

Course Information



Intro to Digital Writing

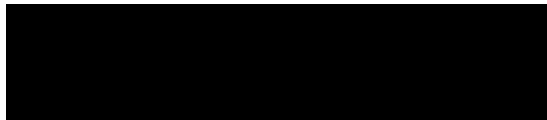
ENGL 2310-401

Fall 2024

Course Section Information

Meeting Days: Thursdays

Meeting Times: 10:00-11:20 a.m.



Meeting Dates: Fall semester begins 8/20. The last day of class is December 5.

Intro to Digital Writing

ENGL2310 401

Course Description

This course considers the "public" and "organizational" work of digital writing. Specifically, the course emphasizes the principles and practices of producing, distributing, and circulating various forms of writing within textual networks. It emphasizes collaborative writing and audience-driven revision.

Prerequisite: ENGL 1010 w/ C grade or better.

Semester: Fall & Spring

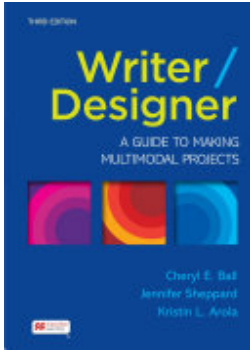
This course builds on what you already know about how writing circulates and operates in the world. Specifically, the course investigates the principles and practices of digital literacy: producing, distributing, and circulating texts within digital NETWORKS, asking how writers connect with one another and across communities. The course emphasizes collaborative writing, multimedia and multimodal composing, and revision.

We will analyze how digital STORIES work and explore how digital tools shape effective stories. We will ask which voices are heard and which voices are erased. We will also investigate stories told through digital ARCHIVES. You will study how current and historical archives sustain and create our understandings of our world.

This class assumes that to learn something, you have to practice it. You will learn and experiment with new digital tools to produce a number of visual, audio, and written texts. As we focus on producing effective digital content, we're going to practice a lot of different kinds of writing, in different digital spaces, for different audiences. Rather than focusing solely on the final product, we will PLAY with digital modes and forms.

Instructor Information

Textbooks, Readings, and Course Materials



Authors: Cheryl E. Ball, Jennifer Sheppard, Kristin L. Arola

Publication Date: 2021-09-20

Title: Writer/Designer

Edition: 3rd

ISBN: 9781319415815

Publisher: Macmillan Higher Education

Link:

<https://store.macmillanlearning.com/us/product/WriterDesigner/p/1319245056>

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Course Prerequisites/Co-requisites

ENGL 1010 with a C or better

Communication Plan

I will respond to email within 24 hours, excluding weekends.

I will offer feedback on major assignments within two weeks.

The best way to contact me outside of our weekly class session is via the Canvas Inbox, as I will prioritize this email over other modes of communication.

How to Succeed in the Course

Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. I assume that all of us learn in different ways, and that the organization of any course will accommodate each student differently. For example, you may prefer to process information by speaking and listening, so some of the written material I provide may be difficult to absorb. Please talk to me as soon as you can about your individual learning needs and how this course can be accessible for you.

The sooner you communicate with me about your needs, the more successful you are likely to be in this class.

A few tips to help you succeed:

- Communicate with your instructor and don't hesitate to reach out with questions. I'm here to help!
- Stop by office hours (either in person or via Zoom). These weekly sessions are for you! Everyone learns differently and office hours are a great opportunity for us to address your specific needs and preferences. If you can't attend my scheduled office hours, please reach out. I'm happy to schedule an appointment in person or Zoom that works for you.
- Check Canvas daily for updates, announcements, etc.
- Personalize your [Canvas notifications](#) so that you receive course information in a way that is useful to you.
- Explore this list of [Reading and Writing Tools](#). We will do a lot of reading in this class, but there are many ways to do that including audio-based reading.

Grading Scale

Final Grade Distribution

<i>Grade:</i>	A	A-	B+	B	B-	C+
<i>Percent:</i>	≥ 94%	≥ 90%	≥ 87%	≥ 84%	≥ 80%	≥ 77%

<i>Grade:</i>	C	C-	D+	D	D-	E
<i>Percent:</i>	≥ 74%	≥ 70%	≥ 67%	≥ 64%	≥ 60%	< 60%

- **Grading Criteria/ Rubrics:**
 - *Toolkits* and *Touchpoint* assignments are graded as Complete/ Incomplete. Assignment expectations will be included in the description of each assignment. If all criteria are not met, you may be asked to resubmit.

- *Discussions* include a simple rubric that addresses both your initial contribution and your responses to classmates. Because discussions are timely, they must be submitted with one week of the due date to receive credit.
- Our two *Projects* include rubrics which will detail grading criteria. Please review rubrics on Canvas so that you understand expectations; be sure to ask for any needed clarification before submitting your project.
- **Grading Turnaround Time:** I aim to grade Toolkits, Discussions, and Touchpoint assignments within one week of the due date. Projects will typically be graded two weeks after the due date. I will update you about any unforeseen delays. These grading turnaround times are based on on-time submissions. I will grade late submissions as I am able.
- **Late Submissions:** You should aim to submit all assignments on time. I understand that circumstances sometimes require flexible deadlines and I do accept late work; however, our learning in this class is sequential with each assignment building towards the next. You'll be most successful in this class if you regularly submit work on time.

Because discussions are timely, they must be submitted with one week of the due date to receive credit. All other assignments can be submitted late with no penalty. As noted above, I cannot guarantee timely feedback for late submissions.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Roll Call Attendance	Assignment	100
	Share Space	Discussion	0
	Week 1 Questions	Discussion	0
	Week 2 Questions	Discussion	0

Due Date	Assignment Name	Assignment Type	Points
8/23	Touchpoint #1: Exploring Digital Writing_	Assignment	20
8/23	Week 1 Discussion: Introduce Yourself	Discussion	10
8/28	Week 2 Discussion: Multimodal Texts	Discussion	10
8/28	Toolkit #1: Multimodal Introduction	Assignment	20
8/30	Touchpoint #2: Digital Literacy Moment	Assignment	20
9/5	Week 3 Discussion: Meme Examples	Discussion	10
9/8	Toolkit #2: Memes	Assignment	20
9/8	Touchpoint #3: Rhetorical Analysis	Assignment	20
9/12	Week 4 Discussion: Musical Genres	Discussion	10
9/15	Toolkit #3: Basic Audio Editing	Assignment	20
9/15	Touchpoint #4: Genre Analysis	Assignment	20
9/19	Week 5 Discussion: Project Brainstorming	Discussion	10
9/22	Toolkit #4: Project Visual Timeline	Assignment	20
9/22	Touchpoint #5: Project Pitch	Assignment	20

Due Date	Assignment Name	Assignment Type	Points
9/26	Week 6 Discussion: Asset Brainstorming	Discussion	10
9/29	Toolkit #5: One Image Video	Assignment	20
9/29	Touchpoint #6: Asset List	Assignment	20
10/3	Week 7 Discussion: Technology Review	Discussion	10
10/6	Toolkit #6: Metadata	Assignment	20
10/6	Touchpoint #7: Prototype/ Draft	Assignment	20
10/10	Touchpoint #8: Feedback Draft	Assignment	20
10/13	Touchpoint #9: Peer Review	Assignment	20
10/16	Project 1: Digital Self	Assignment	200
10/23	Week 10 Discussion: Understanding Bias	Discussion	10
10/23	Week 10 Reading	Assignment	
10/30	Week 11: Project Two Brainstorming	Discussion	10
11/3	Toolkit #10: Game Design	Assignment	20
12/5	Project 2: Digital Community	Assignment	200

Coursework & Assignment Descriptions

Projects: We will complete two projects that will together count for 40% of your total grade. Projects include rubrics which will detail grading criteria Please review rubrics on Canvas so that you understand expectations; be sure to ask for any needed clarification before submitting your project.

Project One: Digital Self (20%)

For this first Project, you will create a multimodal/ digital project that a) includes at least two integrated modes and b) focuses on you as its subject. The presentation of our digital selves helps to convey our identity, make arguments, and shape knowledge (for ourselves and others). Some options for this project might be Digital Memoir, Personal Infographic, Annotated Media List, etc.

Project Two: Digital Community (20%)

For your second project, you will explore how digital writing is related to community, opportunity, and belonging. As a class, we will discuss how digital spaces/content can support--and sometimes harm--a range of community groups. We will analyze digital archives, practice digital accessibility skills, and explore tools for sharing stories

Discussions (20%): To help you increase your knowledge and practice joining conversations about digital writing, you will participate in Canvas-based discussions throughout the course. Each discussion will have purposes of its own, but they will also serve to help you learn from and with your classmates. Discussions are graded according to a rubric.

Because discussions are timely, they must be submitted with one week of the due date to receive credit. All other assignments can be submitted late with no penalty.

Toolkits (20%): Toolkits focus on specific skills and technologies to help you produce digital writing. The goal for Toolkits is for you to start playing with digital writing and production tools; focus on tryin something new rather than worrying about the final product

Toolkits are graded as Complete/ Incomplete. Each Toolkit will include a description of what is needed to complete the assignment. If anything is missing from your submission, you may be asked to resubmit.

Touchpoints (20%): Touchpoint assignments will help you to explore course topics and apply concepts related to digital writing. For some Touchpoint assignments, you will have several options. Make your selection based on your desire/ need to learn more about a given option.

Touchpoints are graded as Complete/ Incomplete. Each Touchpoint will include a description of what is needed to complete the assignment. If anything is missing from your submission, you may be asked to resubmit.

Course Content Warnings/Trigger Warnings

Please be advised that this course may include discussions, readings, and other content that some students might find distressing or triggering. Specifically, the course may cover topics such as:

- Violence or traumatic events
- Sensitive social and political issues
- Discussions of mental health, including depression and anxiety
- Graphic or explicit descriptions and imagery
- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, please visit the Institutional Syllabus under the Advising and Counseling Support Services tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, please visit the Institutional Syllabus under the Tutoring and Learning Support tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

Student Writing Center

SLCC's Student Writing Center gives you the opportunity to discuss your work with a peer tutor or faculty writing advisor. When you go to the Student Writing Center, be prepared with questions for your advisor. Ask yourself what you want to work on—is it understanding the assignment better, discussing what you want to say in your paper, or getting the advisor's impressions of a passage you've written? Advisors are available to help you with writing assignments for any classes you take. To make an appointment, stop by the Student Writing Center in the Academic and Administration Building (AAB) on Redwood campus. Or call 801-957-4893. Online advising is also available—for more information, go to www.slcc.edu/swc

How to Navigate to Canvas

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

You can access the document by clicking on the following link:

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

Additional Class Policies

Late Submissions

You should aim to submit all assignments on time. I understand that circumstances sometimes require flexible deadlines and I do accept late work; however, our learning in this class is sequential with each assignment building towards the next. You'll be most successful in this class if you regularly submit work on time.

Because discussions are timely, they must be submitted with one week of the due date to receive credit. All other assignments can be submitted late with no penalty. As noted above, I cannot guarantee timely feedback for late submissions.

Incomplete Grades

Incomplete grades are an option for you if your life falls apart at the end of the class and you cannot finish. An Incomplete grade puts your grade in this class on hold until you

finish it. You must be passing and have completed 80% of the course work in order to be granted an Incomplete. You and I will come to an agreement with what needs to be finished and how long you will have to do it (with a one-year limit).

Plagiarism

Students intentionally or unintentionally commit plagiarism when they submit another author's work as their own. Plagiarism also includes the failure to attribute unique phrases, passages, or ideas to their original source. Most plagiarism happens when students are too stressed out to function or because you haven't developed your referencing skills adequately. If your work appears to be plagiarized, I will talk with you about it and ask you to revise the assignment.

Generative AI

Generative artificial intelligence (AI) software, such as ChatGPT, is a rapidly emerging tool that students may be interested in using. If doing so, SLCC students are expected to adhere to the same standards as the Code of Student Rights and Responsibilities statement on plagiarism. Presenting generative AI software content as your own is a violation of academic integrity. If you use generative AI in your work, you must indicate that you have done so. The library has created several guides that will be helpful for you when using AI.

Confidentiality

When you contact the instructor for assistance, your concerns and requests for help will be treated with respect. Any private information that you share with the instructor will remain confidential except when mandatory reporting is required by law or by Salt Lake Community College for safety reasons.

Accessibility

I am committed to creating an environment that will help you do your best learning. I assume that all of us learn in different ways, and that the organization of any course will accommodate each student differently. Please contact me if you encounter any issues with Canvas or barriers in the course that make learning difficult for you. I can also help you access SLCC resources for supporting your work as a college student, for staying safe on campus, and for dealing with any stressful life situations that make learning

challenging for you. Please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course.

Course Student Learning Outcomes

- Students will examine and articulate how texts make meaning and do work for organizations; they will study their own and others' texts to write about and discuss the methods and means texts use within organizations to accomplish work.
- Students will study and learn to produce and circulate print and digital texts that share similar rhetorical aims for a given audience, organization or partner. They will study professional-caliber information/media campaigns to examine how different forms of writing circulate alongside one another to achieve related but distinct organizational goals. In their first major assignment and in ongoing low-stakes writing assignments, they will reflect on what they learn from these campaigns, and then use this knowledge to inform the development of their own written campaigns for a campus or community partner. Written campaigns may include any number of genres, depending on partner needs: social media writing, websites, promotional/informational videos, digital stories/narratives, digital apps, brochures/pamphlets, audio texts, etc.
- Students will study and learn to use industry-relevant digital writing platforms, with the aim of assessing the rhetorical possibilities and limitations of each given their project goals. They will develop functional literacies with platforms like Adobe InDesign and Photoshop; social media platforms like Facebook, Twitter and Flickr; and content management systems like Wordpress and Squarespace. They will learn other technologies when appropriate, given their project goals and partners' needs. As they learn these technologies, they will use low-stakes writing assignments to reflect on the rhetorical possibilities and limitations of each in the context of their project goals and partners' needs.
- Students will work with campus and community stakeholders to assess their needs and plan, draft and revise written projects that are audience-centered and needs-based. Through periodic and ongoing meetings with their community partners, students will develop practical strategies for listening and responding to the needs, values and expectations of their partners, and they will practice using ongoing audience feedback to invent, draft, and revise written projects.

- Students will learn to manage written projects that include multiple stakeholders and occur over time and across various situations, genres, media and modes. Through periodic and ongoing interaction with partners during the development of written projects, students will learn to manage "layers" of information/data dispersed across media and genres and gathered in the research phases of project development. For example, through low-stakes writing assignments, they will learn to examine and synthesize information gathered from phone calls, face-to-face meetings, emails, etc. to produce, distribute and circulate texts for the organization. They will also learn to identify and negotiate, as co-writers on these projects, tensions, gaps, or conflicts that arise between stakeholders and/or research.
- Students will examine what makes texts "accessible" and use this knowledge to develop texts that are universally accessible. They will study accessibility to identify the principles and practices that make documents accessible to audiences. They will use this knowledge to develop accessible forms of writing in their campaigns.