

## Course Information

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### **Intro to Digital Writing**

ENGL 2310-001

Fall 2025

## Course Section Information

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**Days:** Thursdays

**Time:** 10:00-11:20 AM

**Campus:** Taylorsville-Redwood

**Classroom:** AAB 235

## Course Description

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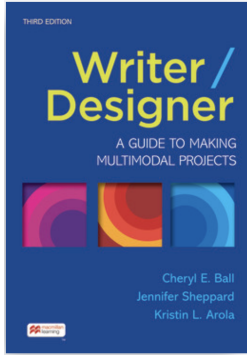
This course considers the "public" and "organizational" work of digital writing. Specifically, the course emphasizes the principles and practices of producing, distributing, and circulating various forms of writing within textual networks. It emphasizes collaborative writing and audience-driven revision.

Prerequisite: ENGL 1010 w/ C grade or better.

Semester: Fall & Spring

## Textbooks, Readings, and Course Materials

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**Authors:** Ball, Shepperd, Arola

**Publication Date:** 2022

**Title:** Writer/Designer

**Subtitle:** A Guide to Making Multimodal Projects

**Edition:** 3rd Edition

**Publisher:** MacMillan

**Link:**

<https://store.macmillanlearning.com/us/product/WriterDesigner/p/1319245056?srltid=AfmBOorxXYyGz9dxqrNTJsXQBRuUKt4YVDL3bfBg4itFJlrW04aFU2rM>

For more information on textbook accessibility, contact Accessibility & Disability Services at [ads@slcc.edu](mailto:ads@slcc.edu).

# Intro to Digital Writing

ENGL - 2310 001

## Engagement Plan

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- 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 Navigate to Canvas

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This course uses the Canvas course management system. All students must use Canvas to retrieve course readings, access web pages, upload assignments, receive course announcements, and review the class section's syllabus.

## How to Succeed in the Course

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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 me 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.

## Assignment Schedule

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Due Date	Assignment Name	Assignment Type	Points
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Due Date	Assignment Name	Assignment Type	Points
	<a href="#">Roll Call Attendance</a>	Assignment	
	<a href="#">Share Space</a>	Discussion	0
	<a href="#">Week 1 Questions</a>	Discussion	0
	<a href="#">Week 2 Questions</a>	Discussion	0
8/28/25	<a href="#">Week 1 Discussion: Introduce Yourself</a>	Discussion	10
8/31/25	<a href="#">Touchpoint #1: Exploring Digital Writing</a>	Assignment	20
9/3/25	<a href="#">Week 2 Discussion: Multimodal Texts</a>	Discussion	10
9/4/25	<a href="#">Toolkit #1: Multimodal Introduction</a>	Assignment	20
9/7/25	<a href="#">Touchpoint #2: Digital Literacy Moment</a>	Assignment	20
9/9/25	<a href="#">Week 3 Discussion: Meme Examples</a>	Discussion	10
9/14/25	<a href="#">Toolkit #2: Memes</a>	Assignment	20
9/14/25	<a href="#">Touchpoint #3: Rhetorical Analysis</a>	Assignment	20
9/16/25	<a href="#">Week 4 Discussion: Musical Genres</a>	Discussion	10
9/21/25	<a href="#">Toolkit #3: Basic Audio Editing</a>	Assignment	20
9/21/25	<a href="#">Touchpoint #4: Genre Analysis</a>	Assignment	20

Due Date	Assignment Name	Assignment Type	Points
9/23/25	<a href="#">Week 5 Discussion: Project Brainstorming</a>	Discussion	10
9/28/25	<a href="#">Toolkit #4: Project Visual Timeline</a>	Assignment	20
9/28/25	<a href="#">Touchpoint #5: Project Pitch</a>	Assignment	20
9/30/25	<a href="#">Week 6 Discussion: Asset Brainstorming</a>	Discussion	10
10/5/25	<a href="#">Toolkit #5: One Image Video</a>	Assignment	20
10/5/25	<a href="#">Touchpoint #6: Asset List</a>	Assignment	20
10/7/25	<a href="#">Week 7 Discussion: Technology Review</a>	Discussion	10
10/12/25	<a href="#">Toolkit #6: Metadata</a>	Assignment	20
10/12/25	<a href="#">Touchpoint #7: Prototype/ Draft</a>	Assignment	20
10/15/25	<a href="#">Touchpoint #8: Feedback Draft</a>	Assignment	20
10/19/25	<a href="#">Touchpoint #9: Peer Review</a>	Assignment	20
10/23/25	<a href="#">Project 1: Digital Self</a>	Assignment	200
10/28/25	<a href="#">Week 10 Discussion: Understanding Bias</a>	Discussion	10
11/4/25	<a href="#">Week 11: Project Two Brainstorming</a>	Discussion	10

Due Date	Assignment Name	Assignment Type	Points
11/9/25	<a href="#">Toolkit #7: Personal Archives + Metadata</a>	Assignment	20
11/9/25	<a href="#">Touchpoint #10: Project 2 Pitch</a>	Assignment	15
11/16/25	<a href="#">Toolkit #8: Game Design</a>	Assignment	20
11/18/25	<a href="#">Week 13 Discussion: Accessibility Basics</a>	Discussion	20
11/23/25	<a href="#">Toolkit #9: Accessibility &amp; SEO Basics</a>	Assignment	20
11/25/25	<a href="#">Touchpoint #11: Progress Report</a>	Assignment	20
12/2/25	<a href="#">Week 15 Discussion: Storytelling Maps</a>	Discussion	20
12/7/25	<a href="#">Toolkit #10: Story Map</a>	Assignment	20
12/10/25	<a href="#">Touchpoint #12: Project 2 Feedback Draft</a>	Assignment	20
12/12/25	<a href="#">Touchpoint #13: Project 2 Peer Review</a>	Assignment	15
12/15/25	<a href="#">Project 2: Digital Community</a>	Assignment	200

## Coursework & Assignment Descriptions

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**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 trying 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.

## Grading Scale

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- A = 94-100%
- A- = 90-93.9%
- B+ = 86-89.9%
- B = 83-85.9%
- B- = 80-82.9%
- C+ 76-79.9%
- C = 73-75.9
- C- = 70-72.9%
- D = 60-69.9%
- F = 0-59.9%

### **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.

## Course Content Advisory

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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

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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, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. 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](#)

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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, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. 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](#)

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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](http://www.slcc.edu/swc)

## [Institutional Policies](#)

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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.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

## Student Academic Calendar

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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

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### **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.

[AI and Information Literacy](#)

[AI and Citation](#)

## **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

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- Study and learn to produce, distribute and circulate networked writing for a given audience, organization or community partner.
- Produce texts in multiple modes, media, and genres, including but not limited to visual and aural modes, digital and analog media, and web- and print-based genres.
- 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.
- Work with campus and community stakeholders to assess their needs and draft and revise written projects that are audience-centered and needs-based.
- Cultivate a more complex understanding of rhetorical invention through ongoing collaboration with campus and community partners.
- Learn to manage and revise projects that include multiple stakeholders, occur over time, and occur across various situations, genres, media and modes.