**Multimedia Authoring:**

**Image and Hypertext**

**Fall 2018**

**WRIT 40163.015**

**3 Credits**

**Scharbauer 2003**

**TR 9:30 – 10:50**

**Office:** Reed 317b

**Office Hours:** TR 11:00am – 12:00pm or by appointment

**Telephone:** 817-257-7082

**Email:** Jason.helms@tcu.edu

**Response Time:** 1-2 business days

# Course Description

In this course, you will be both reading about and authoring your own *multimedia* texts. Products for this class will not be the traditional, academic-oriented essays, but will instead be texts reliant on several media (this includes, but is not limited to, web authoring—though knowledge of html is not necessarily requirement for this course). We will work with many modes of texts and you will produce a variety of products that involve many different media, as well as explore some of the most recent theories regarding the challenges to authorship these types of products invoke. We will also be looking at and composing images with rhetoric in mind, culminating in a gallery of your work at the end of the semester.

This course will consider the ways in which the expectations for “good writing” expand and shift when we write in in multiple modes and for different digital environments.

* How does writing for a web page differ from writing a conventional essay?
* How does working with images affect our sense of audience?
* How does the use of image and negative space affect the rhetorical appeals?

While this is a writing class that satisfies the WEM core requirement, it is designed for students with a particular interest in writing, design, and working in digital environments. A knowledge of and comfort with computers is a big plus.

Though we will use digital technologies extensively in class, and though there will be time for us to cover some of the basics as it may become necessary, I will not be spending a lot of time walking you through the various software and hardware you will use in the course of completing these assignments. We will cover some of the tutorials that come with this software, as well as talk about the basics. **But it is largely up to you to practice and learn many of these basic computer skills and software on your own.**

What this class is teaching you is the *process* and the rhetorical consequences of authoring in these digital environments—from conception to publication to distribution. One central theme for this semester is that authoring multimedia does not necessarily require the latest technology and software. Though it may include these things, all that is really needed is a product that requires more than one medium to become rhetorically effective. We will be reading and composing many media that rely on current digital technologies as well as more familiar technologies: the principles we will explore in this course are intended to apply as much to “low-tech” media as they do to “high-tech” media. What you do with InDesign is just as important as what you might do with scissors and a crayon. It is the principle behind the design and the relationship between that design and a specific audience that really matters.

Consequently, you will be reading both traditional and non-traditional texts, and we will be spending a lot of time in class working on your understanding and application of multimedia. In addition, engaging in the workshops and group projects in this course will help you see how the making of meaning and knowledge are collaborative as well as individual, personal activities. For example, responding to and reviewing each other's projects gives you practice in assessing effective multimedia authoring. You will also come to understand how genre and expectations can change (even dictate) the content of particular media, making your job as an author (or “composer”) even more challenging. This knowledge will not only enable you to independently design your own products (such as your own websites, resumes, community posters, brochures, etc.), but also products demanded by future (or current) employers.

The course is divided into four parts based on the four major projects. While composing the first three projects, you will be using software and learning a variety of new techniques. Therefore, the reading load is much heavier for the first two-thirds of the course. For the fourth project, you will be combining what you have learned. This means we will be doing mainly in-class workshops and critiques. If you stay ahead in the early readings, the second half of the class should be a breeze. If not, the class will get progressively more difficult.

# Required Books & Materials

* DeVoss, Danielle N. *Understanding and Composing Multimodal Projects*. Boston: Bedford St. Martin’s, 2013. ISBN 978-1-4576-1779-9
* Filezilla ([free download](https://filezilla-project.org/download.php?type=client))
* Various handouts and selected articles, videos, and games online
* Regular access to Adobe Creative Cloud applications (available on lab computers or by purchase)
* Regular access to e-college and TCU e-mail
* Regular access to files on thumb drive, box.com, or other device

# Course Outcomes

**Core Specific Outcomes:**

**WEM03**: Write persuasively for a discipline specific audience (demonstrating clarity and precision of thought).

**Course Specific Outcomes:**

* Demonstrate your understanding of multimedia concepts such as usability, interactivity, hypertext, remediation, visual culture, etc., through discussion and the products you create.
* Demonstrate the ability to design and compose a variety of multimedia products (3) for a variety of audiences based on contemporary design practices.
* Demonstrate basic research abilities and proper documentation procedures by investigating the relationship between multimedia, culture, and image.
* Demonstrate an ability to rhetorically analyze a wide variety of multimedia texts based on concepts such as design, audience, and overall effectiveness through a series of short, non-traditional multimedia products (Prep Assignments).
* Demonstrate an ability to create a series of digital works incorporating print, image, hypermedia, and other modes that utilize multimedia theory and concepts.
* Demonstrate the ability to use computers effectively as a communication mechanism.

# Assignments and Grading

The major components of your semester grade will include

**Minor Assignments**: Throughout the course, you may have to complete minor assignments like quizzes, discussion board posts, or in-class work. You’ll also be asked to produce assignments that will prepare you intellectually or practically for specific upcoming projects. They are due on TCU Online no later than class time the day they are due. **Late assignments will not be accepted.**

**Drafts/Workshops** For each major writing assignment, you will be asked to submit preliminary and revised drafts to be workshopped in small groups, by the whole class, and/or by me. Each draft should include a **Cover Memo** that follows the guidelines provided with the individual assignment. **Failure to submit rough drafts when due will adversely affect your project’s final grade.** During workshops, you are expected to review your peers’ drafts carefully and provide a thoughtful, substantive response. Failure to complete the required number of peer reviews will also affect your Project grade.

**Final Presentation** During the Final Exam period, you will present your portfolio to the class and invited guests. You will be assessed on the professionalism and enthusiasm of your presentation.

**Course Projects**

*Project 1: Poster*: For this project, you will produce a poster which can be used as promotional material for a **local** non-profit, and/or non-governmental organization.

*Project 2: “Purely” Visual Argument*: This project will rely exclusively on a sequence of images to make an argument.

*Project 3: Portfolio*: This project will ask you to create a portfolio that includes your previous work and includes one new piece: an argument that relies exclusively on a sequence of images to make its argument.

*Project 4: Digital Argument*: This project will combine academic and/or personal writing with a digital argument (i.e. website).

# Grading

In this class, I won’t be grading individual assignments. Instead, I’ll be offering lots of feedback without any number or letter associated with it. Throughout the semester, you will write three self-reflection essays (about a page each) on how you’ve developed as a learner. On the second and third of these essays, you will indicate the grade you believe you have earned. These will work out to your mid-term and final grades. I reserve the right to change your grade, but in general I defer to you as the best judge of your learning. For more information on the rationale behind this system, I recommend these short, approachable blog posts: <https://www.jessestommel.com/why-i-dont-grade/> and [https://www.
jessestommel.com/how-to-ungrade/](https://www.jessestommel.com/how-to-ungrade/) I am more than willing to supply more detailed pedagogical scholarship on this rationale at your request.

**Grading Scale (+/-)**

| Grade | Score |
| --- | --- |
| A  | 94-100 |
| A- | 90-93 |
| B+ | 87-89 |
| B | 84-86 |
| B- | 80-83 |
| C+ | 77-79 |
| C | 74-76 |
| C- | 70-73 |
| D+ | 67-69  |
| D | 64-66 |
| D- | 60-63 |
| F | 0-59 |

# Policies

Attendance and Tardiness

Attendance in this class is expected. Please let me know about any upcoming absences ahead of time when possible. Please show up to class on time and ready to work.

Class Enrichment

*I cannot emphasize this enough*: Learning any new skill requires an active engagement on the part of the learner; therefore, class participation is a critical component of the course. While some lecture will be necessary to establish necessary contexts and to propose reading strategies, most of the learning needs to come from lively discussion and a certain degree of daring and play. Get involved early and often. The class will surpass expectations if you do; it will be miserable if you don’t.

Late Work

Unless **previous** arrangements are made, late work is not accepted.

**Safe Zone**

My goal is for each student to feel comfortable and able to connect with course content and classroom discussion. Please know that I welcome, affirm, and celebrate persons in the LGBTQIA communities of Texas Christian University. (LGBTQIA stands for Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, Ally). I will not allow homophobic comments in class, and will strive to use inclusive language. For more information please consult: <http://www.allies.tcu.edu/training.asp>.

Netiquette: Communication Courtesy Code

All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read the[basic information about netiquette](http://www.albion.com/netiquette/) (<http://www.albion.com/netiquette/>).

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. This site provides [guidance on personal media accounts and sites](http://www.uh.edu/policies/social-media/#UH%20Students%20who%20maintain%20personal%20media%20sites) (<https://tinyurl.com/PersonalMedia>).

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# Technology Policies

**Email**Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

Academic Misconduct

Academic Misconduct (Sec. 3.4 from the [TCU Code of Student Conduct](https://tcu.codes/code/index/3-prohibited-conduct/3-4-academic-misconduct/)): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the [Undergraduate Catalog](http://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details). Specific examples include, but are not limited to:

* **Cheating**: Copying from another student’s test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
* **Plagiarism**: The appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. Appropriation includes the quoting or paraphrasing of another’s work without giving credit therefore. I may use Turnitin for plagiarism detection.
* **Collusion**: The unauthorized collaboration with another in preparing work offered for credit.
* **Abuse of Resource Materials**: Mutilating, destroying, concealing, or stealing such material.
* **Computer misuse**: Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.
* **Fabrication and falsification**: Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
* **Multiple submission**: The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
* **Complicity in academic misconduct**: Helping another to commit an act of academic misconduct.
* **Bearing False Witness**: Knowingly and falsely accusing another student of academic misconduct.

# TCU Online: Our Learning Management System

**Getting Started with TCU Online**

* Access via my.tcu.edu > Student Quick Links > TCU Online
OR
Login at the following [website](http://d2l.tcu.edu) ([http://d2l.tcu.edu](http://d2l.tcu.edu/)). Enter your TCU network credentials (the same you use for MyTCU).
* For information about logging into TCU Online, view these [instructions](http://tcuonline.tcu.edu/kb/how-do-i-log-in/) (<http://tcuonline.tcu.edu/kb/how-do-i-log-in/>).
* If you have not yet taken the TCU Online Student Orientation Tutorial, please do so now. To access it, click on the "Student Orientation Tutorial" on your home page. Follow the instructions in the course.
* Technical requirements for using the system – specifications list: <https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

**Getting Help with TCU Online**

If you experience any technical problems while using TCU Online, please do not hesitate to contact the D2L HELP DESK. They can be reached by phone or chat 24 hours a day, 7 days a week, 365 days a year.

Phone: 1-877-325-7778
Chat: Chat is available within TCU Online in the Help menu on the navigation bar.

If you are working with the helpdesk to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.

If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me.

**Personal Settings & Notifications for TCU Online**

As a student, you should set up your account settings, profile, and notifications. To do this you will login to TCU Online and select your name on the top right of the screen. You can upload a photo of yourself and add personal information to your profile. In the notifications area, you can add your phone number to receive text messages when grades are given as well as reminder texts for upcoming assignments and quizzes.

**Recommended Apps for Use with TCU Online: Pulse & Binder**

[Pulse](https://www.d2l.com/products/pulse/) is a phone app which gives you access to the course calendar, assignments, grades, and announcements. This app provides a graph that can help you manage your time. Based on the number of assignments and events on the course calendar for your classes, the graph will display busy times for class work in the upcoming week. You can use this app to manage your daily workload. Students can download Pulse from the Google Play or Apple Store. Students can learn more and download Pulse here: <https://www.d2l.com/products/pulse/>.

[Binder](https://www.d2l.com/products/binder/) is an app used to select, save, and read course content outside of TCU Online (aka offline). For example, if you are traveling for a school activity—such as a sporting event or competition—you would use the Binder App to select course content you want to read while on the bus and without Wi-Fi access. Binder is available in a web version and iPad/Android app version. Select this link to learn more about Binder: <https://www.d2l.com/products/binder/>. Content such as video and audio files and links are not compatible with Binder.

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# Support for TCU Students

**Campus Offices**

* Brown-Lupton Health Center (817-257-7863)
* Campus Life (817-257-7926, Sadler Hall 2006)
* Center for Academic Services (817-257-7486, Sadler Hall 1022)
* Center for Digital Expression (CDeX) (817-257-7350, Scharbauer 2003)
* Mary Couts Burnett Library (817-257-7117)
* Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)
* Student Development Services (817-257-7855, BLUU 2003)
* Transfer Student Center (817-257-7855, BLUU 2003)
* Veterans Services (817-257-5557, Jarvis Hall 219)

**The Center for Writing**The William L. Adams Center for Writing provides writing assistance to all TCU students.  Writing specialists and peer tutors are available for one-on-one tutorials from 8 to 5 p.m. Monday through Friday in on the 4th floor of Reed Hall. Drop-ins are welcome, but students may also make an appointment by calling 817-257-7221.

**New Media Writing Studio**

The NMWS is available to students working on new media assignments. The computers in that space have all the software (especially the Adobe suite) that you will need for this class. The Studio’s staff is also available to help you with your projects. I will refer to the resource sections in the Studio’s website ([www.newmedia.tcu.edu](http://www.newmedia.tcu.edu)) throughout the course. You can also view the Studio’s weekly schedule by going here: [www.newmedia.tcu.edu/weekly.html](http://www.newmedia.tcu.edu/weekly.html).

# Anti-Discrimination and Title IX Information

**Statement on TCU’s Discrimination Policy**

TCU prohibits discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. TCU also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual violence can undermine students’ academic success and we encourage students who have experienced any of these issues to talk to someone about their experience, so they can get the support they need. [Review TCU’s Policy on Prohibited Discrimination, Harassment and Related Conduct or to file a complaint](https://titleix.tcu.edu/title-ix/): <https://titleix.tcu.edu/title-ix/>.

**Statement on Title IX at TCU**As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information your share private to the greatest extent possible. However, I have a mandatory reporting responsibility under TCU policy and federal law and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with TCU’s Title IX Coordinator. Students can receive confidential support and academic advocacy by contacting TCU’s Confidential Advocate in the Campus Advocacy, Resources & Education office at (817) 257-5225 or the [Counseling & Mental Health Center](https://counseling.tcu.edu/) at <https://counseling.tcu.edu/> or by calling (817) 257-7863. [Alleged violations can be reported to the Title IX Office](https://titleix.tcu.edu/student-toolkit/) at <https://titleix.tcu.edu/student-toolkit/> or by calling (817) 257-8228. Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee confidentiality. Reports to law enforcement can be made to the Fort Worth Police Department at 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

# Statement of Disability Services at TCU

Disabilities Statement: Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the [Coordinator of Student Disabilities Services in the Center for Academic Services](http://www.acs.tcu.edu/disability_services.asp) located in Sadler Hall, room 1010 or <http://www.acs.tcu.edu/disability_services.asp>. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations.

Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. *Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator*. [Guidelines for documentation](http://www.acs.tcu.edu/disability_documentation.asp) may be found at <http://www.acs.tcu.edu/disability_documentation.asp>.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

# Tentative Course Schedule

The following schedule is subject to revision, to suit the needs and interests of the class**.**

**Readings**

MM means DeVoss, Danielle N. *Understanding and Composing Multimodal Projects*

AT means Adobe Tutorials available here: [InDesign](https://helpx.adobe.com/indesign/tutorials.html)

HTML or CSS meansCodecademy lessons available the following links

 [HTML](https://www.codecademy.com/learn/learn-html)

 [CSS](https://www.codecademy.com/learn/learn-css)

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| --- | --- | --- | --- | --- |
| Week | **Date** | **Topic** | **Before Class Work** | **In Class Work / Due Dates** |
| **Wk1** | T 8/21 | Introduction to the Course  | n/a | Course Overview |
| R 8/23 | Visual Argument | Read MM 1, 2, 4 & 6 and [An Introduction to Graphic Design](http://designobserver.com/feature/an-introduction-to-graphic-design/8727/)Watch Lecture 1 (Rhetoric) and Lecture 2 (CRAP)  | Discuss Argument, Visual Argument, and the Materiality of Language;Assign Project #1 (NGO Poster), Prep #1, & Prep #2. **Self Reflection 1 due** |
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| **Wk2** | T 8/28 | Workshop | AT InDesign 1 – 4  | **Prep 1 due** |
| R 8/30 | Workshop | AT InDesign 5 – 8  |  |
|  |
| **Wk3** | T 9/4 | Whole Class Critique | AT InDesign 9 – 10  | **Prep 2 due** |
| R 9/6 | Workshop | Read MM 9 – 11  |  |
|  |
| **Wk4** | T 9/11 | Workshop | Read MM 12 – 13  | **P1 Rough draft due**Whole class critique |
| R 9/13 | Workshop | Read MM 14 – 15  |    |
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| **Wk5** | T 9/18 | Intro to Visual Arguments |   | **Project #1 Due (w/ Cover Memo)**Discuss Project #2 and Principles of Visual Argument |
| R 9/20 | HTML | HTML 1 – 3   | Basic Web DesignHow to write self reflection**Prep 3 due** |
|  |
| **Wk6** | T 9/25 | File Manage-mentDesigning for the Web | CSS 1 – 2  |  |
| R 9/27 | Whole class critique | CSS 3 – 4  | **Project 2 Rough Draft due** |
|  |
| **Wk7** | T 10/2 |  | CSS 5 – 6  | **Self Reflection 2 due**  |
| R 10/4 | Web Writing | Read <http://www.webstyleguide.com/wsg3/9-editorial-style/index.html>  & <http://cdex.tcu.edu/resources/tech/web/writing-for-the-web/>  | **Project #2 due (w/ Cover Memo)**Discuss Conventions of Writingfor the Web Assign Project 3 |
|  |
| **Wk8** | T 10/9 | Web Writing  | Read [Using Metaphors in Web Design](http://webdesign.tutsplus.com/articles/using-metaphors-in-web-design--webdesign-4752) | **Prep 4 due** Project Workshop for Project #3 |
| R 10/11 | Interface Metaphors & Flat Design | Read [Flat Design Principles](http://designmodo.com/flat-design-principles/)Refer also to [Flat UI Colors](https://flatuicolors.com/) and [Adobe Color](https://color.adobe.com/create/color-wheel/) | Web Writing ExerciseProject Workshop |
|  |
| **Wk9** | T 10/16 | **Fall Break: No Class** |  |
| R 10/18 | Peer review | Read Ball and Moeller “[Converging the Assumptions](http://www2.bgsu.edu/departments/english/cconline/convergence/index.html)” | **Prep 5 due** |
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| **Wk10** | T 10/23 | Working with the Server & Further File Management | Read Stolley “[Lo Fi Manifesto](http://kairos.technorhetoric.net/20.2/inventio/stolley/)” |  |
| R 10/25 |  | Read Eyman, et al. “[Access/ibility](http://technorhetoric.net/20.2/topoi/eyman-et-al/index.html)” |  |
|  |
| **Wk11** | T 10/30 |  | Peer Review Workshop of Whole Site | Workshop **Project #3 Rough Draft Due** |
| R 11/1  |  | Read Delagrange “[When Revision is Redesign](http://kairos.technorhetoric.net/14.1/inventio/delagrange/)” |  |
|  |
| **Wk12** | T 11/6 |   |  | **Project #3 Due (Cover Memo w/ working URL)**Assign Project 4 |
| R 11/8Last day to drop |  | Read Salter, “[Alice in Dataland 2.0](http://kairos.technorhetoric.net/20.1/inventio/salter/preface/index.html)” (read Preface and then explore) | **Prep 6 due** |
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| **Wk13** | T 11/13 | Workshop |  | Project Workshop |
|  | R 11/15 | Workshop | Read Anderson “[Watch the Bubble](http://kairos.technorhetoric.net/16.2/inventio/anderson/)” | **Prep #7 Due** |
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| **Wk14** | T 11/20 |  |  |   |
|  | R 11/22 |  **Thanksgiving: No Class**  |
|  |
| **Wk15** | T 11/27 | Workshop | Read Bianco, “[Man and His Tool, Again?](http://www.spikenlilli.com/projects/dhq/queerfemnotes.html)” | **Project #4 Draft Due** Whole class critique  |
|  | R 11/29 | Workshop | Read Deleuze “Postscript on Societies of Control” | Project Workshop |
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| **Wk16** | T 12/4 | **Last Day of Class** | Peer Review Workshop | **Project #4 Due (w/ Cover Memo**) |
|  | R 12/6 |

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| --- | --- |
| **No Class | Study Day** |  |

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| **Wk17** | T 12/11(8 -10:30a) | **Final Exam**  | **Portfolio Presentation; Self Reflection 3 due** |