

Sally Henschel, PhD  
Office: Bea Wood 211  
Phone: 940.397.4731  
sally.henschel@msutexas.edu

# Digital and New Media Rhetoric

ENGL 3213, Fall 2019, Monday 5:30 PM—8:20 PM

## Syllabus and Assignment Schedule

### Syllabus

Office hours	Monday 11:00 AM to 2:00 PM Tuesday & Thursday, 11:00 AM to 12:00 PM Other times by appointment
Prerequisites	Communication Core
Course Description	For students of all disciplines who want to explore and better understand the theoretical and practical complexities of digital and new media rhetoric. Students will critically analyze rhetoric in the context of historical and current technologies, consider the cultural and ethical issues of composing in a digital age, and demonstrate their understanding in course assignments.
Departmental Learning Goals Addressed in Course	<p>Critical Inquiry (Objective 1.1): Student engages in an increasingly sophisticated discourse and demonstrates aesthetic and critical discernment through close textual analysis. (Objective 1.2): Student evaluates secondary sources and applies skills in information gathering and management, and document design, using traditional sources and emerging technologies.</p> <p>Knowledge of Language and Literature (Objective 2.1): Student understands the usage and structure of the English language. (Objective 2.4): Student is introduced to academic and professional publications in the fields of writing studies and professional communication.</p> <p>Writing as Process (Objective 3.1): Student reflects on his or her arguments over multiple stages of development. (Objective 3.2): Using traditional resources and emerging technologies, the student references and formats primary and secondary sources using MLA style.</p> <p>Engagement (Objective 4.1): Student is aware of a cultural context for his or her own values and those of his or her sources.</p>
Course Objectives	An objective of a liberal arts curriculum is to empower the individual with the fundamental language and analytical skills necessary for a lifetime of learning and growth. Through the study of historical and digital rhetorics, students will engage in critical analysis of media artifacts and demonstrate knowledge of and skill in the interpretation, use, development, and dissemination of information in a variety of media.

Course Learning Outcomes and Measurements	<p>Upon completion of this course, a student will be able to:</p> <ul style="list-style-type: none"> <li>• Compare various definitions of rhetoric, digital rhetoric, and media and discuss their implications for practice. Measurement: Observation and analysis of informal face-to-face and online asynchronous discussions.</li> <li>• Critically analyze digital and new media tools and concepts. Measurement: Observation and analysis of discussions. Completion of written assignments. Completion of team and individual class presentations.</li> <li>• Incorporate visual rhetoric into the composing process. Measurement: Completion of class presentations.</li> <li>• Synthesize readings into an expression of the student's understanding of rhetoric as it applies to media applications, historical and present. Measurement: Completion of reading responses and course research project.</li> </ul>																				
Course Materials	<p><b>Brooke</b>, Collin Gifford. <i>Lingua Fracta</i>. Hampton, 2009.</p> <p><b>Standage</b>, Tom. <i>Writing on the Wall: Social Media: The First 2,000 Years</i>. Bloomsbury, 2013.</p> <p><u>"MLA Formatting and Style Guide."</u> <i>The Purdue OWL</i>. Purdue U Writing Lab.</p> <p>Other assigned readings will be provide in class or posted to course D2L web site.</p> <p>MSU Bookstore lists all books by first author's last name. Students can use their M-number to get a complete list of books at the following: <a href="#">MSU Bookstore booklist</a></p>																				
Course Assignments	<table border="0" style="width: 100%;"> <tr> <td style="padding-right: 20px;"><b>Four written responses to assigned readings</b> (5 points each)</td> <td style="text-align: right;">20 points</td> </tr> <tr> <td><b>Team posting and class presentation</b></td> <td style="text-align: right;">10 points</td> </tr> <tr> <td colspan="2"><b>Research project:</b></td> </tr> <tr> <td style="padding-left: 20px;">• Research questions/annotations/meeting</td> <td style="text-align: right;">10 points</td> </tr> <tr> <td style="padding-left: 20px;">• Proposal presentation to class w/handout</td> <td style="text-align: right;">10 points</td> </tr> <tr> <td style="padding-left: 20px;">• Literature review</td> <td style="text-align: right;">10 points</td> </tr> <tr> <td style="padding-left: 20px;">• First draft (for initial assessment, feedback)</td> <td style="text-align: right;">10 points</td> </tr> <tr> <td style="padding-left: 20px;">• Research Presentation</td> <td style="text-align: right;">10 points</td> </tr> <tr> <td style="padding-left: 20px;">• Final draft</td> <td style="text-align: right;">20 points</td> </tr> <tr> <td><b>Possible Total Points:</b></td> <td style="text-align: right;"><b>100</b></td> </tr> </table>	<b>Four written responses to assigned readings</b> (5 points each)	20 points	<b>Team posting and class presentation</b>	10 points	<b>Research project:</b>		• Research questions/annotations/meeting	10 points	• Proposal presentation to class w/handout	10 points	• Literature review	10 points	• First draft (for initial assessment, feedback)	10 points	• Research Presentation	10 points	• Final draft	20 points	<b>Possible Total Points:</b>	<b>100</b>
<b>Four written responses to assigned readings</b> (5 points each)	20 points																				
<b>Team posting and class presentation</b>	10 points																				
<b>Research project:</b>																					
• Research questions/annotations/meeting	10 points																				
• Proposal presentation to class w/handout	10 points																				
• Literature review	10 points																				
• First draft (for initial assessment, feedback)	10 points																				
• Research Presentation	10 points																				
• Final draft	20 points																				
<b>Possible Total Points:</b>	<b>100</b>																				
Grading Policy	<p>A = 100—90%</p> <p>B = 89—80%</p> <p>C = 79—70</p> <p>D = 69—60%</p> <p>F = &lt;60%</p> <p>All assignments are due on dates assigned. No late work will be accepted unless specific arrangements have been made prior to the due date. Students falling two assignments behind are subject to administrative withdrawal from the course by the instructor.</p>																				

Absentee Policy	As this course meets only once a week, students with two unexcused absences are subject to an administrative withdrawal from the course. Three tardies are counted as one absence. School closure policy: <b>If the university is closed due to weather or a security alert on the date of a scheduled class, the class will meet virtually in the D2L chat room.</b>
Research & creative opportunities at MSU	Enhancing Undergraduate Research Endeavors and Creative Activities (EURECA) is a program that provides opportunities for undergraduates to engage in high-quality research and creative activities with faculty. EURECA provides incentives and funding through a system that supports faculty and students engaged in collaborative research and creative works. For more information contact the Office of Undergraduate Research (UGR) at (940) 397-6274, by email <a href="mailto:eureca@msutexas.edu">eureca@msutexas.edu</a> or stop by the UGR office located in the atrium of the Clark Student Center, room 161. For additional information and resources go to the <a href="#">EURECA website</a>  See course D2L website for additional undergraduate research opportunities.
MSU Writing Center	The MSU Writing Center is located off the 2nd floor atrium of Prothro-Yeager in PY 201B. Tutoring is available Sunday through Thursday from 9 am to 4 pm; you also can find a tutor at the satellite location in Moffett Library GS 229 on Sunday and Thursday from 6 pm to 9 pm. Writing tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising to proofreading.
Professionalism	Members of this class are expected to treat one another with courtesy, professionalism, and respect. Repeated unprofessional, rude, or inappropriate behavior can result in 50-100 points being deducted from a student's final grade for the course per instance of such behavior.
Americans with Disabilities Act	Midwestern State University is committed to providing equal access for qualified students with disabilities to all university courses and programs, and by law, all students with disabilities are guaranteed a learning environment that provides reasonable accommodation of their disabilities.  This guarantee is provided through Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The ADA reads: "No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subject to discrimination by any such entity."  To obtain disability support services, students must <ul style="list-style-type: none"> <li>• be accepted for admission to Midwestern State University,</li> <li>• complete a request for services form available through the <a href="#">Office of Disability Support Services</a>, and</li> <li>• provide current documentation from a qualified professional (such as a licensed physician, psychologist, or audiologist) diagnosing the disability, as defined by the Americans with Disabilities Act.</li> </ul>
	If the instructor does not have proper notification, she will expect the same performance from each student enrolled in the course.

## Assignment Schedule

Week	Assignments
Week One Mon. Aug. 26	Introduction to the course <ul style="list-style-type: none"> <li>• Undergraduate research</li> <li>• Bitzer: “The Rhetorical Situation”</li> <li>• NYT article: “How Parents Harnessed the Power of Social Media to Challenge EpiPen Prices”</li> <li>• Eyman: Chpt. 1 Defining/Locating Digital Rhetoric</li> </ul> Wed. Aug 28 Last day to add/drop courses without Dean’s permission
Week Two Mon. Sept. 2	<b>Due: Individual Post 1. Defining/Locating Digital, Sun. Sept. 1, by 11:30 PM</b> No class: Labor Day
Week Three Mon. Sept. 9	<b>Due: Individual Post 2. The Canons of Rhetoric in a Digital Age, Sun. Sept. 8, by 11:30 PM</b> <ul style="list-style-type: none"> <li>• Discuss Eyman, definitions of rhetoric, canons</li> <li>• Discuss Manovich, L. (2001) Chpt. 1 “What is New Media?” <i>The Language of New Media</i>. (43-74)</li> </ul>
Week Four Mon. Sept. 16	Have read prior to class Brooke, <i>Lingua Fracta</i> : <ul style="list-style-type: none"> <li>• “Preface”</li> </ul> Team formation and chapter assignments, review of collaborative writing and presentation format
Week Five Mon. Sept. 23	<b>Due: Team Post the Sunday prior to scheduled presentation, by 11:30 PM</b> Have read prior to class Brooke, <i>Lingua Fracta</i> : <ul style="list-style-type: none"> <li>• Chpt. 1 “Interface”</li> <li>• Chpt. 2 “Ecology”</li> <li>• Chpt. 3 “Proairesis”</li> </ul>
Week Six Mon. Sept. 30	<b>Attend this great event today: <a href="#">Social Media Day 2019</a></b> (Team postings due the Sunday prior to presentation, by 11:30 PM) Have read prior to class Brooke, <i>Lingua Fracta</i> : <ul style="list-style-type: none"> <li>• Chpt. 4 “Pattern”</li> <li>• Chpt. 5 “Perspective”</li> <li>• Chpt. 6 “Persistence”</li> </ul>
Week Seven Mon. Oct. 7	<b>Due: Individual Post 3. Lingua Fracta, Sunday Oct. 6, by 11:30 PM</b> (Team postings due the Sunday prior to presentation, by 11:30 PM) Have read prior to class Brooke, <i>Lingua Fracta</i> : <ul style="list-style-type: none"> <li>• Chpt. 7 “Performance”</li> <li>• Chpt. 8 “Discourse Ex Machina, A Coda”</li> </ul> Introduction to Standage, <i>Writing on the Wall</i> (Review)

Week	Assignments
Week Eight Mon. Oct. 14	Have read prior to class Standage, <i>Writing on the Wall</i> : <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Chpt. 1 “The Ancient Foundation of Social Media”</li> <li>• Chpt. 2 “The Roman Media”</li> </ul> Discuss project ideas
Week Nine Mon. Oct. 21	Have read prior to class: Standage, <i>Writing on the Wall</i> : <ul style="list-style-type: none"> <li>• Chpt. 3 “How Luther Went Viral”</li> <li>• Chpt. 4 “Poetry in Motion”</li> <li>• Chpt. 5 “Let the Truth and Falsehood Grapple”</li> </ul> Discuss project ideas, proposal assignment and meeting, and presentation handout
Week Ten Mon. Oct. 28	Last day for “W” by 4:00 p.m. A drop after this date will receive a grade of “F.” <i>No Class: Conference week: schedule appointment on Monday</i> <b>Due: Bring to conference a printed copy of your research proposal questions/ the three annotations assignment, and printed copies of the three articles that you annotated.</b> We also will discuss presentation handout due the following class.
Week Eleven Mon. Nov. 4	<b>Due: Individual research project proposal presentation handout uploaded to D2L Sunday, 11/3 by 11:30 PM.</b> (I will place on class computer prior to class on Monday.) Have read prior to class: Standage, <i>Writing on the Wall</i> : <ul style="list-style-type: none"> <li>• Chpt. 6 “And So to the Coffeehouse”</li> <li>• Chpt. 7 “The Liberty of Printing”</li> <li>• Chpt. 8 “The Sentinel of the People”</li> </ul> Individual research project proposal presentations
Week Twelve Mon. Nov. 11	Have read prior to class: Standage, <i>Writing on the Wall</i> : <ul style="list-style-type: none"> <li>• Chpt. 9 “The Rise of Mass Media”</li> <li>• Chpt. 10 “The Opposite of Social Media”</li> <li>• Chpt. 11 “The Rebirth of Social Media”</li> </ul> Individual research project proposal presentations continue <b>Due: Literature Review, Mon. 11/11, printed and uploaded to D2L</b>
Week Thirteen Mon. Nov 18	<b>Due: Individual Posting 4, Writing on the Wall, Sunday Nov. 17 by 11:30 PM</b> <b>Due: Research paper draft, Mon. 11/18, printed. Corrected draft uploaded to D2L by Tuesday Nov.12 by 11:30 PM.</b>
Week Fourteen Mon. Nov. 25 (Thanksgiving)	No scheduled class.
Week Fifteen Mon. Dec. 2	Last Day of Class <ul style="list-style-type: none"> <li>• Bring printed copy of research paper <i>final draft</i> to class on Monday.</li> <li>• Presentation workshop</li> </ul>
Finals Week <b>Wed. Dec. 11</b> <b>8:00pm-10:00pm</b>	<b>Due: Research paper final draft, Monday Dec. 9, uploaded to D2L by 11:30 PM</b> <b>Due: Final Presentation PPT, upload to D2L by Tuesday, Dec. 10 11:30 PM.</b> (I will place all PPT onto the class computer prior to our final meeting on Wednesday.) <b>Meet Dec. 11 beginning at 8:00 PM to give/hear research presentations.</b>