

WRT 302 – Digital Writing

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Office Hours: Tuesdays, 1:00p-2:00p, 008 HBC

Fall 2019
Tuesdays/Thursdays, 11:00a-12:20p
Whitman 306

Course Description

From the Catalog: Writing in digital environments. May include document and web design, multimedia, digital video, web logs. Introduction to a range of issues, theories, and software applications relevant to such writing.

This particular course: Welcome to WRT 302! As expected, this course will focus on “digital writing,” the rhetorical and literate practices we engage in digital spaces. More recent controversies with the internet platforms we increasingly rely on have certainly made clear how intertwined we are with our technologies, so much so that we can realize how much the perceived divide between our “digital” and “actual” lives does not actually exist. We readily incorporate digital technologies into our everyday thinking and communication, and the affordances they offer are far from neutral. To begin to critically address contemporary topics such as

data collection, fake news, the digital divide, and the ethical issues they raise, we have to continue developing new literacies and writing practices. As we delve into the rhetorical implications of these concerns we will explore web-based genres such as blogs, websites, social media, and content curation. In addition to text, we will work extensively to design digital compositions with images, sound, and video. You have a great deal of freedom to incorporate your own interests in your writing, and I certainly encourage you to. Regardless, my hope is that the critical thinking you do for this course will extend beyond your time at Syracuse.

Course Objectives

1. Students will acquire experience composing in multiple modes and genres associated with digital writing.
 2. Students will develop rhetorical awareness of digital modes and genres, through relevant readings, analysis, and production.
 3. Students will gain familiarity and experience with a range of software platforms for the production of digital materials.
 4. Students will approach digital writing procedurally as well as expressively and rhetorically.
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Text and Materials

There are two required texts for this course, both of which are available for *free*:

1. Redish, Janice. *Letting Go of the Words: Writing Web Content that Works*. 2nd Edition. Boston: Elsevier, 2012. [Available on the [Syracuse Library Database](#)]
2. Aoki, Keith, James Boyle, and Jennifer Jenkins. *Bound By Law: Tales from the Public Domain*. 2nd Edition. Durham, NC: Duke University Press, 2008. [Available [for free](#)].

All other readings and/or materials required for this course can be found via links on our course schedule page.

You will eventually need a dedicated [WordPress](#) or blog platform site, but we will talk more about this in class.

Other things you might consider for this course (but are not required) are:

- portable storage (thumbdrives or external harddrives)
- recordable/removable media (SDHC cards)

Course Values and Feedback

WRT 302 is not a typical writing course. While you will participate in class discussions each session and you will be writing outside of class meetings there are also collaborative assignments, software workshops, and open labs. We will also devote class time to production as well as reflection. Throughout the semester, I will provide you with detailed descriptions of these various course components. That being said, you should always feel free to ask questions.

Course Grade Breakdown

There are 1000 points available in the class:

- *Interface Analysis*: 200 points
- *Sustained Blog Development*: 350 points
- *Culminating Project*: 225 Points
- *Weekly and In-Class Activities*: 225 points

Grading Scale

- **A** 940-1000

- **A-** 900-939
- **B+** 880-899
- **B** 840-879
- **B-** 800-839
- **C+** 780-799
- **C** 740-779
- **C-** 700-739
- **D** 600-699

Assignment Feedback

You will be receiving various kinds of feedback in this course. Some of this feedback will come from fellow students and some will come from me. Some written and some in person. Regardless of the source, feedback will give you an idea of how readers are responding to your writing and allow you to reflect on your work.

As questions come up regarding feedback, I encourage you to reach out in person or via email. You can also consult your classmates for thoughts and suggestions, being mindful that each assignment is your original work and should reflect this face both in product and process.

If you have further questions or concerns, let me know. My ultimate concern is for you to succeed. I know that life happens and I am flexible to your needs and circumstances.

Policies and Support

- [Inclusive Learning Statement](#)
- [Technology and Privacy](#)
- [Professionalism](#)
- [Participation and Attendance](#)
- [Late Work](#)
- [Grade Disputes](#)
- [Blackboard](#)
- [Academic Integrity](#)
- [Orange Success](#)
- [Student Writing](#)
- [The Writing Center](#)
- [Writing for Class on Varied Media](#)
- [Accommodations](#)
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Inclusive Learning Statement

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course.

I encourage you to visit the Office of Disability Services to determine how you could improve your learning as well. If you need official accommodations, you have a right to have these met. There are also a range of resources on campus, including the Writing Center, Tutoring Center, and Academic Advising Center.

Technology and Privacy

All course materials will be posted on or linked from the blog, which serves as our central course hub. All of our online discussions will take place there, and we'll peer review some materials there as well. Your identity will be shielded to some extent through our first-name-only policy, but you should remember that the blog is a public document, and the applications we will use are also public. Never forget that anyone can read them. If you have any concerns about the role of technology in this course, you should contact me within

the first week of the semester. You should also plan to take advantage of email, chat, and/or face-to-face appointments for questions that come up along the way.

Professionalism

It goes without saying that in the classroom, we should all adhere to basic standards of politeness and professionalism. This extends to the work you do online. Even if you're working at home in your bunny slippers, you're still at work when you're dealing with this class. Remain professional at all times. Disagreements will inevitably pop up as we talk through our topics, but they should be handled respectfully, as should peer reviews. Respect works both ways; I do my best to be courteous and fair in all situations and at all costs. If you ever feel that you've been treated otherwise, please come and talk to me about it.

Participation and Attendance

Participation does not simply mean being present and available; it means responding promptly, thoughtfully, and constructively to one another's writing and generally being a resource for the rest of us. You are expected to participate in all assignments, peer reviews, presentations, and face-to-face meetings with me and your partners. This requirement is consistent with what your future employer will expect of you. Responses to drafts, readings, presentations, etc. are time-sensitive and cannot be made up. This is an upper-division course that prepares you for your future career. It will behoove you to attend every session, and you are expected to do so. At the same time, I understand that life happens, and you have three absences to use as you wish. If you will not be in class, please notify me in advance, and turn in any work due prior to your absence. On your fourth absence, your grade will drop a letter. Fifth absence, another letter. Sixth absence, you fail the course.

Late Work

Deadlines are important in this course, since project planning and time management are part of the skill set you will be developing. Work is due by the time specified for online submission. Major assignments (i.e. not discussion posts or weekly assignments) are reduced by one letter grade per business day. All major assignments must be completed in order to pass the course.

That said, nobody wants you to do well more than I do. If a documented emergency arises, please don't hesitate to let me know. The sooner you contact me, the sooner we can start working together to make sure you remain on track. University-sanctioned absences such as team travel should be cleared with me early in the semester.

Grade Dispute

If you have a question about your grade, please wait 24 hours before you discuss it with me. Take some time to think about the situation and carefully formulate your argument. When we talk, you should have a specific rationale for why you deserve a higher grade. Then schedule a time to talk with me and we'll discuss it.

Blackboard

Our course is loaded on blackboard. I will expect you to be able to locate, download, and link to a range of course materials with some regularity throughout the semester. I will also contact you regularly via the blackboard course listserv, so please check your syr account at least once daily. The url for blackboard is: <http://blackboard.syr.edu>.

Academic Integrity

All writing submitted for this course is understood to be your original work. In cases where academic dishonesty is detected (the fraudulent submission of another's work, in whole or part, as your own), you may be subject to a failing grade for the project or the course, and in the worst case, to academic probation or expulsion. For a more detailed description of the guidelines for adhering to academic integrity in the College of Arts and Sciences, go to: <http://academicintegrity.syr.edu>

Orange Success

This class will participate in Orange SUccess, which promotes student success through coordination and communication among students, instructors, advisors, and campus support service departments. If I observe that you are experiencing difficulties in the course (attendance concerns, low test scores or participation, in danger of failing, etc.), I may send an email to your syr.edu email account through the Orange SUccess system. My message will tell you about my concerns and ask you to meet with me or an academic advisor. Your advisor, TA, and/or I will work with you to create success strategies to address any difficulties you are having. In addition, if I observe that you are doing well in my course, you may also receive "kudos" from me acknowledging your efforts. Orange SUccess may involve taking advantage of various campus support services, I or your advisor will redirect you to that support office so they will be better prepared to assist you. Orange SUccess provides essential notice by email and/or text. Please check your syr.edu account frequently and respond quickly if you receive an email from Orange Success.

Student Writing

All texts written in this course are generally public. You may be asked to share them with a peer, the class, or with me during classroom activities or for homework. You will also be asked to sign a consent form requesting the use of your writing for professional development, teacher training, and classroom instruction within the Syracuse University Writing Program.

The Writing Center

Experienced writing consultants at the Writing Center (101 HB Crouse Hall, on the Quad) can teach you how to succeed on individual assignments and ultimately become a better writer. They're prepared to work one-on-one with you at *any* stage of your process and with *any* kind of writing you're attempting while attending SU. For more information on hours, location and services, please visit <http://wc.syr.edu>. This is a *free* resource to all students and highly recommended for every assignment you work on in this class.

Writing for Class on Varied Media

Any composing you do for the course, regardless of the media, falls under the Code of Student Conduct. If, for instance, you are writing on Blackboard or on a website or blog you have created for the course, the guidelines concerning harassment, threats, academic dishonesty, etc., still apply.

Religious Observances

SU's religious observances policy, found at http://supolicies.syr.edu/emp_ben/religious_observance.htm, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes. For fall and spring semesters, an online notification process is available through MySlice/Student Services/Enrollment/My Religious Observances from the first day of class until the end of the second week of class.

Accommodations

I'm happy to discuss necessary accommodations, since I need them too. The information you share will remain confidential. You should also contact the Office of Disability Service (ODS) for an appointment to discuss your needs and the process for requesting accommodations. (<http://disabilityservices.syr.edu>, located in Room 309 of 804 University Avenue, or call (315) 443-4498.) Syracuse University and I are committed to your success and to supporting Section 504 of the Rehabilitation Act of 1973. This means that in general no individual who is otherwise qualified shall be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity, solely by reason of having a disability.

Title IX Provisions

Title IX makes it clear that violence and harassment based on sex and gender are civil rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources at the Counseling Center: <http://counselingcenter.syr.edu/>