ENGL 3213: Digital and New Media Rhetoric
Syllabus, Spring 2011

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Prerequisites
English 1123

Course Description
For students of all disciplines who want to explore and better understand the theoretical and practical complexities of digital and new media rhetoric. This course examines and applies interactive and iterative (creating prototypes quickly, getting feedback, and building new prototypes in response) approaches to writing and considers the cultural and ethical issues of composing in a digital age. Students will critically analyze digital and new media rhetorics and incorporate visual rhetoric (data visualization and infographics) in course assignments.

Departmental Learning Goals Addressed in Course

Critical Inquiry (Objective 1.1): Students engage in an increasingly sophisticated discourse and demonstrate aesthetic and critical discernment through close textual analysis. (Objective 1.2): Students evaluate secondary sources and apply skills in information gathering and management, and document design, using traditional sources and emerging technologies.

Knowledge of Language and Literature (Objective 2.1): Students understand the usage and structure of the English language. (Objective 2.4): Students are introduced to seminal academic and professional publications in the field of technical and professional communication.

Writing as Process (Objective 3.1): Students reflect on their arguments over multiple stages of development. (Objective 3.2): Students reference and format primary and secondary sources using any one style manual consistently.

Engagement (Objective 4.1): Students are aware of a cultural context for their own values and those of their sources.

Course Objectives
An objective of a liberal arts curriculum is to empower the individual with the fundamental language and analytical skills necessary for a lifetime of learning and growth. Through study of digital and new media rhetorics, students will engage in critical analysis of digital and new media artifacts and demonstrate skill in interpreting, using, developing, and disseminating information appropriately in a variety of media.
Upon completion of this course, students will be able to:

- Compare various definitions of digital and new media and rhetoric and discuss their implications for practice. Measurement: observation and analysis of informal face-to-face and online asynchronous discussion.
- Incorporate visual rhetorics, including data visualization and infographics, into the composing process. Measurement: completion of class presentations. Completion of new media rhetoric project.
- Synthesize readings into an expression of the student's approach to new media projects. Measurement: Completion of reading responses and course research project.

In keeping with the accreditation requirements, the Department of English must assess the progress of all students pursuing a BA in English with a certification in Secondary Education in order to verify that our courses are enabling them to meet the prescribed NCTE/NCATE standards in English Language Arts competencies.

3.0 Knowledge of English Language Arts. Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.

3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language.

3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.

3.2.5 Candidates demonstrate their knowledge of language structure and conventions by creating and critiquing their own print and non-print texts and by assisting their students in such activities.

3.4 Candidates demonstrate knowledge of different composing processes.

3.6 Candidates demonstrate knowledge of the range of influences of print and nonprint media and technology in contemporary culture.

Course Materials


Other assigned readings will be posted to course web site.
## Course Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Reading responses</td>
<td>Five responses to assigned readings posted to course website. Students must respond to two other students' posts to receive credit for their own.</td>
<td>25</td>
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<tr>
<td>Interactive tutorial</td>
<td>Prepare and lead a short, interactive tutorial on a new media tool or concept</td>
<td>10</td>
</tr>
<tr>
<td>Research project</td>
<td>Research proposal (conference)</td>
<td>5</td>
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<tr>
<td></td>
<td>Literature review</td>
<td>10</td>
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<tr>
<td></td>
<td>Draft (iteration for initial assessment, feedback)</td>
<td>10</td>
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<tr>
<td></td>
<td>Final draft (ten-page, double spaced)</td>
<td>30</td>
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<tr>
<td></td>
<td>Presentation</td>
<td>10</td>
</tr>
</tbody>
</table>

**Course Total** 100

## Grading System

- 100 - 90% — A
- 89 - 80% — B
- 79 - 70% — C
- 69 - 60% — D
- < 60% — F

All assignments will be due on dates assigned. No late work will be accepted unless specific arrangements have been made prior to the due date. Students falling two assignments behind are subject to administrative withdrawal from the course by the instructor.

## Absentee Policy

Students with two unexcused absences are subject to an administrative withdrawal from the course. Three tardies are counted as one absence.

## Academic Dishonesty

All students are expected to adhere to the Midwestern State University Student Honor Creed when completing any work for this course. A student's name on any assignment scheduled to be turned in is his/her pledge that all work contained therein is his/hers alone. When using the ideas of other unpublished and published sources, students must use accepted documentation conventions (i.e., MLA). See the *MSU Student Handbook* (available on the MSU Web site and attached to the course Web site) to read the Student Honor Creed (p. 4) and the university's policy on academic dishonesty (p. 71).

## Professionalism

Members of this class are expected to treat one another with courtesy, professionalism, and respect. Repeated unprofessional, rude, or
inappropriate behavior can result in 50-100 points being deducted from a student's final grade for the course per instance of such behavior.

Midwestern State University is committed to providing equal access for qualified students with disabilities to all university courses and programs, and by law, all students with disabilities are guaranteed a learning environment that provides reasonable accommodation of their disabilities.

This guarantee is provided through Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The ADA reads: "No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subject to discrimination by any such entity."

To obtain disability support services, students must

- be accepted for admission to Midwestern State University,
- complete a request for services form available through the Office of Disability Services, and
- provide current documentation from a qualified professional (such as a licensed physician, psychologist, audiologist, etc.) diagnosing the disability, as defined by the Americans with Disabilities Act.

For information on Disability Services at Midwestern State University go to the following site: http://students.mwsu.edu/disability/

If the instructor does not have proper notification, she will expect the same performance from each student enrolled in the course.