English 3013W
Media Publishing

What this class is

This course is designed to help you get acquainted with creating digital media texts and better understand how media influences writing. We'll learn about digital media by considering media rhetorically—that is, as means of persuasion and tools for getting things done in the world. To sharpen your rhetorical and digital media skills, you'll develop a digital media project—which could be a blog, a magazine, a video, a podcast, a website, or something else—throughout the semester with the aim of creating something ready to publish by the end of the course.

What it isn't

It is not a primer on media theory, nor will it make you an expert in any specific digital media technology if you're not already. For that kind of expertise, you'd need to take coursework in Communication or Digital Media and Design. Instead, this course is meant to get your feet wet with media publishing broadly. We'll discuss some theory and we'll also experiment, as a class, with a wide range of technologies.

Learning Objectives

By the conclusion of this course, you should be able to

- Select media to compose with in response to different rhetorical situations
- Evaluate the affordances of different media and technologies
- Operationalize the concept of genre to help you compose and analyze texts
- Understand the ethical and political dimensions of media technologies
- Track how digital media texts circulate
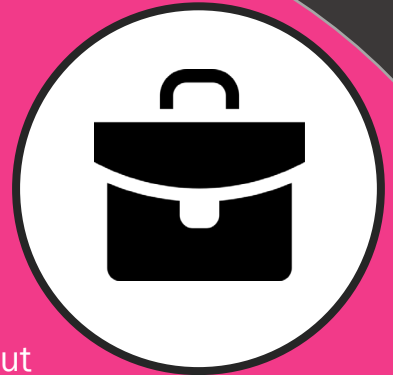
Instructor Gabe Morrison
Email gabriel.morrison@uconn.edu

Time M/W/F 12:20 – 1:10 PM
Location Gentry 319

Office Hours
M 1:30 – 2:30; Th 12:30 – 1:30 (virtual)

Course components

Portfolio
60% · Dec. 13

At the end of the course, you'll submit a portfolio of your work that you have revised throughout the semester. The idea is for the portfolio to present an archaeology of your project, from concept to product, including all the short assignments you completed leading up to it. Because this portfolio comprises the most substantial work you do for this class, it collectively accounts for a large part of your course grade.

The portfolio includes
- Capstone project
- Project pitch
- Project trailer
- Project storyboards/sketches
- Genre analysis

Blog
20%

You will be expected to maintain a blog throughout the semester. In addition to responses to the course readings, you'll also post short assignments designed to help set you up for your capstone project milestones.
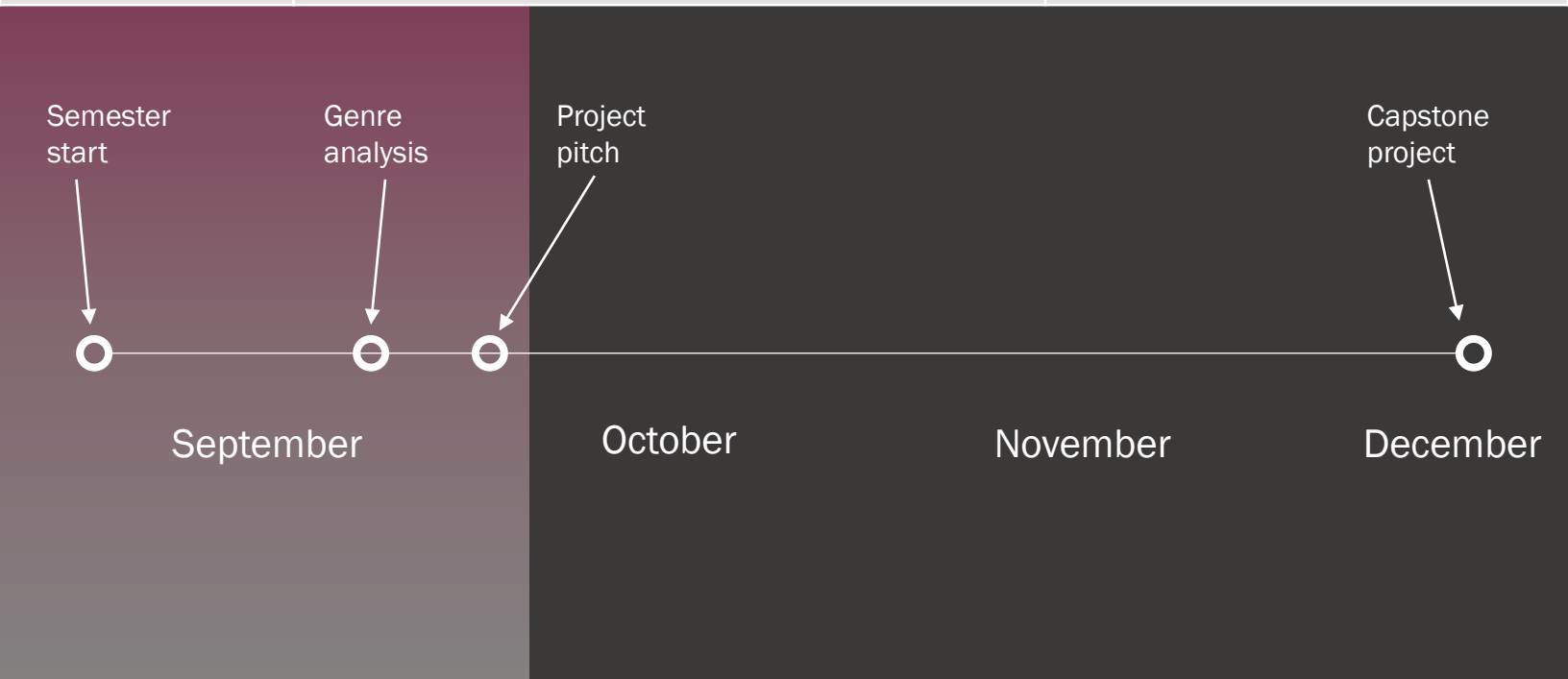
Participation
20%

Participation in class discussions and peer review are crucial to the design of this course. There will be many ways to participate in this course, so don't worry if you tend not to say lots in large class discussions.

Unit 1 Schedule

Date	Read	Due
M – 8/26 *What is media?*		
W – 8/28	McLuhan	
F – 8/30	Creeber and Cubitt	Blog response to readings
M – 9/2 *Genre*	No class — Labor Day	
W – 9/4	Dirk; Levy; Miller and Shepherd	Blog response to readings
F – 9/6	Genre analysis examples	
M – 9/9 *Digital rhetoric*	Eyman excerpts; "Canons of Rhetoric"; "Rhetorical Situation"; Pfister excerpts; Carroll	Blog response to readings
W – 9/11		
F – 9/13		Genre Analysis draft due
M – 9/16 *Interfaces*	Selfe and Selfe excerpts; Johnson-Eilola excerpts; Ko, chapters 2-3; Crash Course in Computer Science, episode #26 ("Graphical User Interfaces")	Blog response to readings
W – 9/18		
F – 9/20		Genre Analysis revision due
M – 9/23 *Project invention*		First "sketch" due

Semester start

Genre analysis

Project pitch

Capstone project

September   October   November   December

Unit 2 Schedule

Date	Read	Due
W – 9/25		Tool review due on blog
F – 9/27		Project pitch due on blog
M – 9/30 *Affordances*	Robles-Anderson and Svensson; Davis and Chouinard; Norman excerpts	Blog post on readings
W – 10/2	Studio	
F – 10/4		Tool demo due on blog
M – 10/7 *Copyright, intellectual property, fair use*	Lunsford et al.; Lessig; Ralston and Stedman; Broadley; Copyright.gov "More Information on Fair Use"; Creative Commons Wiki "Best Practices for Attribution"	Blog post on readings
W – 10/9	Studio	
F – 10/11		Third "sketch"
M – 10/14 *Design*	Williams; Wysocki; Arola et al. excerpts	Blog post on readings
W – 10/16	Studio	
F – 10/18		Fourth "sketch" due
M – 10/21 *Design, cont.*	Murray; one design guide of your choice	Design analysis due on blog
W – 10/23	Studio	
F – 10/25		Capstone project prototype due

Semester start — September

Project Pitch — October
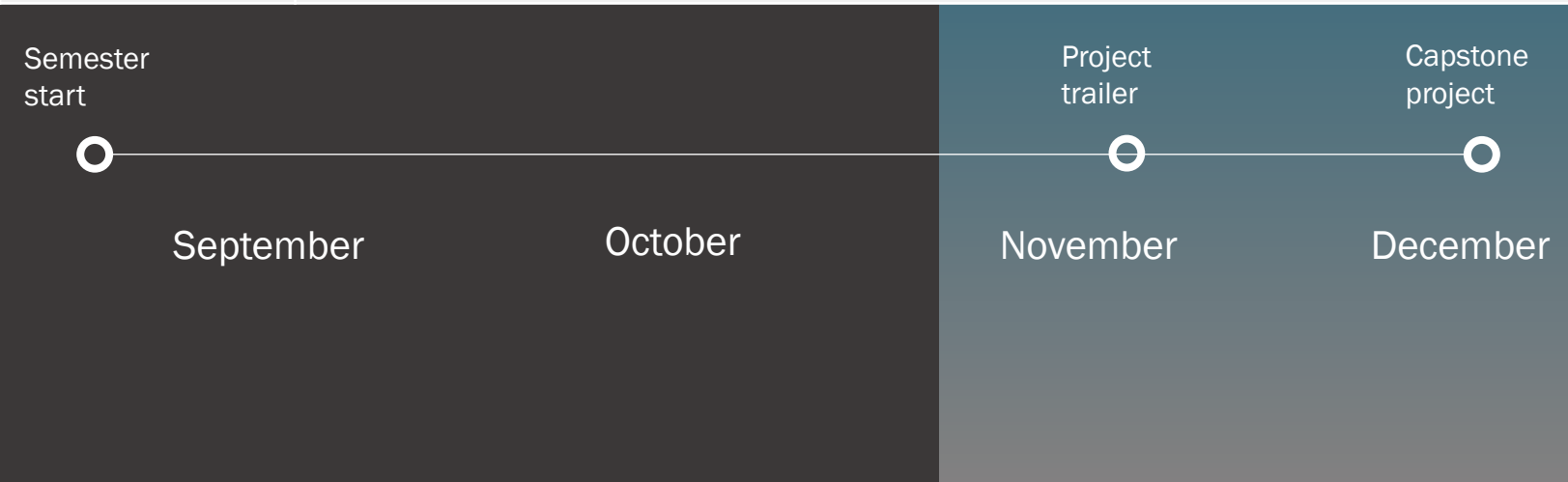
Project prototype

November

Capstone project — December

Unit 3 Schedule

Date	Read	Due
M – 10/28 *Workshopping*	Critiques	
W – 10/30	Critiques	
F – 11/1	Critiques	
M – 11/4 *Accessibility/usability*	Kerschbaum, "Mode"; Eyman et al., "Best Practices"; Hendren; Zdenek; Krug, chapter 9; Jarrett et al.	Accessibility audit due on blog
W – 11/6	Studio	
F – 11/8		Capstone project trailer due
M – 11/11 *Revision*	Individual conferences	
W – 11/13	Individual conferences	
F – 11/15	Individual conferences	
M – 11/18 *Circulation and algorithms*	Sheridan et al.; Jenkins; Gries; Ekström; Google SEO Starter Guide	Blog post on readings
W – 11/20	Phillips; Williams (optional); Kutz et al. (optional)	
F – 11/22		Capstone project final version due
11/25 – 11/29	No Class — Fall Break	
M – 12/2 *Presenting your work*	Presentations – group A	
W – 12/4	Presentations – group B	
F – 12/6	Presentations – group C	

Semester start

Project trailer

Capstone project

September   October   November   December

Policies

Grading

Your final grade will depend on two things: your successful completion of the day-to-day work of the course (including drafts of all major assignments) and the quality of that work.

You will be awarded credit for your contributions to class, your submissions of work that is satisfactory, on time, and complete, as well as your regular engagement with others' work. **If you submit satisfactory and on-time work throughout the semester and demonstrate engaged participation within the class, you will receive at least a B for your final course grade.** If there is missing or insufficient work, or if you do not participate in a satisfactory way (such as by failing to complete the task assigned or missing a component in an assignment), you may receive a grade below that of B. Substantial amounts of missing work will result in a failure of the course. To earn a grade above a B, you must produce consistently excellent work in addition to submitting satisfactory and on-time work.

As this is a W course, many assignments will require revision after the initial submission. You cannot receive a passing grade on an assignment with a required revision component if you fail to submit an initial draft, fail to participate in peer review, or fail to submit a revised version.

Disabilities and Commitment to Universal Design for Learning

I am committed to making this class accessible to everyone. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class, complete course requirements, or benefit from the College's programs or services, contact the Center for Students with Disabilities (Wilbur Cross 2013, 860-486-2020) as soon as possible. To receive academic accommodations, you should register with CSD. All information and documentation is confidential. Please speak with me if you have any concerns.

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 that some of the written materials 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 best accommodate them. If you do not have a documented disability, remember that other support services like the Writing Center are available to all students.

Academic Conduct

We will conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others—that's a vital part of academic life. But you are obligated to document every occasion when you use another's ideas, language, or syntax. Please note that ignorance of that or of UConn's policies never excuses a violation. I encourage you to study together, discuss the readings outside of class, share your drafts freely with each other, and go to the Writing Center with your drafts. However, when you use another's ideas or language, you must formally signal that to your readers (that is, cite it). Even one occasion of academic dishonesty, large or small, on any assignment, large or small, will result in failure for the entire course. For an articulation of UConn's policy on academic honesty, see *Responsibilities of Community Life: The Student Code*. If you have further questions, please contact me.

W Course Requirement

According to the policies of the General Education Oversight Committee and the Faculty Senate, W courses must assign 15 pages of edited written work and build in a process for revision. In addition, you cannot receive a passing grade for a W course unless you pass the writing components of the course.

Because this course focuses on digital media, writing will be understood to encompass a wide variety of genres and forms of communication.