

MEMORANDUM FOR THE RECORD

DATE: 3/18/09
SUBJECT: [Illegible]

1. [Illegible]

2. [Illegible]

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Personal signatures as appropriate:
(include title)

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7. [Illegible]

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COURSE PROPOSAL

II. Catalog Description

ENGL 421 Digital Writing

3c-0l-3cr

Prerequisite: ENGL 202

Introduces composition and presentation issues in writing for digital media. Focuses on the conventions of digital writing and provides students practice in conceiving, composing and producing networked texts, and may include creative expression, persuasion, and collaboration. Extends traditional literacy skills into emergent, digital genres.

II. Course Objectives

At the end of the course students will be able to:

1. Author and design basic web pages;

2. Write for varied digital environments (such as blogs, wikis, podcasts) with an awareness of genres and audiences;

3. Make sound choices about the incorporation of audio, video, and graphic design elements;

4. Demonstrate an understanding of the complexity of representation and expression in digital media environments;

5. Analyze the social and material transformation of writing in digital environments;

6. Use appropriate software applications to produce individual and/or collaborative, digital projects.

III. Course Outline

Writing and Technology (12 hours)

History and theory (readings include selections from Wardrip-Fruin and McLuhan [see required readings below])

Reading the online environment

Viewing and analysis of digital genres (which might include organizational websites, interactive communities, blogs, wikis, audio podcasts, eBooks, etc.)

Culminating Activity (2 hours)

IV. Evaluation Methods

Individual Projects (at least two); address Objectives #1, 2, 3, 6	40%
Reading Responses (at least 8, each 2-4 pages); address Objectives #3, 4, 5	20%
Collaborative Projects (at least two); address Objectives #1, 2, 3, 6	20%
Participation; address Objectives #3, 4, 5	10%
<u>Final Exam; address Objectives #3, 4, 5</u>	<u>10%</u>
Total	100%

V. Grading Scale

The final grade for this course will be determined as follows:

A=90-100%; B- 80-89.9%; C= 70-79.9%; D = 60-69.9%, F<60%

VI. Attendance Policy

The attendance policy will conform to IUP's undergraduate course attendance policy.

VII. Required textbooks, supplemental books and readings:

Required:

Beard, Jason. *The Principles of Beautiful Web Design*. Sitepoint, 2007.

Douglass, Robert T., Mike Little and Jared Smith. *Building Online Communities With Drupal, phpBB, and WordPress*. Apress, 2005.

Edward Tufte, *The Visual Display of Quantitative Information and Envisioning Information*. Graphics Press, 1992.

Friedmann, Anthony. *Writing for Visual Media*. Second Edition. Focal Press, 2006.

Geoghegan, Michael and Dan Klass. *Podcast Solutions: The Complete Guide to Audio and Video Podcasting*. Second Edition. Friends of Ed, 2007.

Gillmor, Dan. *We the Media: Grassroots Journalism, By the People, For the People*. O'Reilly Media, 2004.

Herrist, Jr., Robert E. "Calligraphy All the Way Down: Notes on the Early Transmission of

Calligraphy by Wang Xizhi." *The East Asian Library Journal* X.1 (2002): 176-96.

Havelock, Eric. *The Muse Learns to Write: Reflections on Orality and Literacy*. New Haven: Yale U Press, 1988.

Hayles, N. Katherine. *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, and Informatics*. Chicago: University of Chicago Press, 1999.

Hayles, N. Katherine. *My Mother Was a Computer: Digital Subjects and Literary Texts*. Chicago: University of Chicago Press, 2005.

Hayles, N. Katherine. *Writing Machines*. Cambridge: MIT Press, 2002.

Joyce, Michael. *Of Two Minds: Hypertext Pedagogy and Poetics*. Ann Arbor: U Michigan P, 1996.

Kirschenbaum, Matthew G. *Mechanisms: New Media and the Forensic Imagination*. Cambridge: MIT, 2008.

Kittler, Friedrich A. *Gramophone, Film, Typewriter*. Trans. Geoffrey Winthrop-Young and Michael Wutz. Stanford: Stanford University Press, 1999.

Landow, George. *Hypertext 3.0: Critical Theory and New Media in an Era of Globalization*.

Ed. H. L. ID 2006

Porter, Joshua. *Designing for the Social Web*. New Riders Press, 2008.

Ratcliffe, Mitch and Steve Mack. *Podcasting Bible*. Wiley, 2007.

Rosenfeld, Louis and Peter Morville. *Information Architecture for the World Wide Web*. New Riders Press, 2008.

Riders Press, 2008.

Robbins, Jennifer Niederst. *Learning Web Design: A Beginner's Guide to (X)HTML, StyleSheets, and Web Graphics*. O'Reilly Media, 2007.

Rosenfeld, Louis and Peter Morville, *Information Architecture for the World Wide Web*. Third edition. O'Reilly Media, 2006.

Rothberg, Jerome and Stephen Clay. *A Book Of The Book: Some Works and Projections about*

A5 This course will not be offered as variable credit.

West Virginia University

English 303 Multimedia Writing

Study of communication and design issues in multimedia composition. Focuses on communication, creative expression, persuasion, interactivity, and rhetorical principles. Practice in composing multimedia documents such as online publications, interactive literary works and tutorials. ENGL 303 is part of the English Department's Technical Writing and Editing sequence.

Syracuse University

WRT 302 Advanced Writing Studio: Digital Writing (3 credits) WP

Practice in writing in digital environments. May include document and web design, multimedia, digital video, weblogs. Introduction to a range of issues, theories, and software applications relevant to such writing.

Old Dominion University

ENGL 439/539 Writing in Electronic Environments

Teaches writing students how to use digital writing technologies to compose rhetorically sound documents. Throughout the course of the semester you will learn how to compose with several

COMM 440 (Multimedia Production) with its focus on the advanced use of software applications.

B3 This course will not be cross-listed.

B4 Seats will not be reserved for students in the School of Continuing Education.

Section C: Implementation

C1 Faculty resources are adequate. This course will replace the deleted course Technical Writing II and will fit into the rotation where that course was.

~~C2 This course will require classroom access to computers and the Internet. The Department~~

Department has three computer classrooms, and this course would be taught in one of those rooms. Other resources are adequate.

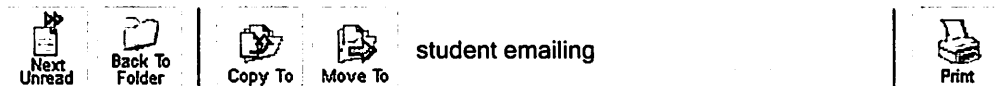
C3 No resources for this course are funded by a grant.

C4 This course will likely be offered every other semester if possible.

C5 Only one section will be offered during any given semester.

C6 This course can accommodate up to 15 students, the current maximum for English major courses in writing.

IUP I-Mail:  Message from InBox Folder



From: Kenneth Sherwood <kwsherwood@gmail.com>
Subject: Re: Course Proposal - ENGLISH 422 Digital Writing
Date: Fri, 3 Apr 2009 11:33:47 -0400
To: cjshubra@iup.edu
Cc: Wendy K Carse <wcarse@iup.edu>, Chauna Craig <ccraig@iup.edu>

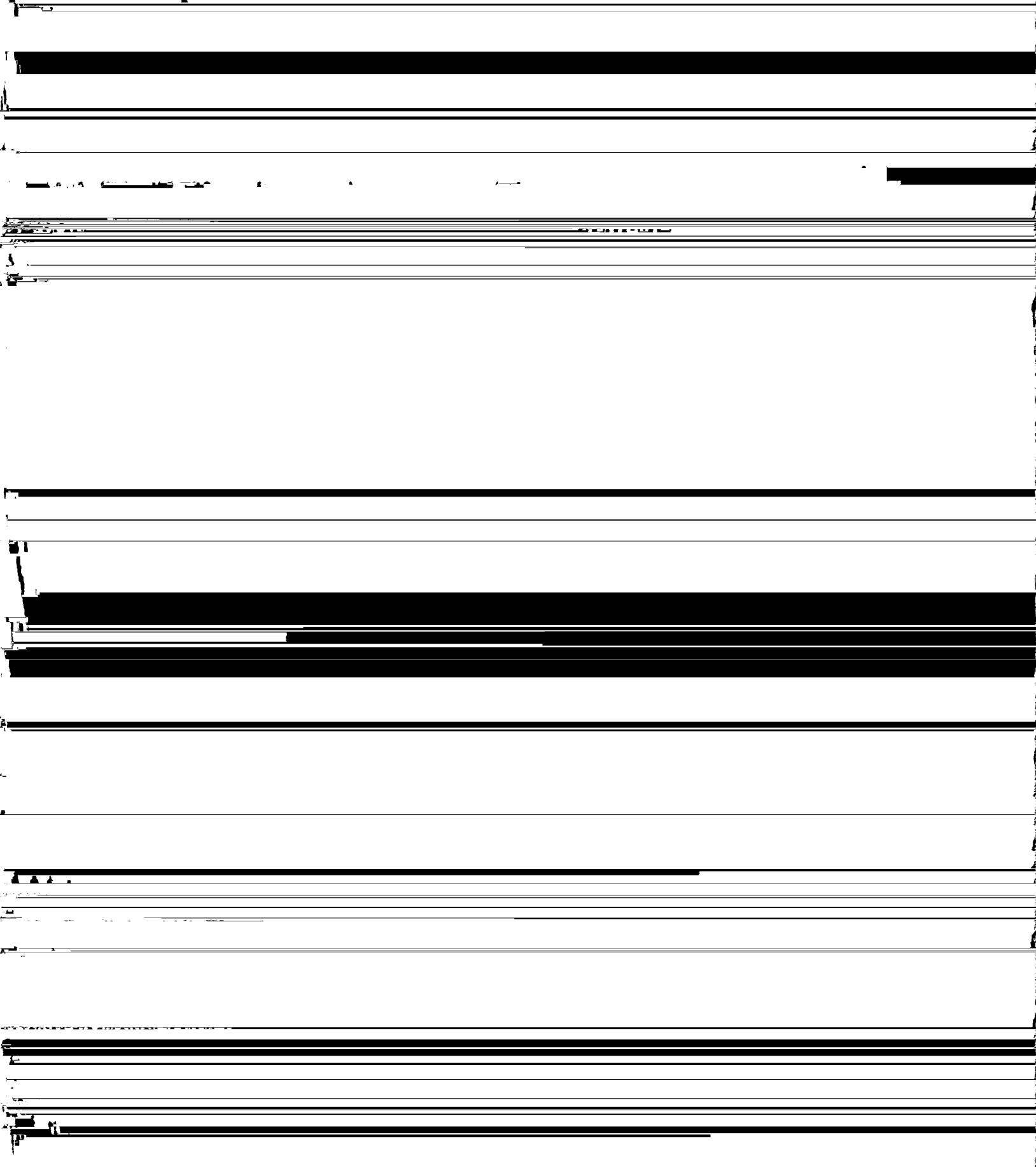


Dr. Shubra:

My program director informs me that our English 422 has been approved by chairs and is moving to the IUPUI CC. Have you or your curriculum committee had a chance to confirm there is not

have identified one compsci course that deals with kindred content. Here is therelevant

with focus on the process:



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IUP courses. Based on catalog descriptions and syllabi of record when available, the emphases of ENGL 422 on the production of text for writers distinguish it from COMM 150 (Aesthetics and Theory of Communications Media) dealing with multimedia theory and history; COMM/COSC 201 (Integrated Multimedia) with its emphasis on

information literacy in communication and COMM 150 (Multimedia Production) with its

focus on the advanced use of software applications."

I hope that your view this as an accurate description of the contrast with related courses in your department. If you have any questions or comments, we would welcome them. I know that the UWUCC will be interested to ascertain that Communications and Computer Science have been informed and been given the opportunity to respond to this