



English 419 – Multimedia Writing

Term: Fall 2021

Section: 002

CRN: 19620

Modality: Face-to-Face

MWF 3:30pm – 4:20pm

Beering B282

3.0 credits

Instructor: Shelton Weech

Office: HEAV 310 D

Email: sweech@purdue.edu

Office Hours: Mondays 1:00 – 3:00pm or by appointment

Course Description:

English 419 introduces students to the fundamental rhetorical theories, principles, and practices of multimedia writing and design. The course's main objective is to help students heighten their understanding of critical multimedia theory and new media technologies that create content.

Communication in our society is ever more technological and multimodal, meaning that the variety of technologies that we use offer multiple types of communication: spoken, written, visual, audio, video, etc.. These technologies are also more and more interactive. While technologies and tools may change, the rhetorical principles of effective communication remain essential in creating ethical, insightful messages. Students will explore multimedia and design theory through in-depth reading and projects that require creative engagements with a variety of technologies and users. Work in teams will be a major component of this course.

Course Outcomes:

- Use theories and approaches from digital writing, visual rhetoric, and multimedia writing to think critically, analyze, and solve problems individually and in teams
- Communicate complex information effectively via a variety of digital and print media, genres, technologies, and presentations to a range of audiences and stakeholders
- Innovate genre conventions and expectations across a variety of media to both expert and non-expert audiences with changing organizational and community needs
- Apply primary and secondary research methods and strategies to produce multimedia documents and other digital artifacts
- Design multimedia documents and digital artifacts that take into account both the informational and human needs of users, paying special attention to accessibility, cultural diversity, and global sensitivity
- Interpret, contextualize, explain, and visualize data sets in specific rhetorical contexts or problems

Required Materials:

All readings for this course will be available through Blackboard or through Purdue's library.

You will need access to a computer with either Adobe Creative Suite or a close approximation (for example, Canva instead of InDesign). All computers on campus have Adobe loaded on them. If you cannot get to a campus computer, you will need to either subscribe to Adobe yourself or be prepared to make do with alternatives. **I strongly recommend against using Microsoft Office or Google Docs to produce final drafts for this class.**

Coursework:

- Project 1: Multimedia Analysis Essay (100 points)
 - For this project, you will analyze the strategies and contexts of a specific multimedia artifact, examining how the creator of the artifact responds to local audience needs with specific choices in writing and design.
- Project 2: Multimodal Redesign Portfolio (200 points)
 - For this project, you will take two multimedia artifacts and redesign them for different end-users.
- Project 3: Client-based Project Recommendation Report (with Research) (100 points)
 - For this project, you and a team will do research surrounding a local business or community organization in order to create a recommendation report for redesigning their website.
- Project 4: Client-based Multimedia Simulation (300 points)
 - For this project, your team will actually redesign the organization's website and create a social media campaign to drive visitors to the website. Your work will incorporate the principles that we have discussed throughout the semester.

- Multimedia Tool Tutorial (100 points)
 - In groups, you will present a 20-minute tutorial about a multimedia tool (InDesign, PowerPoint, website builder, etc.). You will also include a handout that you can share with the class.
- Exercises and Lite Writes (100 points)
 - These include in-class activities and supplemental writing assignments.
- Peer Review (100 points)
 - For each major project, you will participate in reviewing and offering feedback about each other's work.

Grading

The course grade will be determined as follows:

Assignment	Points*	Letter Grades/Point Range
◆Project 1	100	A+ = 1000-970
Peer Workshop	25	A = 969-940
◆Project 2	200	A- = 939-900
Peer Workshop	25	B+ = 899-870
◆Project 3	100	B = 869-840
Peer Workshop	25	B- = 839-800
◆Project 4	300	C+ = 799-770
Peer Workshop	25	C = 769-740
◆Lite Writes	100	C- = 739-700
◆Exercises	100	D+ = 699-670
TOTAL	1000	D = 669-640
		D- = 639-600
		F = Below 600

General Course Policies

Participation: Your success in this class is largely dependent on your regular engagement and daily efforts. In instances when you are unable to participate actively in the class, you are responsible for reaching out to a classmate or to me as early as you can so we can identify appropriate adjustments or alternatives to completing satisfactory work and meeting the course objectives. Because this is a face-to-face course, all in-class Discussion Board posts on Brightspace (aka "Lite Writes") cannot be made up if class is missed unless you reach out to the instructor and an exception is made.

Late work: As with the real-world work environment, you are expected to organize your time and work hard to meet deadlines. **I generally do not accept late work.** That said, if circumstances arise that make it impossible for you to complete one of the major projects or exercises on time, please reach out to me as soon as possible so we can work something out.

Contacting the Instructor: Please contact me via email at sweech@purdue.edu. I will respond within 1 business day. Please do not expect a reply after 6:00 pm EST.

My office hours will be on Mondays from 2:30 to 4:30pm. If you are not comfortable meeting in person, I am happy to meet via Zoom. Additionally, I will make myself flexible to meet with students at other times as needed. Please send me an email to arrange a time to meet. When we meet, please be prepared to have your work ready—either to share your screen or in person. These meetings prove to be extremely beneficial for students, so please don't hesitate to reach out.

Academic Integrity: Academic Integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information is submitted the greater the opportunity for the university to investigate the concern. Incidents of academic misconduct in this course will be addressed by the course instructor and referred to the Office of Student Rights and Responsibilities (OSRR) for review at the university level. Any violation of course policies as it relates to academic integrity will result minimally in a failing or zero grade for that particular assignment, and at the instructor's discretion may result in a failing grade for the course. In addition, all incidents of academic misconduct will be forwarded to OSRR, where university penalties, including removal from the university, may be considered.

Purdue Honor Pledge: As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue.

Nondiscrimination Policy: All class participants are expected to conduct themselves in a respectful and sensitive manner towards others and the course material. Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue's nondiscrimination policy can be found at http://www.purdue.edu/purdue/ea_eou_statement.html.

Accessibility and Accommodation: Purdue University is committed to making learning experiences accessible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

Attendance: This semester, Purdue is resuming normal operations as much as possible. As part of this, the university expects that students will attend classes for which they are registered, and attendance can once again be made part of a course's grade. This class will involve informal writing activities during class, which will constitute part of your grade, so attendance is required to be successful in this course. Even so, students should stay home and contact the Protect Purdue Health Center (496-INFO) if they feel ill, have any symptoms associated with COVID-19, or suspect they have

been exposed to the virus. In the case of an absence (COVID-related or otherwise), you bear the responsibility of informing me in a timely fashion, and when possible, and I will do my best to accommodate you either by excusing you from work, or if possible, allowing you to make it up.

When conflicts or absences can be anticipated, such as for many University-sponsored activities and religious observances, the student should inform the instructor of the situation as far in advance as possible. Under academic regulations, excused absences may be granted for cases of grief/bereavement, military service, jury duty, religious observances, parenting leave, and many University-sponsored events. For details, see the [Academic Regulations & Student Conduct](#) section of the University Catalog website.

For unanticipated or emergency absences when advance notification to the instructor is not possible, the student should contact the instructor as soon as possible by email or phone. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor's department because of circumstances beyond the student's control, and in cases falling under excused absence regulations, the student or the student's representative should contact or go to the [Office of the Dean of Students](#) website to complete appropriate forms for instructor notification.

A final note about making up missed in-class work: remember that accommodations for making up in-class work are at my discretion. Students who do not contact me about absences in a timely manner or miss an excessive number of class sessions will not be accommodated.

Protect Purdue Policies

Protect Purdue Compliance: Any student who has substantial reason to believe that another person is threatening the safety of others by not complying with Protect Purdue protocols is encouraged to report the behavior to and discuss the next steps with their instructor. Students also have the option of reporting the behavior to the [Office of the Student Rights and Responsibilities](#). See also [Purdue University Bill of Student Rights](#) and the Violent Behavior Policy under University Resources in Brightspace.

In the Event a Student is Quarantined or Isolated: If you must miss class at any point in time during the semester, please reach out to me via email so that we can communicate about how you can maintain your academic progress. If you find yourself too sick to progress in the course, notify your adviser and notify me via email or Brightspace. We will make arrangements based on your particular situation. Please note that, according to [Details for Students on Normal Operations for Fall 2021](#) announced on the Protect Purdue website, "individuals who test positive for COVID-19 are not guaranteed remote access to all course activities, materials, and assignments."

Major Campus Emergency: In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email or phone. You are expected to read your @purdue.edu email on a frequent basis.

Student Support

If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765)494-6995 and <http://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.

If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed: Try WellTrack, <https://purdue.welltrack.com/>. Sign in and find information and tools at your fingertips, available to you at any time.

If you need support and information about options and resources: Please see the Office of the Dean of Students, <http://www.purdue.edu/odos>, for drop-in hours (M-F, 8 am- 5 pm).

Basic Needs Security: Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. There is no appointment needed and Student Support Services is available to serve students 8 a.m.-5 p.m. Monday through Friday. Considering the significant disruptions caused by the current global crisis as it related to COVID-19, students may submit requests for emergency assistance from the [Critical Needs Fund](#).

Writing Lab: Many students believe the Writing Lab exists only for writers who need “extra” (or “remedial”) help; however, having another set of eyes can help all writers strengthen their ideas and focus. Even the most accomplished writers need feedback. The tutors in the Writing Lab can work with students at any stage of the writing process, from planning and drafting to editing and polishing strategies. Writing Lab consultants work with undergraduate and graduate students from every department on any piece of writing from class assignments to job search documents. For more information, please visit https://owl.purdue.edu/writinglab/the_writing_lab_at_purdue.html or call 494-3723.

English 419 Course Calendar

This calendar will be periodically adjusted to meet the needs of the class or in response to the ongoing pandemic. Readings may change or additional readings may be added. See Announcements on Brightspace for updates.

	Weekly Readings	Due Sunday by 11:59 pm
UNIT 1: Multimedia Rhetoric		
Week 1 Aug 23-27 <i>Writing Principles</i>	<ul style="list-style-type: none"> • Syllabus • Project 1 Assignment Sheet • Redish, <i>Letting Go of the Words</i>, Chapter 10 • Selections from Purdue OWL on "Using Appropriate Language" • "Descriptive Writing" • "Writing Motivation" 	<ul style="list-style-type: none"> • Lite Write #1 • Exercise #1
Week 2 Aug 30-Sept 3 <i>Rhetorical Principles</i>	<ul style="list-style-type: none"> • Losh and Alexander, <i>Understanding Rhetoric</i>, Selection • "Rhetoric 101" • Wiesel, "The Perils of Indifference" • Sturken & Cartwright, <i>Practices of Looking</i> Ch. 1 • Selections from Purdue OWL on "Analyzing Visual Documents" 	<ul style="list-style-type: none"> • Lite Write #2 • Exercise #2
Week 3 Sept 8-10 LABOR DAY: No class Sep 6. <i>Design (part 1) and Revision</i>	<ul style="list-style-type: none"> • Multimedia Tool Tutorial Assignment Sheet • Bogost, "The Rhetoric of Video Games" • Knaflic, <i>Storytelling with Data</i>, Ch. 1 • "Describe – Evaluate – Suggest" 	<p>Drafts of Project 1 Due Tuesday by 11:59pm</p> <p>Peer Workshop in-class Wednesday</p> <p>Project 1 Due Sunday by 11:59pm</p>
UNIT 2: Writing for Multimedia		
Week 4 Sept 13-17 <i>Diversity, equity, inclusion, accessibility, and ethics</i>	<ul style="list-style-type: none"> • Project 2 Assignment Sheet • Noble, <i>Algorithms of Oppression</i> Ch. 1 • Allen, "The Story We Tell About Millennials" • Selections from universaldesign.ie 	<ul style="list-style-type: none"> • Lite Write #3 • Exercise #3

	<ul style="list-style-type: none"> • Federal Social Media Accessibility Guidelines • Student Choice Reading on Ethics (see Lite Write #3) 	
Week 5 Sept 20-24 <i>User-centered design</i>	<ul style="list-style-type: none"> • Redish, <i>Letting Go of the Words</i> Ch. 2 & 3 • Knaflic, <i>Storytelling with Data</i>, Ch. 4-5 • Newbold, "50 Rules of Document Design" • King, "The Complex Relationship Between Data and Design in UX" 	<ul style="list-style-type: none"> • Lite Write #4 • Exercise #4
Week 6 Sept 27-Oct 1 <i>Multimedia Tools</i>	<ul style="list-style-type: none"> • No readings this week – prepare for group presentations on tools. 	Multimedia Tutorial Presentations <ul style="list-style-type: none"> • Exercise #5
Week 7 Oct 4-8 <i>Remix, Reuse, Recycle Usability-testing</i>	<ul style="list-style-type: none"> • Moll, "Good Designers Copy, Great Designers Steal" • Stim, "The 'Fair Use' Rule" • Quesenbery, "Using the 5Es" • Redish, <i>Letting Go of the Words</i>, Ch. 15 	<ul style="list-style-type: none"> • Lite Write #5 • Exercise #6 Drafts of Project 2 Due Sunday by 11:59pm
Week 8 Oct 13-15 OCTOBER BREAK: No class October 11 <i>Revising with intent</i> <i>Pitches</i>	<ul style="list-style-type: none"> • Project 3 Assignment Sheet • Berkun, "How to Pitch" • Beckett, "The Perfect Pitch" 	Peer Workshop in-class Monday Pitches due by start of Friday class Project 2 Due Sunday by 11:59pm
UNIT 3: Client-centered Writing		
Week 9 Oct 18-22 <i>Collaboration</i> <i>Recommendation Reports</i>	<ul style="list-style-type: none"> • Wolfe, <i>Team Writing</i>, excerpts • "Recommendation Reports and Feasibility Studies" • Redish, <i>Letting Go of the Words</i>, Ch. 9 	<ul style="list-style-type: none"> • Lite Write #6 • Exercise #7
Week 10 Oct 25-29	<ul style="list-style-type: none"> • Purdue OWL, Selections on Research 	<ul style="list-style-type: none"> • Lite Write #7 • Exercise #8

<i>Research methodology, primary research, citation</i>	<ul style="list-style-type: none"> • Driscoll, "Introduction to Primary Research" • Familiarize yourself with Google Scholar and the Purdue Library website • Selections from Purdue OWL on citation and APA formatting. 	
Week 11 Nov 1-5 <i>The rhetoric of data and its representations</i>	<ul style="list-style-type: none"> • Knaflic, <i>Storytelling with Data</i>, Ch. 7-8 • Loukissas, <i>All Data Are Local</i>, Ch. 1, skim Ch. 6 	<ul style="list-style-type: none"> • Lite Write #8 • Exercise #9 Draft of Project 3 Due Sunday by 11:59pm
Week 12 Nov 8-12 <i>Revising with intent</i> <i>Social Networks & Media</i>	<ul style="list-style-type: none"> • Project 4 Assignment Sheet • Centola, "Change" • Zhu and Chen – "Social media and human need" • Taecharungroj – "Starbucks' Marketing" 	Peer Workshop in-class Monday <ul style="list-style-type: none"> • Lite Write #9
Week 13 Nov 15-19 <i>Conferencing</i>	No readings	Project 3 (Recommendation Report) Due Sunday by 11:59pm
Week 14 Nov 22 THANKSGIVING BREAK: No class November 24 <i>Work on project</i>	No readings	<ul style="list-style-type: none"> • Exercise #10
Week 15 Nov 29-Dec 3 <i>Work on project</i>	No readings	<ul style="list-style-type: none"> • Exercise #11
Week 16 Dec 6-10 <i>Revising with intent</i>	No readings	Draft of Final Project Due Tuesday by 11:59pm Peer Review in-class Wednesday
Finals Week		
Final Project Due Dec 12 11:59pm		