b>Thursday, 4/15 open class; EBC will be available for help with Omeka</b>	

### Week 14 (4/19-4/25): **Use the subheadings, people** | information architecture

	By Tuesday, start of class	By Thursday, start of class
Read	<a href="#">Making things for others is IA</a>	
Do	Class Question	Rough Draft of Exhibit
Notes	<b>Thursday, 4/22 will be small group meetings with EBC rough draft</b>	

### Week 15 (4/26-5/2): **Vibing with Cicero in the 21st century** | digital delivery

	By Tuesday, start of class	By Thursday, start of class
Read		

## ENGL 303: Multimedia Writing Schedule

Schedule is subject to change based on class needs. Previous weeks will be moved to bottom of document.

Do		Full Draft of Exhibit Draft of Exhibit Rationale
Notes	Thursday, 4/29 will be small group meetings for presentations to WVRHC	

Week 16 (5/3-5/7): **Finals week** | polishing and reflecting multimedia projects

By Thursday (5/6) anytime, please turn in:

- Final digital exhibit (collaborative)
- Final exhibit rationale (collaborative)
- Team assessment (individual)
- Project postmortem (individual)