



Tuesday, May 29, 2012

General Education and I-Series Course Submission and Review

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ENGL293 Writing in a Wireless World

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General Information

Title Writing in a Wireless World

Course Number ENGL293

College ARHU - Arts and Humanities

Department English

Submitted By Thomas Colborn Moser Jr

CORE Information

CORE Fundamental Studies No

CORE Distributive/Advanced Studies No

CORE Diversity No

General Education Information

Fundamental Studies None

 Distributive Studies Humanities
Scholarship in Practice

Linked Course None

Diversity None

Course Questions

General Questions

Please give a brief description of the course:

A hands-on exploration of writing at the intersection of technology and rhetoric. Students will learn to read, analyze, and compose the kind of multimodal documents (combining text, image, and sound) that constitute communication in our digital world. The advent of digital communication technologies, largely based around the Internet, requires that we expand our concept of what it means to be a literate member of society—a society in which printed texts are no longer privileged. Many theorists agree that the way we construct knowledge is evolving. This class is designed to familiarize you with the digital literacies comprising the interwoven textual, visual, and aural mediums of contemporary communication.

Please list any pre- or co-requisites for this course:

ENGL101 recommended but not required.

If there are pre- or co-requisites, please justify them with respect to their appropriateness for a General Education course:

None

Please list any restrictions (e.g. majors only) placed on this course:

None

What is the approximate course size (students/academic year)?

44

Please describe how student learning will be assessed (i.e. exams, homework, papers, group projects, etc.):

To make sound rhetorical choices in writing and designing texts for different audiences, you will have to become familiar with various media; develop strong research skills; collaborate in multiple environments; inquire into important issues; and expand your rhetorical and design vocabularies. By fully embracing the technology that is making an impact on the world, you will refine your skills in multiple literacies. The following categories will determine your grade this semester. Course Requirements % of Grade Blog assignments; Class Participation 15% Rhetorical & Design Analyses; Annotated Bibliographies; Research Proposals 15% Traditional Essay & New Media Projects: 4 throughout semester includes written components) 60% Collaborative Projects(includes peer reviews) 10%

Comments on the course that you feel may be useful for the review process. Also, if this is an existing course that you are planning on making changes to via VPAC (i.e. changing the title), please list those proposed changes here:

This course was formerly offered as ENGL278Z, but was given VPAC approval as a new course on 11/12/2010. We anticipate that this may become an important department offering in the near future if we can provide adequate staffing.

Scholarship in Practice

Describe the body of scholarship that will be put into practice:

Students will read scholarship on visual and digital rhetorics and communication theory to develop a knowledge base for both assessing and creating persuasive digital documents.

Describe how this body of scholarship will be applied:

Students begin the semester by writing a traditional essay on a topic of their choosing. The traditional essay is then "transformed" four times during the semester through the use of visual, audio, video, and digital software. Each new media project is introduced in class well before it is due, considerable class time is spent analyzing others' uses of the technology, then students create their own multimodal texts.

Learning Outcomes

Learning outcomes are phrased as "*At the completion of this course, students will be able to...*". Answers are expected to demonstrate how the course will (1) give students the ability to meet the learning objective and (2) determine that students were successful in meeting the learning objective.

Learning outcomes in **this color** are **REQUIRED**

Humanities

Courses in the humanities disciplines study history and the genres of human creativity, and they include courses in the practice of architecture and the visual, literary and performing and creative arts. Under "Humanities," students will find courses in cultures and literatures in any language, creative writing, art, architecture, art history, classics, history, linguistics, philosophy, and the performing arts (dance, music, theatre) and their histories.

Must address **at least 4** of the following Learning Outcomes

At the completion of this course, students will be able to...

...demonstrate familiarity and facility with fundamental terminology and concepts in a specific topical area in the humanities.

Students will learn from course readings the terminology and concepts associated with digital rhetorics and visual communication theory. They will demonstrate their familiarity with these terms and concepts in their composition projects, written and digital.

...demonstrate understanding of the methods used by scholars in a specific field in the humanities.

Different methods for analyzing visual and digital texts will be presented in readings and in classroom examples; students will be expected not only to understand the methods available for evaluating multimodal texts, but also to utilize the methods in their projects.

...demonstrate critical thinking in the evaluation of sources and arguments in scholarly works, or in the evaluation of approaches and techniques in the visual, literary, or performing arts.

Students will critique disparate arguments in the emerging field of visual rhetoric at the beginning of the semester before they are expected to produce visual texts of their own. Throughout the semester they will research their topics and create annotated bibliographies to demonstrate critical thinking in the evaluation of others' arguments and to situate their arguments in their field of study. They will likewise evaluate the approaches and techniques used by others in the creation of multimodal texts, such as web pages, visual essays, and PowerPoint presentations.

...describe how language use is related to ways of thinking, cultural heritage, and cultural values.

English 293 will have a foundation in rhetorical theory, meaning that students will analyze texts according to their specific contexts, including the agents involved in producing the texts, the arrangement and deployment of arguments, the time period in which texts were produced, the appropriate stylistic conventions, and the intended audience(s). The consideration of cultural and social values is inextricable from rhetorical analysis. Students will thus describe how the use of language, visuals, and digital technologies is related to ways of thinking, cultural heritage, and cultural values in all of their written and digital assignments for the class.

...conduct research on a topic in the humanities using a variety of sources and technologies.

Students will choose their topics at the beginning of the semester and research them for the duration of the course; their research will culminate in a final project of designing a web essay. Along the way, students will turn in annotated bibliographies and research proposals to demonstrate that they are engaging with a variety of sources to craft responsible arguments. They will "translate" traditional essays on the topics of their choosing across new media genres using a variety of technologies, including audio recording programs, presentation software, and web design programs.

...demonstrate the ability to formulate a thesis related to a specific topic in the humanities and to support the thesis with evidence and argumentation.

Students will articulate their theses in a research proposal that will be revised throughout the semester to accommodate new media technologies; that is, students will learn to adapt their arguments according to the available means of persuasion of each technology they use. They will research their topics and turn in annotated bibliographies to demonstrate that they have found evidence to support their theses. Likewise, they will learn from classroom examples and course readings how to craft effective arguments in different technological genres.

...demonstrate understanding of the creative process and techniques used by practitioners in a specific field of the visual, literary, or performing arts.

Classroom exercises will be geared towards understanding the creative processes and techniques used by practitioners in visual and digital rhetorics. Students will view examples of others' work using different new media technologies and be able to distinguish successful from unsuccessful argumentation techniques. After critiquing the work of others, students will adapt the techniques they learned to suit their own projects and create effective visual and digital arguments.

Scholarship in Practice

Courses in Scholarship in Practice teach students how to assess and apply a body of knowledge to a creative, scholarly, or practical purpose. The resulting application should reflect an understanding of how underlying core disciplines can be brought to bear on the subject. It should go beyond the traditional survey and interpretation that culminate in, for example, a final

research paper or activity often used in courses that are designed to be introductions to a specific topic or area of study.

While Scholarship in Practice courses will be evaluated for appropriateness through the learning outcomes listed below, essentially every college on this campus has relevance to this area of Distributive Studies. Examples include (but are not limited to) the following: courses in Business that focus on the design of productive systems and enterprises, drawing upon knowledge from economics, psychology, mathematics, and other disciplines; courses in Engineering that require students to design environments, technologies, and systems by applying knowledge from the natural sciences and mathematics; courses in Education, Journalism and Architecture that provide students with an opportunity to engage in well defined professional practices; courses in Studio Art, Music Performance, Dance, etc., that introduce students to creative skills and performance arts; applied proficiency in a foreign language; extensive research experiences; and internships.

Must address **at least 4** of the following Learning Outcomes

At the completion of this course, students will be able to...

...demonstrate an ability to select, critically evaluate, and apply relevant areas of scholarship.

Students will read scholarship on visual and digital rhetorics and communication theory to develop a knowledge base for both assessing and creating persuasive documents. In order to evaluate multimodal texts in class and for homework, students will be able to articulate the discourse conventions of different communicative technologies and successful and unsuccessful persuasive strategies in each medium. Likewise, when they create their own argument-driven texts, they will learn to apply relevant theories from course readings. The ability to parse out and make sense of disparate theories, especially in fields as new and uneven as visual and digital rhetoric, is essential to the successful completion of this course.

...articulate the processes required to bring about a successful outcome from planning, modeling, and preparing, to critiquing, revising and perfecting.

For each unit in this course, students study and then use a new program or software—pertaining to audio recording, photo editing, video making, and so forth—to create persuasive documents. Every project is accompanied by a traditional essay articulating the rhetorical choices students made during the creation and revision of their new media texts. The traditional essay assignments allow students to engage with their inventional, creative, and revision processes, which often remain unconscious otherwise.

...demonstrate an ability to critique existing applications of scholarship, in order to learn from past successes and failures.

Before students create their own persuasive new media texts, they study several examples of others' uses of each new technology. Students learn to identify the persuasive strategies at work and to distinguish between successful and unsuccessful deployment of arguments, given the constraints of the technology being used.

...demonstrate an ability to collaborate in order to bring about a successful outcome.

At the end of each major unit, students are asked to workshop each others' new media texts. They discuss issues of argumentation, style, and design to collaboratively revise and perfect their documents. Additionally, there are projects in this course that require students to work in groups to produce coherent, persuasive texts using blogs and wikis. Students must collaborate in order to develop and dovetail their ideas in meaningful ways in a single, seamless project.

...recognize how an application of scholarship affects or is affected by political, social, cultural, economic or ethical dimensions.

Students will research their selected topics from all angles over the course of the semester to become knowledgeable about the political, social, cultural, economic, and ethical dimensions. They are asked to submit annotated bibliographies at different points in their research processes to account for the new information they find on their topics and to discuss how it will be incorporated into their projects. Their final projects, which entail creating Web essays, require extensive research to be successfully and responsibly argued documents.

...produce an original analysis, project, creative work, performance or other scholarly work that reflects a body of knowledge relevant to the course.

Students will produce several original and creative projects in this course, as each unit requires successful utilization of a different new media technology. Beginning with a traditional essay on topics of their choosing, students will then translate their essays across new media genres, such as podcasts, photo essays, videos, and Web essays. They will learn to be mindful of the constraints and allowances of each medium to successfully transmit their arguments.

...effectively communicate the application of scholarship through ancillary material (written, oral, visual and/or all modes combined).

This course requires students to become familiar with several modes of communication. They will write traditional essays and translate their arguments into oral, visual, and digital modes over the course of the semester. Students will present their projects to the class to demonstrate effective communication skills and skilled use of technology to deploy arguments. Students will also collaborate on different projects, requiring effective communication of ideas and their applications.

Course Syllabus

View the course syllabus [here](#).

Note: Your browser may download the syllabus, in which case you will have to open it in a separate program, i.e. Adobe Acrobat or Microsoft Word, in order to view it.

Another Note: Some people are uploading Word .docx files (newer Word format). If your computer doesn't have a fairly recent version of Word installed (2007 or later), your computer won't know what to do with a .docx file and may try to open it as a "zip" file. You will have to either upgrade your version of Word, or install Microsoft's Compatibility Pack to allow earlier versions of Word to open the file.

Review and Sign-Off

Submission Log

Departmental Review

College Review