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Fall 8-15-2021

### ENG 3008-600: Digital Writing and Multimodal Texts

Melissa Ames

*Eastern Illinois University*

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**English 3008:**  
**Digital & Multimodal Writing**  
**Course Policy & Syllabus**  
Fall 2021 - Online Asynchronous

**Instructor:** Dr. Melissa Ames [she/her]

**Office:** 3821 Coleman Hall/Zoom

**Virtual Office Hours:** T: 9-10am

W/R 12pm-1:30pm

Or by Appointment (a wider range of times are listed on Calendly's Sign-Up Weekly)

(See D2L for Video Conferencing & Sign-Up Links; additional office hours available upon request)

**Email:** [mames@eiu.edu](mailto:mames@eiu.edu) (panthermail) or [mames@online.eiu.edu](mailto:mames@online.eiu.edu) (the email system housed in D2L)

**Catalog Description:** This topics-based course 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. (WC, 3-0-3)

**Course Description:** This course engages with the history, theory, and production of digital writing and multimodal texts. Students will consider the importance that multimodal literacy has for 21st century learners and consumers. Course study will involve analyzing how digital texts both reflect and influence larger cultural contexts and how such multimodal texts (and technology more generally) impact (or aim to impact) individual audiences. The required work for this course will be customized to fit students' specializations and may include any of the following: digital texts/portfolios, pedagogical tools, research essays, audience studies, social media analysis, and individual/group presentations.

**Course Objectives:** After the completion of this course, students will be able to:

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 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.
7. Refine time management and multi-tasking skills needed to complete individual and group projects in professional settings.

**Required Texts and Materials:**

Anderson, M.T. *Feed*. Cambridge: Candlewick Press, 2002.

Arola, Kristin L., Jennifer Sheppard, and Cheryl E. Ball. *Writer/Designer: A Guide to Making Multimodal Projects*. Boston: Bedford/St. Martin's, 2014.

Carroll, Brian. *Writing and Editing for Digital Media*. 2<sup>nd</sup> Ed. New York: Routledge, 2014.

Mitchell, WJT. *Picture Theory*. Chicago: University of Chicago Press, 1994.

Note: Additional Required Readings, as noted on the schedule, will be found on D2L

**Materials:** Access to word processing and other design software, headphones, audio/video recording devices (smart phones and laptops will suffice), and other appropriate supplies. Students are highly encouraged to regularly back up all academic work (from all classes) in a cloud server (e.g. Google Drive, Dropbox) as well as on hardware (computers, USB drives) as technology is fallible.

**Course Requirements:** Your grade will be based on a point system that factors in all scores you earn on all assignments and class work/participation. Active engagement is mandatory and will be factored into your in-class grade. Detailed assignment instructions and scoring rubrics will accompany all major assignments as the course progresses.

## **Participation (200pts):**

Participation/Engagement – regular, on-time engagement with module resources and participation in class activity and peer dialogue (e.g. discussion board posts, peer engagement/feedback, assignment completion). While the instructor will assess this category independently as well (based on records & observations), please note that D2L provides a detailed report on student activity that includes engagement and time spent with class resources and on course management site, number of posts and responses made to discussion board threads, and whether/when activities, reading, resources, and feedback are accessed. Keep in mind that, to some degree, online classes aim to simulate the experience you would get in a face-to-face course, but this can only happen if you take advantage of all of the material and activities. For example, if you only log on to post a single response that is required to a discussion board thread and then log off without ever checking back to see the dialogue unfold that would be the equivalent of answering a question in class and then immediately popping in your earbuds or exiting the room without hearing how others respond to it.

## **Writing Assignments/Projects (1000pts):**

### Technology & Culture Visual Argument (Infographic) (100pts)

Students will research a specific technological advancement or practice that has impacted 21<sup>st</sup> century society. Synthesizing data concerning one particular benefit or consequence, students will craft a visual argument that weighs in on the cultural debate concerning technology's cultural impact (composition mode: linguistic & visual, 1-2 pages, 250-500 words)

### Evaluation of Digital Activism Campaign (Group Blog) (200pts)

This collaborative writing project finds students evaluating a particular digital activism campaign, weighing in on the effectiveness/implications of #HashtagActivism. The final format for this project is a multimodal blog (composition mode: audio, visual, linguistic: 3-4 pages, 750-1000 words)

### Social Media Genre Analysis (Collaborative Business Report) (200pts)

Through a case study approach, students will perform a genre analysis of a social media platform in order to determine the site's potential value to a prospective business client. The final report will involve mastering the report genre, developing multimodal composition skills, and refining research skills and writing skills that can transfer to new genres/audiences (composition mode: linguistic & visual, 4-5 pages, 1000-1250 words)

### Interrogating Online Writing Practices (Semester-Long Research Project) (500pts)

Students will study the ways in which 21<sup>st</sup> century media/technology impact communication practices and reveal/reinforce/resist cultural values. The result of this semester long inquiry will be the products listed below (note that deadlines/activities related to this large-scale project are **listed in purple** on the course schedule so you can see the evolution of this project at-a-glance):

- *Formal (MLA) Research Paper*: this argument-based essay will synthesize research to analyze an online writing site (composition mode: linguistic, 7-10pgs/1750-2500 words; 200pts)
- *Multimodal Project*: this end product converts the academic research into a product directed toward laypersons (composition mode will vary: linguistic (required) plus at least two of the following: visual, aural, spatial, & gestural; length will vary depending on project, 3-10pgs/750-2500 words; 100pts)
- *Class Presentation*: this will reveal the final project and provide a review of the research and design choices that impacted it (composition mode: aural & visual, 3-4pgs/750-1000 words; 100pts)

Smaller assignments leading up to these cumulative projects include a:

- *Topic Submission List* (composition mode: linguistic, 25-100 words; completion grade)
- *Two-Part Proposal* (composition mode: linguistic, 250-500 words; 50pts)
- *Annotated Bibliography* (composition mode: linguistic, 3-5pgs, 750-1500 words; 50pts)

**Writing/Design Process & Reflection (300pts):**

Peer Editing, Writing Groups, & Instructor Conferences (200pts) – Conversing with others about one’s own composing practices is an avenue for exploring differing perspectives and opening up oneself to honest reflection. Reviewing the work of others is also valuable as it exposes students to various topics of study and different writing and design styles. Peer review sessions are strategically placed before each major assignment is due and participation in these is expected. Students will also participate in a more in formal Writing Group Discussion Board Forum to share progress reports throughout the stages of the semester-long research project. Students are also required to attend two individual virtual conferences with the professor mid-semester to discuss writing progress and any questions or concerns about the final research project. (Composition mode: linguistic & aural, length will vary depending on required feedback but should result in a minimum of 1000 words).

Collaboration Writing Partnership (100pts) – Being a valued collaborative writing partner requires strong communication skills, cooperation, shared task management, and adherence to deadlines. During each of the two group projects students will be evaluated by their peers and instructor earning (up to) 50pts toward this category.

**Course Grade:** Your grade in this course will be calculated using a straight point system and standard grading scale. Your final grade will be determined by the following breakdown and grading scale:

Writing Assignments/Projects:	1000pts
Writing Process/Collaboration:	300pts
<u>Participation/Engagement:</u>	<u>200pts</u>
Total Points Possible:	1500pts

- |              |              |
|--------------|--------------|
| A = 90%-100% | D = 60%- 69% |
| B = 80%- 89% | F = 0%- 59%  |
| C = 70%- 79% |              |

**Instructor Class Policies:**

Mission to Support Student Learning: As future teachers or professionals your number one priority will likely be to see students or teammates succeed. Whenever you are faced with a situation wherein you are debating whether to reach out to an instructor when you are confused about an assignment, falling behind in course work, or when outside circumstances are impacting your performance, ask yourself this question: “would I want my student/colleague to reach out to me?” The answer, surely, will be yes. So, please, always feel free to reach out to me for additional support, to request an extension, etc. The policies listed below are the defaults. They are in place because we want to train you as professionals to foster the dispositions, skills, and behaviors needed to succeed in your future careers (e.g. time management, responsibility). That said, the most important thing is to make sure that you have the skills necessary to perform your future professional tasks and I will always do my best to work with you. I encourage you to always take ownership and agency over your learning and professional development.

Assignment Due Dates: Assignments, including drafts, are due by 11:59pm on the date listed on the syllabus unless otherwise stated. The schedule mirrors a traditional Tuesday/Thursday face-to-face rhythm (wherein we would meet twice a week for fifteen weeks plus finals week). In order to space out work in a predictable fashion, the course is designed so that most class activities and discussion board posts are due on Tuesdays, Thursdays, and Sundays. (There are a few deviations, most notably when peer editing is involved.) *Assignments and activities not submitted received by the stated deadline receive a zero. However, extensions may be granted if students reach out in advance.*

Class Work: Weekly activities must be completed within the week/module they are assigned. No make-ups will be given on any of these activities unless arrangements have been made with the instructor.

*Class Attendance/Engagement:* Because this course emphasizes collaborative activity, active participation is essential. During the projects, your classmates will rely on your feedback. Class exercises, peer responses, and group work are designed for particular modules and *their lack of completion will negatively affect your in-class work/participation grade.* Being present and active in our online spaces helps build positive peer and peer-instructor relationships and fosters a productive professional learning community. At times online classes can seem more time consuming than traditional face-to-face courses because of the nature of the engagement formats. However, regardless of the modality, all courses require the same minimum number of hours of engagement per week: three hours per credit hour per week or nine hours per week for a three-credit course such as this one. By the end of the semester you can expect to have spent approximately 135 hours on the combined tasks for this course (reading, reviewing module resources, conducting research, writing, designing, attending virtual group meetings & instructor conferences, peer reviewing, drafting & reviewing discussion board posts, completing class activities, etc.)

*Inactivity/Absence:* Once a student fails to complete three learning modules for each additional learning module missed their grade may be reduced by one-letter. *A student who misses three or more learning modules (the equivalent of 3 weeks or 20% of the course) may not be eligible to pass the course.* These penalties can be waived for extenuating circumstances. *Students are encouraged to be proactive and reach out to the instructor when issues are impacting their ability to attend class sessions and/or complete module work.*

*Extra Credit:* Perfect participation (completing all assignments and learning activities and reviewing all resources and peer posts by the stated deadlines) merits the addition of 25 extra-credit points to the class work/participation category.

*Submitted Assignments:* All documents should be submitted on time and must have a professional appearance. Every assignment should be typed and formatted according to current MLA guidelines and standards (note these have changed recently) when applicable or in accordance with the genre conventions within which we are working. (For help with MLA, please utilize the section overviews in your textbooks or visit Purdue's Online Writing Lab at: <http://owl.english.purdue.edu>). All assignments should be submitted to the appropriate D2L Dropbox Folder. For larger audio/visual files, follow instructions for submitting through Dropbox and reach out immediately if you have any issues uploading files. For your own protection, keep copies of all completed work and drafts.

*Presentations:* Please be present when you are scheduled to give a presentation. **If you miss class on the day of a scheduled presentation and your absence is undocumented you will receive a zero and will not be able to make up the presentation.**

*Academic Integrity/Plagiarism:* 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. In accordance with English Department and University policies, "Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation as one's 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 assignment of the grade of F for the assigned essay and a grade of F for the course." The best argument against plagiarism is that you cheat yourself out of the education you are here to obtain when you copy someone else's work. If you believe that a specific instance in your writing might constitute plagiarism, please consult me prior to turning in the final draft.

*Instructor Access and Response Time:* Students are encouraged to make use of office hours or make an appointment to discuss anything about the class, the profession, etc. Communication via email is also welcome. (Please always follow professional email etiquette and include some kind of address and a signature in your emails (i.e., Dear Dr./Professor X, This is Y from [course name] and I have a follow-up question about [purpose of email]. I look forward to hearing from you. Sincerely, Y). Although I have a

reputation for being a super speedy email responder (and for being able to function on abnormally few hours of sleep), please allow up to **24 hours** for me to respond during normal business hours (M-F 9-5) and longer on nights, weekends, and holidays. Please note that you can expect feedback and assessment (i.e., comments and grades) to be returned within approximately one week. [In most cases I aim to return assignments within 24-76 hours.] I will always email through D2L should school events, illness, emergencies, or other circumstances cause a change in class plans or a delay in feedback. Please wait 24 hours after receiving a grade to ask about that grade, and note that instructors are not allowed to discuss grades over email. (Please make an appointment to talk to me through a video conference so we can discuss your work in more detail).

*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 McAfee Gym, Room 12010, or call 217-581-6583 to make an appointment.

*The Student Success Center & Writing Center:* Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, test 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 McAfee Gym, Room 1301. The Writing Center is also a resource that students can utilize to improve their performance in this course. For more information visit their website (<http://castle.eiu.edu/writing/>). To schedule an appointment, book online or through the widget available on D2L, call 217-581-5929, or stop by Coleman Hall, Room 3110 during open hours.

*Preferred Pronouns/Names:* My preferred pronouns are she/her and my preferred academic title is Dr. (Studies have proven that students will often call male professors Dr. but not female professors so I like to help correct that imbalance 😊). Please feel free to share your preferred pronoun and/or name and titles.

*Themes:* The English Department has recently identified a set of themes that students may choose to explore across multiple courses with the same theme. In each course, the theme may be explored differently. In this course, you will complete work that engages one of the following three themes: (1) *Genre, Form & Poetics*; (2) *Education & Society*; (3) *Media, Technology & Popular Culture*.

## Detailed Schedule & Breakdown of Module Tasks

(This Information is also available in the D2L Week-at-a-Glance Overviews)

### Unit I. The Challenges & Consequences of Technologically Mediated Communication

#### WEEK ONE [MODULE ONE]: Cultural Critiques of Technology & Communication Practices

Tuesday 8/24

- **Read** Assigned Texts:
  - “Is Google Making Us Stupid?” (D2L)
  - *Dumbest Generation* (excerpt, D2L)
  - *Writing & Editing*, Ch 1
- **Review** all of the following:
  - News Bulletin (D2L Class Homepage)
  - Course Syllabus
  - Structure of Course Management System
  - Expectations for Discussion Board Participation/Professional Learning Community Engagement
  - Instructor Introductory Video
  - Interrogating Online Writing Practices (Final Project Assignment Sheet)
  - Sample Student Projects Analyzing Online Writing Spaces/Communities/Practices (Set 1)
- **Post** the following:
  - Response to Critiques of the Digital Generation

Thursday 8/26

- **Read** Assigned Texts:
  - *Alone Together*, Ch 8-14 (D2L)
- **Review** all of the following:
  - Video Slideshow on Evolution of Media
  - PowerPoint Timeline of Evolution of Media
  - Music Video for “Video Killed the Radio Star”
  - Innovations that Changed the World Link
  - Student Sample Projects Analyzing Online Writing Spaces/Communities/Practices (Set 2)
- **Post** the following:
  - Student Introduction Video (Community Building Post, required)
  - Response to Scholarship/Commentary on Technology & Communication and Student Project Samples

Sunday 8/29

- **Read** Assigned Texts:
  - Ch 1-2, *Writer/Designer*
  - “Understanding Genre,” pp. 4-21, *Bedford Book of Genres* (D2L)
- **Review** the following:
  - Infographic Assignment Sheet
  - Multimodal Composition Instructor Video
  - Genre Analysis Activity Sheet (Birmingham Bombing Poem vs. Newspaper Article)
  - Student Sample Projects Analyzing Online Writing Spaces/Communities/Practices (Set 3)
- **Post** the following:
  - Responses to Student Introductions (Discussion Board Thread)

- **Complete**
  - Interest/Skill Inventory (D2L Dropbox)
  - Genre Analysis Activity

## WEEK TWO [MODULE TWO]: Visual, Literary, & Media Arguments

Tuesday 8/31

- **Read** Assigned Texts:
  - “Analyzing Visual Arguments,” *Writing Arguments* (D2L)
  - “Collages/Visual Arguments,” *Genre* (D2L)
  - *Feed*, Part 1
- **Review** all of the following:
  - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
  - Infographic Assignment Sheet
  - Sample Infographics (Student Examples & Instructor Examples)
  - Instructor Video on Infographics/Visual Design
  - Video on Ethos/Pathos/Logos in Advertisement Design
  - Digital Tools/Sites for Visual Design
  - Artist Statement Reading & Overview Sheet
- **Post** the following:
  - Response to / Exploration of / Show & Tell of Visual Design Tools/Products
  - Two Truths & A Lie (Community Building Post, optional)
- **Complete** the following:
  - Infographic Analysis Activity

Thursday 9/2

- **Read** Assigned Texts:
  - *Feed*, Part 2
  - Research for Infographic Assignment
- **Review** all of the following:
  - Student Sample Projects Analyzing Online Writing Spaces/Communities/Practices (Set 4)
- **Post** response to all of the following:
  - *Feed* Discussion, Parts 1 & 2 (& Related Multimodal Digital Commentary) and Student Sample Projects

Sunday 9/5

- **Read** Assigned Texts:
  - *Feed*, Part 3 & 4
  - Research for Infographic Assignment
- **View** (Optional Extra Credit Opportunity):
  - Netflix’s *The Social Dilemma*
- **Post** the following:
  - Discussion of *Feed* & Connections to Scholarly/Cultural Critiques
  - *The Social Dilemma* Reflection (optional/extra credit 20pts)

## WEEK THREE [MODULE THREE]: Multimodal Texts &/in Our New Tech Era

Tuesday 9/7

- **Read** Assigned Texts:
  - Research for Infographic Assignment

- *Picture Theory*, Ch 1-2 & 12-13 (*recommended focus areas*: p.11-16 of chapter one (theory overview); p. 38-42 (“The Picture Itself”) & p. 45-57 (“Dialectic Images”) of chapter two; p. 371-384 (on violence of public art/monuments) of chapter twelve; all of chapter thirteen but attend to discussion of images as tool for cultural desensitization)
- **Listen** to following Podcast Episode:
  - *Radio Lab* Episode of Audio/Video Manipulation Technology (listen to first 16 minutes)
- **Review** all of the following:
  - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
  - Evaluating Online Research Sources
  - Understanding Fake News Activity Packet
- **Post** the following:
  - Reflection on Understanding Fake News Activity & Podcast Episode
- **Workshop** the following:
  - Compile and Apply Research to Text-Based Elements of Infographic
- **Complete** the following:
  - Infographic Draft of “Copy”/Text and Works Cited Page for Research

Thursday 9/9

- **Read** Assigned Texts:
  - Sample Academic Scholarship Analyzing Digital Writing Practices [focus: fandom & anti-fandom, choose two from below options (Set 1)]
    - “Tweeting about TV: Sharing Television Experiences via Social Media Message Streams,” D. Yvette Wohn & Eun-Kyung Na, <https://firstmonday.org/ojs/index.php/fm/article/view/3368/2779>
    - “Media Criticism & Morality Policing on Twitter: Fan Responses to *How to Get Away with Murder*,” Melissa Ames (D2L)
    - “#Stelena vs. #Delena: *The Vampire Diaries* Fan Commentary on Gender, Sexuality, & Toxic Relationships,” Melissa Ames, (D2L)
    - “Chapter 10: ‘I’m (Not) with Her’: How the Political Commentary Surrounding the 2016 US Presidential Election Reflects Anxieties Concerning Gender Equality, Melissa Ames, *Small Screen, Big Feels* (D2L)
    - “Bury Your Gays and Social Media Fan Response: Television, LGBTQ Representation, and Communitarian Ethics,” Erin Waggoner (D2L)
- **Workshop** the following:
  - Image Collection/Visual Design Planning/Template Selection and/or Rough Draft of Infographic
- **Post** the following:
  - Progress Report/Draft for Infographic Work
  - Reflection on Academic Scholarship on Digital Writing (Set 1)

Sunday 9/12

- **Read** Assigned Texts:
  - Sample Academic Scholarship Analyzing Digital Writing Practices [focus: hashtag activism, part 1, choose two from below options (Set 2)]
    - “Affecting Digital Activism: Comparative Study of Tweets from the March For Our Lives Rallies & Women’s Marches,” Melissa Ames & Kristi McDuffie (D2L)
    - “Networked Intervention and the Emergence of #BostonHelp,” Megan McIntyre (D2L)
    - [“Occupy Oakland and #oo: Uses of Twitter within the Occupy Movement.”](#) Sky Croeser and Tim Highfield

- **Review** the following:
  - Blog Hashtag Activism Group Assignments (Email Communication)
  - Hashtag Activism Blog Group Assignment Sheet
  - Instructor Video on Twitter Collection
- **Post** the following:
  - Reflection on Academic Scholarship Samples (Set 2)
- **Workshop** the following:
  - Finalize/Revise Infographic
- **Complete** the following:
  - Final/Revised Infographic (D2L Dropbox)

## **Unit II. From Activism to Entrepreneurship to Education: The Affordances of Social Media**

### **WEEK FOUR [MODULE FOUR]: Analyzing Digital Activism**

*Tuesday 9/14*

- **Read** Assigned Texts:
  - *Writing & Editing*, Ch 7
  - “The Hyperlink in Newspapers & Blogs” (D2L)
  - Sample Academic Scholarship Analyzing Digital Writing Practices [focus: hashtag activism, part 2, choose two from below options (Set 3)]
    - “‘Hope in a Hashtag’: The Discursive Activism of #WhyIStayed,” Rosemary Clark (D2L)
    - “#Not BuyingIt: Hashtag Feminists Expand the Commercial Media Conversation,” Rosemary Clark (D2L)
    - “Wake Up Mr. West: Kanye West, the Sunken Place, and the Rhetoric of Black Twitter,” Kyesha Jennings (D2L)
    - [“How Social Media Supports Hashtag Activism through Multivocality: A Case Study of #ILookLikeAnEngineer,”](#) Malik, Johri, Handa, Karbasian, & Purohit
  - Sample Mainstream Blogs
- **Review** all of the following:
  - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
  - Blog Hashtag Activism Group Assignments (Email Communication)
  - Hashtag Activism Blog Group Assignment Sheet
  - Sample Past Group Blog Projects on Hashtag Activism & #MoveMe Site
- **Post** the following:
  - Response to/Exploration of Mainstream/Professional Blogs
- **Complete** the following:
  - Group Project Communication Leader posts “Claimed” Hashtag Activism Campaign to the Google Sign-Up Document for Blog Topic Selection (choose from options on assignment sheet or one of your group’s choosing as long as it is not already covered in the sample blogs or #MoveMe site shared in the course resources; if you are unsure if the hashtag campaign counts as “activism” email the instructor after claiming the topic to be sure it is viable)
  - Group Project Lead Designer accepts Blogger Invitation on behalf of the group

*Thursday 9/16*

- **Read** Assigned Texts:
  - Sample Academic Scholarship Analyzing Digital Writing Practices [anti-hashtag activism, choose one from below options (Set 4)]
    - “Meme Warfare & Fake Hashtag Activism: 4chan’s Alt-Right Trolling Culture,” Jeffrey Hall (D2L)

- “A Rhetoric of Zaniness: Trolling, the Alt-Right, and Pepe the Frog,” Sean Milligan (D2L)
    - *Writing & Editing*, Ch 4, 5
- **Review** all of the following:
  - Student Sample Projects on Digital Writing Practices/Communities/Sites (Set 5)
- **Workshop** the following:
  - Hashtag Research & Data Collection/Review
- **Post** the following:
  - Response to Student Sample Projects (Set 5) & Academic Articles (Sets 3 & 4)

*Sunday 9/19*

- **Read** Assigned Texts:
  - “Digital Matters: Twitter Reacts & Hashtivist Narratives,” Gabriel Green & Morgan Johnson (D2L)
- **Workshop** the following:
  - Hashtag Research & Data Collection/Review
- **Post** the following:
  - Response on Framing Activism Online & in Mainstream Media
- **Complete** the following:
  - [List of Potential Sites for Final Individual Research Project \(Interrogating Online Writing Practices – D2L Dropbox Folder\)](#)

## WEEK FIVE [MODULE FIVE]: Public Scholarship & The Blog Genre

*Tuesday 9/21*

- **Read** Assigned Texts:
  - [“Small Change: Why the Revolution will not be Tweeted,”](#) Malcom Gladwell
  - [Chapter 1. Hashtag Activism: The Promise and Risk of "Attention",](#) Caroline Dadas, *Social Writing/Social Media*
  - [“Slacktivism: The Downfall of Millennials,”](#) *Huffington Post* Student Perspective
- **Review** all of the following:
  - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
- **Workshop** the following:
  - Content/Text Drafting & Image/Screenshot Collection
- **Post** the following:
  - Response to Digital Activism/Slacktivism Debates

*Thursday 9/23*

- **Review** all of the following:
  - Resources for Writing Different Types of Advanced Academic Proposals
  - Sample Proposals
- **Workshop** all of the following:
  - Digital Composing/Visual Design within Blog Platform

*Sunday 9/26*

- **Workshop** the following:
  - Digital Composing/Design within Blog Platform
- **Complete** the following:
  - [Final Individual Research Project/Paper Proposal, Part I](#)

## WEEK SIX [MODULE SIX]: Digital Literacy, Youth Culture, & Education

Tuesday 9/28

- **Read** Assigned Texts:
  - “Reviewing the Related Literature (Writing the Lit Review),” p.150-163 (D2L)
  - “Making Sense of Readings” (D2L)
- **Review** all of the following:
  - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
  - Annotated Bibliography Assignment Sheet & Samples Showing Alignment to Student Outlines & Literature Reviews
  - Peer Review Guide for Group Blog Project
- **Workshop** the following:
  - Peer Review of Blogs Following Publication
- **Post** the following:
  - When I’m not An Overwhelmed Student I... (Community Building Post, optional)
- **Complete** the following:
  - Group Blog Published/Live for Peer Review (see assignment directions)

Thursday 9/30

- **Read** Assigned Texts:
  - *Kids on YouTube*, Ch 4 (D2L)
  - *Digital Literacies*, Ch 4 & 7 (D2L)
  - “Notes Toward a History of Cameras & Writing,” *Remixing Composition* (D2L)
- **Review** all of the following:
  - Resources Concerning Youth Movements/Activism
- **Workshop** the following:
  - Revise based on Peer Review Feedback (see Emailed Directions)
- **Post** the following:
  - Response to Digital Youth/Literacy/Education Readings
- **Complete** the following:
  - Group Blog Revised based on Peer Review Feedback by 6pm

Sunday 10/3

- **Read** Assigned Texts:
  - Scholarly Research for Annotated Bibliography

## WEEK SEVEN [MODULE SEVEN]: Designing An Applied Writing Study

Tuesday 10/5

- **Read** Assigned Texts:
  - *Writing & Editing*, Ch 9
  - “Writing for Social Media,” *Crafting Digital Writing* (D2L)
- **Review** all of the following:
  - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
  - Summary Writing
- **Workshop** the following:
  - Draft Annotated Bibliography

- **Post** the following:
  - [Writing Group - Progress Report/Check-In #1: Research Stage](#)

*Thursday 10/7*

- **Read** Assigned Texts:
- **Review** all of the following:
  - Instructor Video on Study/Scholarly Article Design and Coding Processes/Data
  - Understanding the Structure of an Academic Article (& Applying it to ENG 3008 Project)
  - [Guide to Understanding & Designing Case Studies in the field of Composition and Rhetoric](#)
  - The Difference Between Qualitative & Quantitative Research Chart
  - Conference Presentation Slides Showcasing Sections of Digital Writing Study – Instructor Example
  - Effective Peer Review Practices
  - Peer Review Guide for Annotated Bibliography
- **Workshop** all of the following:
  - [Peer Review of Annotated Bibliography \(see Emailed Directions\)](#)

*Sunday 10/10*

- **Read** Assigned Texts:
  - “The Hispanic Race Debate” ([link](#))
  - “From Slut Shaming to Cultural Commentary: What Live Tweeting Practices of ABC’s *The Bachelorette* Reveal about Gender Policing & Digital Activism on Twitter” ([link](#))
  - *Political Satire on Twitter*, Ch 2 & 3 (D2L)
- **Review** the following:
  - Resources for Writing Literature Reviews & Methods Sections
- **Workshop** the following:
  - Revise Annotated Bibliography based on Peer Feedback
  - Begin Initial Data Collection for Final Project
- **Complete** the following:
  - [Annotated Bibliography Final Draft \(D2L Dropbox Folder\)](#)

## **WEEK EIGHT [MODULE EIGHT]: Social Media Use in the Business World**

*Tuesday 10/12*

- **Read** Assigned Texts:
- **Review** all of the following:
  - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
  - Group Social Media Business Application Project Assignment Sheet & Group List
  - Social Media Business Application Project Student Examples
- **Post** the following:
  - Scavenger Hunt Randomness (Community Building Post, optional)
- **Workshop** all of the following:
  - Research on Business Uses of Social Media (research on best practices/uses; review actual business social media sites to see practices in action; look at websites/social media connected to scenario topic/focus on party planning, education, tutors, learning toys/materials, etc.)

*Thursday 10/14*

- **Read** the following:
  - Writing Business Reports/Proposals (D2L)
- **Review** the following:
  - Sample Business Reports/Proposals
- **Workshop** the following:
  - Genre Analysis of Business Report/Proposal (review all but note that the two best models for the group project will be the Client Proposal and the Recommendation Report)
- **Post** the following:
  - Observations Concerning Genre Conventions (similarities/differences across disciplines/business purposes)
  - Writing Group - Progress Report/Check-In #2: Data Collection Stage

*Sunday 10/17*

- **Complete** the following:
  - Individual Final Research Project Progress Check on Current Data Collection (D2L Dropbox Folder)

## **WEEK NINE [MODULE NINE]: Multimodality in Professional Writing Genres**

*Tuesday 10/19*

- **Read** Assigned Texts:
  - *Writing & Editing*, Ch 10
  - “Capturing a Moving Target: Ethical Practices for Hashtag Activism,” Buchanan, Clark-Parsons, Vie, Wolff & McDuffie (D2L)
- **Review** all of the following:
  - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
  - Resources on Internet Research Ethics
- **Workshop** all of the following:
  - Text Drafting & Image Collection for Group Social Media Business Project
- **Post** the following:
  - Response to Internet Research Ethics Material

*Thursday 10/21*

- **Review** all of the following:
  - Resources for Designing Podcasts and Videos
  - Sample Student Podcast/Video Projects (Set 1)
- **Workshop** all of the following:
  - Drafting & Design for Group Social Media Business Project
- **Post** the following:
  - Reflection on Student Projects (Set 1)

*Sunday 10/24*

- **Review** the following:
  - Sample Student Podcast/Video Projects (Set 2)
  - Peer Review Guide for Group Social Media Business Project
- **Workshop** all of the following:
  - Peer Review for Group Social Media Business Project (see Emailed Directions)

- **Post** the following:
  - Reflection on Student Projects (Set 2)
- **Complete** the following:
  - Draft of Group Social Media Business Project for Peer Review
  - **Data Collection for Individual Project Should be Complete (nothing to due to D2L)**

## **WEEK TEN [MODULE TEN]: Academic & Professional Writing Genres**

*Tuesday 10/26*

- **Review** all of the following:
  - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
  - Using Numeric Data Ethically & Strategically
  - Numeric Literacy Resources
- **Workshop** all of the following:
  - Revise Group Social Media Business Project
  - **Work on Individual Project Literature Review Section**
- **Post** the following:
  - Do You Need a Laugh? (Community Building Post, optional)
- **Complete** the following:
  - Final Draft of Group Social Media Business Project (D2L Dropbox Folder)

*Thursday 10/28*

- **Workshop** all of the following:
  - **Work on Individual Project Literature Review & Methods Sections**
- **Post** the following:
  - **Writing Group - Progress Report/Check-In #3: Literature Review/Methods Stage**
- **Complete** the following:
  - **Sign-Up for One-on-One Video Conference with Instructor (Google Document)**

*Sunday 10/31*

- **Workshop** all of the following:
  - **Work on Individual Project Literature Review & Methods Sections**
- **Complete** the following:
  - **Complete Drafts of Literature Review & Methods Sections (D2L Dropbox Folder)**

## **Unit III. Rhetorical Strategies, Multimodal Design & Cultural Sentiments in Internet Spaces**

### **WEEK ELEVEN [MODULE ELEVEN]: Studying & Designing Podcasts & Video Essays**

*Tuesday 11/2 – Thursday 11/4*

- **Attend** the following:
  - **Scheduled One-On-One Video Conference with Instructor (use Office Hours Zoom Link in D2L); prepare to discuss what you did (how you collected data), what you're seeing (initial observations), and how that compares to previous research (i.e. your literature review)**
- **Review** all of the following:
  - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
  - Sample Student Podcast/Video Projects (Set 3)
- **Post** the following:
  - Response to Student Projects (Set 3)

*Sunday 11/7*

- **Review** the Following:
  - Sample Student Podcast/Video Projects (Set 4)
- **Workshop** all of the following:
  - [Work on Individual Project Findings & Analysis Sections](#)
- **Post** the following:
  - Reflection on Student Projects (Set 4)
  - [Writing Group - Progress Report/Check-In #4: Findings & Analysis Stage](#)

## **WEEK TWELVE [MODULE TWELVE]: Analyzing Digital Writing Practices/Spaces**

*Tuesday 11/9*

- **Review** all of the following:
  - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
  - Pitching a Multimodal Project (D2L)
  - Sample Student Podcast/Video Projects (Set 5)
- **Workshop** the following:
  - [Work on Individual Project Findings & Analysis Sections](#)
  - [Draft Proposal for Multimodal Portion of Project, Proposal Part II](#)
- **Complete** the following:
  - [Final Project Proposal Part II](#)

*Thursday 11/11*

- **Review** all of the following:
  - Peer Review Guide for Research Paper
- **Workshop** the following:
  - [Peer Review Rough Draft of Research Papers \(see Emailed Directions\)](#)
- **Complete** the following:
  - [Rough Draft of Final Research Paper](#)

*Sunday 11/14*

- **Workshop** the following:
  - [Revise Research Papers based on Peer Feedback](#)
- **Complete** the following:
  - [Final Draft of Final Research Paper](#)

## **WEEK THIRTEEN [MODULE THIRTEEN]: Composing Across Modalities**

*Tuesday 11/16*

- **Review** the following:
  - Resources for Multimodal Design Planning
- **Workshop** the following:
  - [Multimodal Conversion Projects](#)

*Thursday 11/18*

- **Complete** the following:
  - [Sign-Up for One-on-One Video Conference with Instructor \(Google Document\)](#)

- **Post** the following:
  - [Writing Group - Progress Report/Check-In #5: Multimodal Project Stage](#)
- **Workshop** the following:
  - [Multimodal Conversion Projects](#)

*Sunday 11/21*

- **Workshop** the following:
  - [Multimodal Conversion Projects](#)

## **WEEK FOURTEEN [MODULE FOURTEEN]: Capturing Online Writing Communities**

*Tuesday 11/30-Thursday 12/2*

- **Attend** the following:
  - [Scheduled One-On-One Video Conference with Instructor \(use Office Hours Zoom Link in D2L\); Working Draft of Conversion Project Uploaded to D2L Dropbox Folder 24 hours prior to scheduled conference time to allow for review prior to conference](#)
- **Review** all of the following:
  - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
  - Peer Review Guide for Conversion Project
- **Workshop** the following:
  - [Peer Review for Conversion Projects \(see Emailed Directions\)](#)
- **Post** the following:
  - Remembering Happiness (Community Building Post, optional)

*Sunday 12/5*

- **Review** the following:
  - [Resource on Crafting Multimodal Presentations](#)
- **Workshop** the following:
  - [Revise Conversion Projects based on Peer Feedback](#)
  - [Prepare for Panel Presentation](#)
- **Complete** the following:
  - [Final Draft of Conversion Project \(D2L Dropbox Folder, posting a link to view the project externally will work if the file is too large to upload\)](#)

## **WEEK FIFTEEN [MODULE FIFTEEN]: Digital Writing & Cultural Sentiments**

*Panel 1: Project Posting, Presentation Viewing & Discussion (12/6-12/8)*

- **Complete** the following:
  - [Post Presentation \(Panel 1 Participants, by 11:59pm on Monday 12/6, Presentation posted to DB Thread & Conversion Project to D2L Dropbox Folder\)](#)
- **View** the following:
  - [Panel 1 Peer Presentations \(by 11:59pm on Tuesday 12/7, DB Thread\)](#)
- **Post** the following:
  - [Response to Panel 1 Presentations \(by 11:59pm on Tuesday, 12/7, DB Thread\)](#)
- **Respond** to the Following:
  - [Peer Discussion of Panel 1 Presentations \(required from Panel 1 Presenters, due by Wednesday, 12/8\)](#)

*Panel 2: Project Presentations & Discussion (12/8-12/10)*

- **Complete** the following:
  - Post Presentation (Panel 2 Participants, Presentation posted by 11:59pm on Wednesday 12/8 to DB Thread & Conversion Project to D2L Dropbox Folder)
- **View** the following:
  - Panel 2 Peer Presentations (by 11:59pm on Thursday 12/9, DB Thread)
- **Post** the following:
  - Response to Panel 2 Presentations (by 11:59pm on Thursday, 12/9, DB Thread)
- **Respond** to the Following:
  - Peer Discussion of Panel 2 Presentations (required from Panel 2 Presenters, due by 11:59pm on Friday, 12/10)

*Panel 3: Project Presentations & Discussion (12/11-12/13)*

- **Complete** the following:
  - Post Presentation (Panel 3 Participants, presentations posted by 11:59pm on Saturday 12/11 to DB Thread & to Conversion Projects to D2L Dropbox Folder)
- **View** the following:
  - Panel 3 Peer Presentations (by 11:59pm on Sunday 12/12, DB Thread)
- **Post** the following:
  - Response to Panel 3 Presentations (by 11:59pm on Sunday 12/12 DB Thread)
- **Respond** to the Following:
  - Peer Discussion of Panel 3 Presentations (required from Panel 3 Presenters, due by 11:59pm on Monday 12/13, DB Thread)

**FINALS WEEK [MODULE SIXTEEN]**

*Tuesday 12/14*

- **Review** all of the following:
  - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
- **Complete** the following:
  - Official University Course Evaluation (through EIU link, check D2L email & homepage)
  - Optional Instructor-Created Course Evaluation (D2L Dropbox Folder)

(Note: This Schedule is Subject to Change at the Instructor's Discretion & Reading Selections are Abbreviated by Title)