English 2269 – Digital Media Composing
Spring 2016 – Section 18796
Tue/Thur 12:45-2:05
Denney Hall 308
Instructor: Corey Efron
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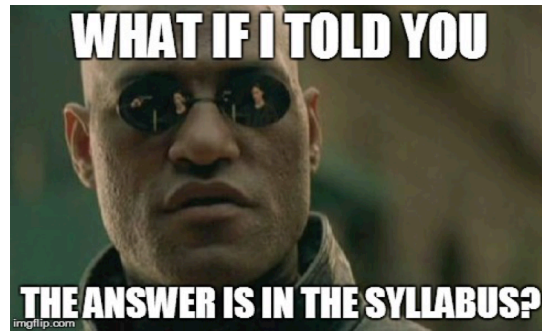Office hours: Tue, 11:35 – 12:35, 2:05 –
3:05; Thur 11:35 – 12:35
Office Location: Denney Hall 513
*If you are coming to office hours to get
help on a project, please send me an e-mail
beforehand so we can arrange to meet in a location where we have access to the
necessary equipment.

Course Description
English 2269, Digital Media Composing constitutes a theoretical, rhetorical, and practical framework for engaging in contemporary digital media practices. Throughout the semester, you will work on creating either a website or an iBook on the topic of your choosing. During each unit, we will add bits and pieces to our collection so that by the end of the semester, we will have a digital portfolio in the form of a coherent website or e-book. While it is not required that every activity you complete throughout the semester must appear on your final project, it is expected that you will choose components that make rhetorical and practical sense given the project you wish to create. Each activity will be graded at its due date. At the end of the semester, you will receive a grade on your the final portfolio of your work. Whether you decide to complete the website or e-book option for the final projects, you will complete assignments geared toward each option. It is expected that components making it onto your final website or e-book will be revised and updated as necessary.

GEC Goals/Expected Learning Outcomes
English 2269 counts toward the GEC "Visual/Performing Arts" category, which stipulates the following general goals and learning outcomes:

Goals: Students evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

Expected Learning Outcomes: Students analyze, appreciate, and interpret significant works of art. Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.

English 2269 will meet these goals by engaging students in critical analysis and production of digital media documents. Please note: the course does not require or

assume any previous experience with oral history interviewing or with particular technologies.

Course Format

This class is different from classes that employ a lecture or seminar format. Instead, ENG 2269 is a composition course that requires engagement with technology in order to create multimodal projects of various kinds. This class requires instruction and practice with various software as well as workshop time to master the software and prepare the components of your final project. Some days will require self-direction to work on your project, while others will require you to complete readings in order to participate in class discussion. Active participation, attention, and attendance are all necessary to succeed in this class.

Required Materials

- Readings from Carmen – there is no required textbook for this class. However, it is expected that students complete the readings on time and are able to discus them on the assigned day.
- External hard drive for backing up your work with at least 40 GB of space for class projects.
- Headphones for working on projects with sound.

Accessibility

Students with disabilities that have been certified by **the Office for Disability Services** will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The ODS is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; http://www.ods.ohio-state.edu/

Additionally, students are welcome to discuss issues with the instructor in order to reach reasonable solutions to issues that pose problems.

Attendance

Your attendance in this class is essential in order to successfully learn the required compositional tools and work on your projects, as well as to discuss the theory behind our multimodal compositions. Each absence beyond three will result in the lowering of your grade by 1/3 of a letter (i.e. with 4 absences your grade would go from an A- to a B+). Missing more than six classes equates to three weeks of missed class, and will result in an automatic failing grade. Attendance will be taken at the beginning of each class, so punctuality is important. Repeated tardiness is disruptive and will negatively impact your participation grade.

Student Work

All assignments will be due at the start of class on their due date, unless otherwise noted (i.e. an assignment due on 1/12 will be due by 12:05 pm). Late assignments will be penalized by 1/3 of a letter grade for each 24-hour period in which it is late (i.e. an assignment due at 12:05 pm on 1/12 turned in at 5:00 pm on 1/13 would lose 2/3 of a letter grade, going from an A to a B+, for example). Neither absences nor technological difficulties will excuse late work.

Backing Up Work

It is essential that you continually back up your work. It is recommended that you save your work to multiple locations. Losing work happens with digital composition. Backing up your work early and often will help to minimize and prevent losses.

Copyright and Fair Use

Throughout the semester we will discuss the issues of copyright and fair use. As we will discuss at various points, most of our work will be covered under fair use. However, all work other than your own original materials must be properly cited. Plagiarism, or the unauthorized use others' work, is a serious academic offense and can result in the failure of this course, among other consequences. At no point during the composing process should the work of others be presented as your own. When in doubt, cite the materials you are using and/or ask the instructor if citations should be listed.

Classroom Etiquette

Throughout all discussions, interactions, and assignments in and out of the classroom, it is expected that both students and the instructor will maintain a courteous and respectful demeanor. This classroom should be considered a safe space where everyone feels comfortable and able to participate. Offensive behavior (including talking while others have been called on) will not be tolerated.

Class Cancellation

In the unlikely event that I must cancel class, I will notify you via e-mail with as much advanced notice as possible. Additionally, I will notify the English department so that an official notice will be placed on our classroom door. As soon as I can I will notify you with how we will proceed with our schedule.

Changes to Schedule

The instructor reserves the right to alter the class schedule, which includes, but is not limited to, adding short readings or other assignments, spending additional time on a unit, and spending time on workshop days to catch up.

Resources

Outside of our classroom, there are places where students can work on projects and receive guidance as needed.

The **Digital Media Project (DMP)** supports work in digital media for students enrolled in English classes. In addition to helping you with projects, the DMP also checks out equipment. For more information, see https://dmp.osu.edu/.

Additionally, there are **Digital Unions** located throughout campus. These unions have staff who can assist you with various projects and software. For more information, see http://odee.osu.edu/digital-union.

The **OSU Writing Center** is available to provide free, professional writing tutoring and consultation. You may set up an appointment by visiting http://cstw.osu.edu/writingcenter.

College life can become very stressful and difficult. If you are feeling anxious or worried, the **Student Advocacy Center** works to empower students to overcome obstacles to their growth both inside and outside the classroom. For more information, see http://advocacy.osu.edu/

Classroom Technology Policy

Students are welcome to bring their own tablets or laptops to class, although our classroom has a computer for each student. These computers have all the necessary software installed. All technology (including phones) must be silenced unless an in-class activity requires sound. Students are expected to use their devices in a responsible, respectful manner. Distracting technology (constantly checking e-mail, playing games, etc.) will not be tolerated. The instructor reserves the right to ban the use of personal computers and cellphones if they are used inappropriately.

Class Components

For each assignment, you will receive a more detailed assignment prompt well in advance of the due date.

Participation (15%)
- Your grade for participation includes completing reading and homework assignments and actively engaging in class activities including, but not limited to, discussions, tutorials, workshops, peer-reviews, and informal presentations. Additionally, participation includes arriving to class on time and maintaining a respectful and professional demeanor toward your instructor and classmates. *The instructor reserves the right to institute "pop quizzes" on readings or other assignments if it becomes evident that students are not adequately preparing for class. These quizzes, if applied, will count for a portion of your participation grade.

Text
- Initial statement of intent/proposal (1 page written) (5%)
  - Early in the semester, you will write two half-page proposals (totaling about one page) in which you pitch two ideas for a website or e-book theme or subject you will work on for the entirety of the semester. In this

proposal, you will discuss how your project will specifically contribute to a field or subject matter.

- Twitter (Twitter essay, Twitter story, Live-Tweet an Event) (10%)
    o After discussing the rhetoric and medium affordances of Twitter, you will complete an assignment in which you compose a Twitter story (fictional or non-fictional), a Twitter essay, or a live-Tweeting of an event. You may choose to include this Twitter feed on your final website or e-book.

Image
- Memes/Gifs (collection) (5%)
    o After learning how to make memes and gifs, we will make a collection of image macros, some of which may appear on your final website. This collection will include a combination of original and circulating images.
- Listicle (15%)
    o We will combine our knowledge of memes, gifs, and text to make a "Buzzfeed-style" listicle that addresses an issue related to the subject of your website.
- iBook (10%)
    o We will finish our work on text and image by producing a short e-book essay. Work on this essay could make its way onto your final website or

Sound and Video
- Your final project must include substantial elements of either video or audio, such as a short introductory video, an audio essay, or an interview. As your final project takes shape, you should discuss with me your plans for completing this component.

Final iBook or Website (Portfolio) (40%)
- Your final project will constitute the majority of your grade for this class. On the last day of class we will hold a digital showcase, where your projects will be on view for others.

Schedule

Week 1 - Introduction

    1/12 – Introduction to class/syllabus; defining literacy

    1/14 – Issues of digital culture and literacy
- Reading due: "How Not to Be Alone" – Jonathan Safran Foer (Carmen)
- Reading due: "Is Google Making Us Stupid?" – Nicholas Carr (Carmen)
- Homework due: Set up a Buckeyebox account (link on Carmen)

Week 2 – Rhetoric

1/19 – What is Rhetoric?
  • Reading due: Understanding Rhetoric (PDF, Carmen)

1/21 – Rhetoric and "Going Viral"
  • Viewing due: "Friday" – Rebecca Black (Carmen)
  • Viewing due: Why Videos Go Viral (Ted Talk) – Kevin Allocca (Carmen)
  • Homework due: Short rhetorical analysis of Surrogaid website (Carmen)

Week 3 – Text

1/26 – Twitter
  • Reading due: "How the Hashtag is Ruining the English Language" – Sam Biddle
  • Reading due: "Can Twitter Boost Literacy?" – NPR (Carmen)
  • Optional reading: "10 Tips for Tweeting Live Events" (Carmen)
  • Homework due: Project Proposal

1/28 – Twitter
  • Reading due: "Social Media Monitoring…" (Carmen)
  • Reading due: Collection of Tweets from @veryshortstory

Week 4 – Building a Website

2/2 – What makes a good website?
  • Homework due: Twitter assignment

2/4 – Structuring a Website
  • Homework due: Website review assignment

Week 5 - Images

2/9 – The rhetoric of images
  • Reading due: collection of memes (Carmen)
  • "Image" – WJT Mitchell (PDF, Carmen)

2/11 – Working with images
  • Homework due: image assignment

Week 6 – Images

2/16 – Working with gifs
  • Reading due: "The Work of Art in the Age of Mechanical Reproduction" (Selections) – Walter Benjamin (PDF, Carmen)

2/18 – Text and Image: "The Listicle"

- Reading due: collection of "listicles" (Carmen)
- Reading due: "How Richard Prince Sells Other People's Instagram Photos…" (Carmen)

Week 7 – Text and Image

2/23 – Text and Image: "The Listicle"
- Homework due: Meme/Gif collection assignment

2/25 – Workshop Day: Writing your "Listicle"

Week 8 – Text and Image - iBooks

3/1 – Making an iBook
- Homework due: "Listicle" Assignment

3/3 – iBook workshop
- Reading due: Multimodality (TBD, Carmen)

Week 9 – Sound

3/8 – Thinking About Sound
- Reading due: "The Movement of Air, The Breath of Meaning: Aurality and Multimodal Composing" – Cynthia Selfe (Carmen, PDF)

3/10 – Capturing Sound
- Homework due: iBook essay

[Spring Break]

Week 10 – Video

3/22 – Thinking About Film
- Viewing due: Dope (Netflix)

3/24 – Capturing Film – The multi-cam shoot

Week 11 – Video: Editing

3/29 – Introduction to iMovie – editing a multi-cam shoot

3/31 – Working with iMovie – advanced editing

Week 12

4/5 – Workshop Day

4/7 – Workshop Day

Week 13 -

    4/12 – Workshop Day
- Peer-review

    4/14 – Workshop Day

Week 14 – Workshop Final Project Materials

    4/19 – Workshop Day
- Homework due: final link to website
- Reading due: "What Happens When You're Woke on Social Media, But Sleep in Real Life?" – Shane B (Carmen)

    4/21 – Digital Showcase