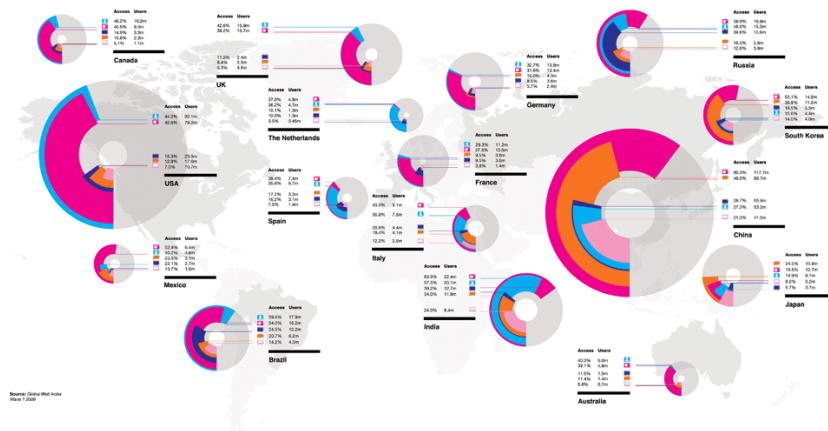


WR496/596 Digital Writing

Fall 2014
Days:
Room:

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Office Hours:
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Course Description

Welcome to Writing 496/596, Western Oregon University's course focusing on digital writing, social media, and

digital identity. This course will examine our interactions with technology and the Internet from a variety of perspectives. We'll look at a host of applications and the ways that they transform the world of personal, social, and professional communications. We'll also consider the ways that current technologies change our perceptions of ourselves, each other, and our communities.

This course recognizes that we all now compose in an information rich environment, so it's extremely important that we grow comfortable with (and adept at) engaging with new and sometimes frustrating technologies of writing and representation. *An openness and willingness to technology and technological play is the most important thing you can bring to this course.*

Course Goals

Goal #1: Students will read and compose texts that investigate a host of different issues related to the term "digital writing."

Goal #2: Students will read and engage new forms of composition, including digital remix and collaborative knowledge production.

Goal #3: Students will gain an enhanced understanding of digital identity both in concept and in relation to themselves. This will include an understanding of how to effectively compose your digital identity for multiple contexts and audiences.

Introduction to Digital Writing

Digital media is everywhere . . . we listen to it on our iPods, read it on our phones, watch it on a variety of screens, and occasionally make and remake it on our computers and other electronic devices. Increasingly, our interaction with digital media is mediated by mobile devices. These tools allow us to create, share, and respond to digital media in ways that other generations never imagined possible. Yet, despite the ubiquity of digital media, our relationships with ourselves, each other, and the wider public sphere go relatively unexamined; further, as social media and the wider Internet are increasingly dominated by organizations, corporations, NGOs, and governmental agencies, our own identity and digital productions are co-opted for a variety of uses - both benevolent and nefarious. To tease out the potentials and pitfalls of digital life, this course will focus on the production and circulation of "digital writing," emphasizing digital identity and the dynamics of collaborative peer production. Hopefully, by the end of the term, we'll be able to better define the term "digital writing" and understand its import in personal, social, and professional domains.

Work of the Course

You will devote time, thought, and energy to a variety of informal and formal reading and writing practices in this course. I'll ask you to annotate readings, respond to texts in blog postings, respond to each other in blog

Social Web Involvement

- Upload photos online
- Watch a video online
- Manage a social network profile
- Share your own blog
- Use social shopping service
- Participate with apps

About the map
This map provides a global snapshot of active social web involvement. The circles show the percentage of those who are active in each form of social involvement. The size of the circles represents the audience volume in millions. The gauges indicate the percentage of the population that uses each form of social involvement. The Global Web Index was created by Lightstep Research.

More about the study
The statistics shown are based on the 16 countries represented in the chart. The data provides a global perspective on web behaviour and social media involvement across the world. More information is available in the report on our website: www.globalwebindex.net

Find out more: globalwebindex.net / Follow us: [@globalwebindex](https://twitter.com/globalwebindex) / Arrange a demonstration: globalwebindex@lightstep.com / www.globalwebindex.net

Global Web Index

postings and on Twitter, take notes on class discussions, experiment with different composing styles and compositional technologies, and engage in a variety of drafting and revision activities. All of these activities are important and will have an impact on your development and success as academic writers (and your final grade).

Writing well depends heavily on reading well. The course texts will provide you with ideas and arguments, facts and statistics. They will prompt thought as you agree or disagree or qualify the texts that you read. They enlarge the context for our class discussion. And they illustrate choices other writers have made as they composed. Writing and reading are interdependent practices, and you will move between the two regularly throughout the course.

As you may or may not know, I don't live in the Monmouth, OR area. In fact, I don't even live in the state! As such, this class will be conducted as a hybrid course wherein we meet face-to-face 4-5 times over the course of the term. When not meeting in person, we'll have dedicated gChats in small groups as well as other forms of collaboration on our shared course website. If you're not a technology expert, don't worry. All you need to survive and thrive in WR496 is an open attitude toward technology and technological being. ☺

General Course Trajectory

Unit One (2 weeks)

The first unit of the course will cover basic course requirements (Twitter, course website, blogging expectations, etc.) and will introduce you to the notion of "participatory culture." This section will also require you to reconsider your own relationship to technology through the composition of a technoautobiography.

Unit Three (3 weeks)

The second unit of the course emphasizes the construction of digital identity(ies) by investigating the relation between social media and perception of self. This unit pays special attention to Facebook, Twitter, and World of Warcraft to consider how digital identity and digital representation have profound implications for our digital lives. The final product of this unit will include a social media audit that assesses one's own digital identity and provisions revisions for future purposes.

Unit Two (3 weeks)

The third unit of the course will introduce you to the digital cartography and interactive mapping. This unit pays special attention to the relationship between place, identity and literacy by employing GoogleMaps as the platform for constructing a multimedia experience. This project requires the ability to capture video, audio and still photographs (your phones probably do everything necessary here).

Unit Four (3 weeks)

The final unit of the course emphasizes DIY (do-it-yourself) digital writing, the politics of intellectual property in the digital age, and the digital remix as emergent cultural form. The final product of this unit will include a Pecha Kucha presentation that engages multiple sources, genres and arguments toward the construction of a rhetorically persuasive argument.

Course Texts and Materials

Various .pdfs available on our shared course website.

Approximately \$20 for copy expenses over the course of the semester.

I will post all course materials to our shared course website. You will need the log-in and password we set up during the first week of the course to access the course website. I ask that you check your WOU email account at least once a day since it is the email address that I'll register you with on the course website.

Course Grading

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| Unit 1: Technoautobiography (15%) | A 1200-1500 word essay that investigates your personal history of technology, your present interactions with technology, and your digital identity. |
| Unit 2: Social Media Profile (15%) | A ~2000 word social media profile that contains an investigation into your own social media presence, an analysis of another successful social media profile, an audit of your own social media persona, and a series of recommendations for your future digital identity in social media spaces. |
| Unit 3: Digital Cartography (15%) | An interactive GoogleMap with included video, photo and audio that traces your identity in physical and digital spaces. |
| Unit 4: PechaKucha (15%) | A presentation that follows the Pecha Kucha format. This presentation will include various multimedia elements, selections from the course texts, selection from outside texts, and other materials. |
| App of the Week (10%) | A presentation that highlights a computer or mobile application relevant to the readings and focus of the week. See assignment sheet for more details. <i>This is a collaborative assignment.</i> |
| Ongoing (20%) | This portion of your grade is drawn from blog responses, Twitter activity, peer review participation, and general presence in the course over the quarter. The breakdown is as follows: <ul style="list-style-type: none">• Blogging: Because online communication is so central to our work, it accounts for a goodly portion of your grade. Over the course of the quarter you'll compose 6-8 blog posts. They should be insightful, articulate, on-topic, and clearly demonstrate an understanding of the readings and/or work of the week. They should <i>not</i> be summaries; rather, they <i>should</i> be engagements with some aspect of the text. They should be at least 350 words long. (10%)• Twitter: I intend to use Twitter to expand the communication channels of the course. If you find something interesting while researching, have a question about the course, have an opinion about one of the readings, or anything else that is suitable for sharing with the class, use the #wr496f14 hashtag to share it with the class. I'll be rewarding extra points for particularly active Twitter'ers but expect you all to be tweeting and using the #wr496f14 hashtag to coordinate class communication. (10%) |

500 Level Students

Students enrolled in the 596 option of this course will have additional assignments and class duties in addition to those at the 496 level. This will include weekly facilitations of text wherein you lead the class in taking up the assigned reading material. Each 596 student will be expected to facilitate at least two class discussions. In addition to facilitations, 596 students will be expected to prepare a bibliographic essay in one area of the course that provides information about sources, arguments, and authors engaging in one aspect of Digital Writing we cover as a class. For more information about both of these extra assignments, consult the assignments sheets on our shared course website.

WOU Email

To enhance student services, the University will use your WOU email address for communications. I will do so also. Please check your WOU email on a regular basis. If you have problems accessing your email account, contact the Technology Resource Center (ITC204) or on: x8695.

Computer Use

You are welcome to and encouraged to bring your laptops to class if they're being used for course purposes such as note taking, peer review, etc.; however, we are in a smart classroom equipped with computers. If you need access to the files on your laptops, consider using a cloud-based service to backup and access your documents. Most of the work you do for this class will be posted on your blogs. Become familiar with your blog by exploring the "Themes" and "Plugins" sections to allow your blog to do more than it can out-of-the-box. If you have a plugin you're interested in using that you don't have permission to install, let me know and I'll activate it over the entire network for class wide use.

We will also be using email and Twitter for contact outside class. Use email or Twitter to contact me about your coursework, to set up an appointment to meet with me outside class, or to ask a question. Obviously, Twitter is a public platform, so send me a PM or email if you don't want the rest of class to know about our conversation. Our class Twitter hashtag is: #wr496f14.

Because this is a hybrid course and because we'll be meeting online in video chat fairly frequently, *you must have the capability to video chat*. If you don't already own one, I'd recommend purchasing a microphone/headphone combo from Amazon or another retailer. They aren't expensive. Here are some suggestions:

- [Frisby mic/headphones](#)
- [Basic Amazon Search](#)
- [High End from Sennheiser](#)

While computers save us great amounts of time over typewriters and make corrections much simpler, they are also susceptible to crashing and freezing. Save your work frequently, always make backup copies, and plan your projects with extra time allowed for those inevitable glitches.

Where to Find Help: The Writing Center

Experienced writing consultants at the WOU Writing Center (APSC 301) can teach you how to succeed on individual assignments and ultimately help you become a better writer. They're prepared to work one-on-one with you on your writing at any time during your education at WOU. Whether you need help better understanding an assignment, brainstorming ideas, revising drafts, or developing editing strategies, face-to-face and online appointments are available throughout the quarter and can be reserved in advance. For more information on hours, locations, and services, please visit:

<http://www.wou.edu/las/humanities/writingctr/index.php>. This is a *free* resource to all students and I highly recommend it for every assignment you work on in this class.

Private is Public Statement

Part of becoming a good writer is learning to appreciate the ideas and criticisms of others, and in this course our purpose is to come together as a community of writers. Remember that you will often be expected to share your scrutiny or what you feel strongly about with others. Unless otherwise noted, all of your work in this class can, and often will, be discussed in class in front of your peers. Please refrain from writing anything you do not wish to become public knowledge in your essays or any other public assignments.

Contacting Me

If you are unable to meet with me during office hours, please see me before or after class or send me an email so that we can arrange an appointment. I expect you to accept a responsible role as a communicator in this class and to keep me informed about your work, your progress, your questions, and your problems. Please do not hesitate to meet with me to talk about your work several times during the quarter, preferably **BEFORE** your grade is the central concern. My office phone is 838-8325; additionally, my email address is justalewis1@gmail.com. I will try to respond to your emails in a timely fashion. During the week (Monday-Friday) I will do my very best to respond within 24 hours of your initial email. On the weekends, I will respond within 48 hours.

I can be reached on Twitter for informal questions about class. My user handle is: @justalewis. I'd love for Twitter to become a backchannel for course communication where all of the students in the course can

quickly and easily ask questions and receive answers. To that end, we'll be using a course hashtag (#wr496f13) to collate all course communications. I'll go over how to use Twitter and the hashtag during our course meeting. Bonus points will be provided to students who actively use Twitter to answer each other's questions about the course.

Disability Statement

If you have a documented disability that requires academic accommodations at Western Oregon University, you are encouraged to contact both your instructor and the Office of Disability Services (ODS), APSC 405, or at [503-838-8250](tel:503-838-8250), as early as possible in the term to discuss your disability-related needs. Use of ODS services, including testing accommodations, requires prior authorization by ODS and compliance with approved procedures. Students needing medical or mental health care can access the Student Health and Counseling Center by calling [503-838-8313](tel:503-838-8313), emailing at health@wou.edu, or by walking in to schedule an appointment.

Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these, in advance when possible, to the instructor.

Academic Honesty

The University requires that all students behave in a manner congruent with established community standards and in a manner conducive to the development of the individual. Actions detrimental to the mission of the University and the legitimate activities of the academic community are in violation of the Code of Student Responsibility and may be subject to judicial procedures. In a nutshell, the following list from the Code of Student Responsibility (Section 574-031-0030: Specific Standards and Policies) describes prohibited forms of academic dishonesty, which includes but is not limited to the following categories: a) Cheating, b) Fabrication, c) Facilitating dishonesty, d) Plagiarism, and e) Use of electronic devices. If you need clarification about the details of these behaviors—and the sanctions involved—you can view the Code at this site: www.wou.edu/student/judicial/the_code_of_student_responsibility.pdf. Remember that ignorance is not equal to innocence in the face of prosecution.