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ENG 3008-001: Digital and MultiModal Texts

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ENG 3008-001 Course Policy
Digital Writing and Multimodal Texts
10-10:50 pm MWF 3120 or 3130 Coleman Hall

Dr. Tim N. Taylor
Office: 3785 Coleman Hall
Office Hours: MF 9-10 am, 11 am-Noon & W 9-10 am or by appointment
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“Great writing is created in revision—rethinking, rewriting, adding, subtracting, repositioning, editing. In effect, fine writing is born in change.”
-Ralph Wahlstrom, *The Tao of Writing*

“Having to say something is a very different matter from having something to say.”
-John Dewey, *How We Think*

Texts

- Arola, Sheppard, and Ball. *Writer/Designer: A Guide to Making Multimodal Projects*
- Readings distributed throughout the semester via paper copy, email, or D2L

Materials

Writing instruments, paper, two two-pocket folders, a good college dictionary, a typewriter or computer, and other appropriate supplies

Course Description

Addresses digital writing and multimodal theory and production through the lens of one or more areas of English Studies. Course engages the history of digital and multimodal literacy. Topics to be announced. WC Prerequisites & Notes: A grade of "C" or better in ENG 1002G Credits: 3

Course Objectives

Students will:

1. Demonstrate a deep and broad understanding of the theoretical, practical, cultural and political issues surrounding digital and multimodal literature and/or composition.
2. Demonstrate understanding of how digital/multimodal texts impact the field of English Studies.
3. Demonstrate critical analysis of digital/multimodal texts and their effects on audiences.
4. Demonstrate digital literacy in multiple multimedia and/or social media tools.
5. Compose multimodal texts that reflect a clear understanding of communication across media and genres.
6. Participate ethically in the collaborative culture fostered by online writing environments.

Course Requirements

Class consists of in-class writing activities, discussions of assigned readings, required conferences, and reading quizzes. There will be six composition projects. I also have a

participation grade, so active and constructive participation in class and group work can make a positive influence on your overall grade.

Hard work, discipline, a growth mindset, active learning, and constructive class participation are keys to success in this writing course.

Success in this course includes (1) finding your own creative ways to make topics and assignments personally interesting--especially if your first instinct is to label them "boring" or "too hard," (2) believing that you have something worthwhile to say, and (3) expressing it after you've thought, pondered, and explored beyond the surface.

Your Instructor

If you are having any trouble with the material covered in this course, or if you simply want reassurance that you are on the right track, please do not hesitate to visit with me. Many times a short visit to go over a project or to clarify a concept can save you time in the long run and improve your chances of success in this course. In addition to being in my office during posted hours, I can also make arrangements to meet at other times to better accommodate your schedule.

Attendance, Late Work Policy, and Expectations

Students are expected to attend every class. However, as detailed in the EIU Undergraduate Catalog, "properly verified absences due to illness, emergency, or participation in an official University activity" are recognized. When an absence is unavoidable, students are responsible for acquiring missed course materials and the information supplied in class (sickness or emergency) or submitting an assignment at a time in accordance with the instructor (sickness, emergency, or University activity).

I do not accept late work. You cannot turn in assignments after their deadlines. However, with the major composition projects, it is in your best interest to submit something because students can revise every major assignment except the final two.

I do not have an attendance policy that reduces students' overall grades based on absences. But keep in mind that this course is a class about writing, one where students will be actively composing work and collaborating with others, so if excessive absences happen (five or more absences is excessive to me), those days missed are usually reflected in the quality of work produced by a student, and they also affect a student's participation grade.

Revision of the Major Composition Projects

Students have the opportunity to revise the first four major composition assignments to improve their grades. Time allotted for revision is approximately one week from the day they are commented upon and ready to be passed back in class. I expect deep revision, not just surface editing.

Statements of Goals, Choices, & Transferability

For each major project, you are required to write a Statement of Goals, Choices, and Transferability (SGCT). Educational research has shown that reflecting on one's learning makes a person better able to learn from what they've done in a writing project and then transfer that knowledge to subsequent assignments this semester, next year, and beyond. Typically, you will submit a SGCT a class period after a major assignment is due. The SGCT needs to be detailed and address the prompts asked. The first two SGCTs are revisable. After the first two, you cannot revise them.

Class Conduct

My classroom community demands good manners, careful listening, respect for diverse backgrounds and opinions, and equal time for everyone who wants to share his or her perspective.

I expect students to act in a mature and collegial manner. You should come to class having read the material, eager to participate, and ready to write.

Guidelines to follow in any college course:

- Come to class on time and stay the entire period.
- Bring texts, paper, and writing utensils.
- When we discuss a reading or writing assignment, have the materials in front of you.
- When we are doing in-class writing, be prepared to actively brainstorm, draft, and compose your ideas.
- Have opinions and ideas and support your opinions and ideas with details and examples.
- Play well with others by respecting others' opinions and being open to them.
- Actively help your peers in collaborative activities like peer review and small group work.
- When working in a group, stay on assigned tasks.
- Do not carry on side conversations with other students when the instructor or a student has the floor during class.
- General rudeness and disrespect is not tolerated.
- Cell phones need to be turned off and put away, so text messaging and use of social media is not tolerated.
- No profanity.
- No sleeping. If you do, I will ask you to leave.
- Unless it's an emergency, use the restroom before or after class.

If you have concerns about this list or any other aspect of the class, please arrange to discuss the matter with us during my office hours. Similarly, if circumstances arise that will impact your performance in this class, let me know as soon as possible.

Email Policy

I welcome emails if you have questions or concerns about your work in this class. However, I expect you to write emails in a professional manner—not like you are texting a close

friend. Emailing in a professional manner will help you with other professors and also give you practice in effective communication.

If you want to send me an email, follow the guidelines below. Emails should:

- Have a clear and concise subject line that provides gist of the email, such “Absent This Friday” or “Question about Revision” or “Availability for a Meeting?”
- Begin with a formal address, such as “Dr. Taylor:” or “Dear Dr. Taylor:”
- Use a respectful tone
- Provide questions or information in an succinct manner
- Use paragraph breaks for reading ease and strong organization
- Be edited and proofread effectively so as not to cause confusion
- Refrain from using abbreviations or “text-prose”
- Close with a short statement followed by a comma and your name, such as “Thanks for your time,” or “Sincerely,” or “Have a good weekend,”

If an email does not follow these guidelines, I will simply reply to the email with this message: “Please resend this email once it’s been revised to fit the standards of a professional email. See page 5 of my course policy.”

Academic integrity

Students are expected to maintain principles of academic integrity and conduct as defined in EIU’s Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

A Social Contract of Honesty

In this class, there is a social contract between the instructors and students that the work submitted will be the students’ own documents, not someone else’s work. To put it simply, do your own writing.

Academic Honesty and Plagiarism

Here is the official statement on plagiarism by the EIU English Department: “Any teacher who discovers an act of plagiarism—“The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one’s own original work” (*Random House Dictionary of the English Language*)—has the right and responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Office of Student Standards. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.”

In this class, if a student is found to have plagiarized in a paper, the paper will earn a zero for the assignment, and I will report the occurrence to the EIU Judicial Affairs Office.

Generally, if you have to have a source before your eyes as you write, you need to copy it accurately, put quotation marks around it, and acknowledge your source. If you are paraphrasing information from a source, you need to use an introductory phrase and properly cite what page or paragraph (if it’s online) the information is located.

For further clarification, here is an explanation of plagiarism from my previous English department that explains this important concept:

Plagiarism

To present someone else's work or ideas as one's own is plagiarism. A student can commit in these ways:

- Copying, word for word, someone else's writing without putting that passage in quotation marks and identifying the source.
- Taking someone else's writing, changing some of the words, and not identifying the source;
- Taking someone else's ideas or organization of ideas, putting them into his/her own words and not identifying the source;
- Having someone else change the student's writing—a tutor, friend, or relative, for instance—and creating the impression that this is the student's own work; or
- Purchasing or downloading papers or passages from the Web.

Using the Writing Center

I encourage you to use the EIU Writing Center located at 3110 Coleman Hall. This free resource provides one-to-one conferences with writing consultants who can help you with brainstorming, organizing, developing support, documenting, and revising your papers.

The Writing Center is open to work with any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress. The center is not a proofreading or editing or remedial service, however. It is a place where you can learn how to become a more thoughtful, independent, and rhetorically effective writer.

To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929. The writing center is open Monday through Thursday, 9 a.m. to 3 p.m., and 6 p.m. to 9 p.m. On Friday hours of operation are 9 a.m. to 1 p.m. Consulting sessions last anywhere from 10 to 45 minutes.

The Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, text taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Students with Disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

Composition of the Overall Grade

All assignments and point totals are tentative.
Numbers in parentheses note minimum page count.

Participation		100 (9%)	
Discussion, in-class writing, class citizenship, small group work, and informal presentations			
Quizzes			To-Be-Determined
Writing Process Grade		40 (3%)	
10 points available for each peer review session, 4 peer review sessions			
Shorter Writing Assignments		80 (7%)	
Memo of Introduction	10		
Project Plan	50		
Progress Report	10		
Feedback Memo	10		
Major Composition Projects		550 (46%)	
Genre Analysis Paper		100	
Blog Design & Initial Posts	100		
Exploring an Idea through Place Project	100		
Collage Project	100		
Client Project	100		
Reflective Paper	50		
Statements of Goals, Choices, & Transferability		400 (34%)	
Blog SGCT	100		
Idea through Place SGCT	100		
Collage SGCT	100		
Client SGCT	100		
			<hr/>
			1170 points + TBD
Grading Scale for Formal Documents:			
100-92% = A	89-88 = B+	79-78 = C+	69-60 = D
91-90 = A-	87-82 = B	77-72 = C	59 and below = F
	81-80 = B-	71-70 = C-	

ENG 3008 Syllabus Fall 2018

All assignments and due dates are tentative
= Handout

M 8/20	Introductions and Introduction to the Course
W 8/22	Ch. 1 & 3 Intro of Genre Analysis Paper Memo of Introduction due
F 8/24	Ch. 2
M 8/27	<i>Comp Day</i>
W 8/29	<i>Comp Day</i> Preparing for Peer Review
F 8/31	<i>Peer Review</i>
M 9/3	Labor Day—No Class
W 9/5	Intro of Blog Design & Posts Genre Analysis Paper due
F 9/7	Ch. 6
M 9/10	Ch. 7
9/11-13	Conferences
F 9/14	<i>Comp Day</i>
M 9/17	Ch. 4
W 9/19	<i>Comp Day</i>
F 9/21	Ch. 7
M 9/24	Ch. 8
W 9/26	<i>Peer Review</i>
F 9/28	Exploring an Idea through Place Project Blog Design & Posts due
M 10/1	Blog SGCT due In-class conferences
W 10/3	<i>Comp Day</i>
F 10/5	<i>Comp Day</i>
M 10/8	TBD
W 10/10	TBD Mid-term feedback forms
F 10/12	Fall Break—No Class
M 10/15	<i>Peer Review</i>
W 10/17	Intro of Collage Project

F 10/19 **Exploring Ideas through Place Project due**
#Collins, "Writing as Reckoning, Composition as Collage"
Idea through Place SGCT due

M 10/22 #Elbow, "Collage: Your Cheatin' Art"
W 10/24 #Owens, "The Aggregate Eye/A Rhetoric of Collage"
10/25-26 Conferences

M 10/29 *Comp Day*
W 10/31 *Comp Day*
F 11/2 *Peer Review*

M 11/5 Intro of Client Project
Collage Project due
W 11/7 **Collage SGCT due**
F 11/9 *Comp Day*

M 11/12 Group Conferences in Office
W 11/14 *Comp Day*
Progress Report due
F 11/16 *Comp Day*

Thanksgiving Break

M 11/26 *Comp Day*
W 11/28 **Draft of Project due to Client**
F 11/30 Revision Work Day

M 12/3 **Client Project due**
Intro of Reflective Paper
W 12/5 Brainstorming & Drafting
Client SGCT due
F 12/7 Brainstorming & Drafting

Final Tu 12/11 10:15:— **Reflective Paper & Feedback Memo due**