

Department of Art & Art History
University of Utah

FA 3600-001
Writing for New Media

Class Syllabus

Instructor: Lewis J. Crawford
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Office Hours: Thurs. - 4:00 PM to 5:00PM
Or by appointment

Semester: Fall 2016
Class Time: T, Th 2:00 PM to 3:20 PM
Class Location: ART 258

Prerequisite: WRTG 2010 or equivalent.

Fulfills: Upper Division Communication/Writing. 3 Credit hours.

Course Fee Explanation:

This course has a fee and it is included in your tuition. The fee covers the cost of maintaining the digital database, consumables that may be needed (blank media, photo paper, printer ink, and other), and any replacement parts or maintenance expenses for equipment.

Course Description:

The course provides a theoretical basis and practical approaches for writing interactive, non-linear documents for the World Wide Web and other multimedia environments. Through readings, writings, and discussions, class members explore how interactive digital media are shaping public discourse and creative possibilities. Students complete projects applicable to business, communications, education, the arts, entertainment, and personal interests. Topics include the relationship between medium and message, the history of hypertext, blogging, storyboards, web-specific organizing strategies, evaluating and choosing information sources, persuasive writing techniques, and developing multimedia scripts for video games or hyper fiction.

Course Objectives & Outcomes:

In this course, you will be reading, analyzing, discussing, writing, designing, writing some more, making friends, commenting, helping grade, making movies and doing a bit more writing. By the end of the semester, you will be able to:

- Understand the history and challenges of New Media.
 - What is New Media?
 - How it affects our daily lives.
 - Interconnectivity of information. Web 2.0.
- Basic Web related Software
 - Use of web browsers and Web 2.0 websites.
 - How to use InDesign to create websites & non-linear stories.
- Stronger understanding of the writing process and how it applies to New Media.
 - How to create Hypertext and Non-linear stories.
 - A better understanding of Narrative and story development.
 - How to incorporate Internet Research methods into your academic and creative writing.
 - Observational and responsive writing.
 - Critical analysis of New Media writing, both your writing and others.
 - How to find your own written Voice and present it to the world via the Internet.

Policies:

Class structure:

We will have a review, lectures, and demonstrations or lab time each day, check Canvas and the schedule. You need to be on-time to make sure you can participate during the lectures and discussions. The lectures and discussions will not be repeated; however, I do post the lectures, as slide shows, in Canvas. We will be utilizing Canvas in and out of the classroom, a lot. Make sure to check it daily. Because we only meet for a short time twice a week, you will be required to spend a lot of time outside of class preparing for in-class discussions, writings and demonstrations. I provide many wiki-pages in Canvas to help you with your out-of-class time usage.

My Attendance Policy:

Class attendance is part of your Participation grade. **Four unexcused absences will result in a full letter grade drop.** Excused absences will be reviewed on an individual basis. If a student adds the class after the beginning of the semester, I will count those missed days as excused, but the student is required to make up all assignments. DO NOT e-mail me asking what you have missed if you were absent. You need to get that information from a fellow classmate (also, see above). If you email me asking what you have missed, I will respond stating you need to re-read the syllabus, again.

University Attendance Policy:

"A student who is not officially registered may not attend a university course. The university expects regular attendance at all class meetings. Instructors must communicate any particular attendance requirements of the course to students in writing before the first class meeting. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor. Students are not automatically dropped from class(es) if they do not attend. They must officially drop their class(es) by the published deadline in the [academic calendar](#) to avoid a "W" grade. Students absent from class to participate in officially sanctioned university activities (e.g. band, debate, student government, intercollegiate athletics) or religious obligations, or with instructor's approval, shall be permitted to make up both assignments and examinations.

Unexpected university facility closures due to weather, emergency or disaster may occur from time to time. Students may be required to complete coursework missed due to these or other class cancellations. However, instructors requiring mandatory make-up sessions may not penalize students if they are unable to attend due to time conflicts, etc." - [Policy 6-100 Section O](#)

Tardiness Policy:

Each student is required to be in class on time. A student will be marked late if arriving 10 minutes after we have begun the class. I know life happens, so I do take that into consideration. If you decide to leave class early, without discussing it with me first, I will mark it as a tardy. Two late marks will count as one unexcused absence.

Student Conduct:

Be an adult. Show respect, consideration and kindness to yourself, your fellow classmates and me.

This classroom is a computer lab and the temptation to spend the whole class time checking e-mail, social media, etc. is really strong. My opinion is this, if you feel your tuition dollars are worth wasting your time and squandering your education (and future), go ahead. If I notice you are not participating, know I may call on you, but I will take note of it. It will directly affect your participation grade and indirectly affect how you execute assignments. If you were not paying attention to the lecture, you may NOT ask me later to repeat what I just went over. Now, if I start noticing other people looking at your screen, that is when I will more than likely ask you to stop. If I notice it happens a second time, I will ask you to leave and you will receive an unexcused absence for the day.

University Conduct Policy:

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code (Policy 6-400), spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations (Policy 6-316), it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

"Faculty...must strive in the classroom to maintain a climate conducive to thinking and learning." (6-316)

My Plagiarism Policy:

I use the program Turnitin to determine if a student is potentially plagiarizing. I adjust how much the program actually scans and accepts as non-plagiarized information. If I see that your document has more than 5% plagiarized material, I will ask you to redo the project by a new date and time, usually from three to five days after the previous due date. When you submit the revised paper, I will grade it, but you are going to lose 30% of the total possible points. If you do not correct the errors, I am obligated to report your violation to the university. I report you to my department chairperson, and we determine if this should escalate to the College of Fine Arts Dean's office to be reviewed by the Associate Dean of Students for the college.

Defining Plagiarism: "Plagiarism means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression." (Policy 6-400, Student Code).

Cell Phones:

All cell phones must be TURNED OFF (this includes alarms on your phone or laptop) at all times during the class. If I hear a cell phone during the lecture, the student will be asked to leave the class and receive an unexcused absence for the day. If you need to have your cell phone on during the lecture, please discuss it with me first.

Accommodations Policy:

Policy 6-100: "Students are expected to take courses that will challenge them intellectually and personally. Students must understand and be able to articulate the ideas and theories that are important to the discourse within and among academic disciplines. Personal disagreement with these ideas and theories or their implications is not sufficient grounds for requesting an accommodation. Accommodations requested on such grounds will not be granted. The University recognizes that students' sincerely-held core beliefs may make it difficult for students to fulfill some requirements of some courses or majors. The University assumes no obligation to ensure that all students are able to complete any major. It is the student's obligation to determine, before the last day to drop courses without penalty, when course requirements conflict with the student's sincerely-held core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a content accommodation from the instructor. Though the University provides, through this policy, a process by which a student may make such a request, the policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the instructor in writing, and the student must deliver a copy of the request to the office of the department Chair or, in the case of a single-department college, to the office of the Dean. The student's request must articulate the burden the requirement would place on the student's beliefs."

Wellness Statement:

"Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For help resources contact the Center for Student Wellness; www.wellness.utah.edu; 801.581.776"

Title IX:

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

ADA Statement:

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Additional Help:

Office Hours: Take advantage of my office hours. If those times do not work, e-mail me and we can set something up.

Writing Center: I highly advise you take advantage of the University Writing Center located in the Marriot Library. They provide a lot of great help with all stages of the writing process.

www.writingcenter.utah.edu.

Assignments:

You will find all the assignments and class schedule on Canvas. Note that the schedule can change as the semester progresses.

Technical: There are a few technical assignments to help you prepare for your projects. They are not worth many points but they will show you the basics of how to use the websites and software we will discuss in the class. These assignments let me know how well you understand the tools provided to you and your utilization of them in your creative/intellectual processes. There will also be a couple grammar and research refresher assignments.

- Web applications – we will be using a couple web tools/websites to help with research and demonstrate your ability to use these tools.
 - [Twitter](#)
 - [Noodle Tools](#)
 - [Marriott Library](#)
 - [Chicago Manual of Style](#)
 - [Purdue OWL](#)
 - Additional websites we will discuss.
 - [Prezi](#)
 - [Sway](#)
 - [Tumblr](#)
 - [Vimeo](#)
 - [YouTube](#)
 - [Spark](#)
- Software – the programs we will go over are part of the Adobe Create Cloud, free to all students. These assignments show me your understanding of the software and how you will apply this knowledge into your projects.
 - Bridge
 - InDesign
 - Acrobat Pro

Writing: There will be several written assignments.

- Personal Essays – You will be creating several different style essays.
 - A researched based hypertext/interactive essay.
 - A new version of an argumentative paper.
 - How to use appropriation/software to tell a personal story.
- Group Projects
 - Visual Narrative – Your group will create a screen based narrative that tells a story.
 - Game Narrative – As a group, create and develop the narrative for a video game.

Going to Intellectual WAR (iWAR): There are several analytical reading/writing assignments conducted via Canvas' discussion board. These are multi-part assignments. On the day of the discussion, you will spend the first 20 minutes of class writing about what you have just read; posting your thoughts, ideas and reactions to the readings, as well as post a question for responses from your classmates. The next 15 minutes you will meet with a small group to come to a consensus on what was just read, then share those insights with the rest of the class. By the next evening, you will answer two of the written questions while incorporating interactive elements to help support your answers. By Thursday of that week, you will then respond to one of your question's answers.

Class Participation: Class participation points are based on iWAR discussions (team and whole class), in-class reviews, participation during free times and random one-on-one meetings.

Grading:

Grading Policy:

Each assignment **MUST** be turned in on time to receive full credit. **I DO NOT accept late group projects or final projects.** All other assignments, if late, will lose 15% off for each day late. After the fourth day, the assignment will not be accepted and you will earn zero points.

Each iWAR assignment has three due dates. If any date is missed, I deduct 15% per day.

If a student is not happy with the grade received for an individual assignment (that includes iWARS), the assignment may be reworked and turned in again for re-grading. However, only assignments that were turned in on time are eligible for a re-grade and the points are only worth half. For example, you received 12 out of 20 for an assignment, the difference is eight points; you are entitled to earn back four of those points. The final project is not eligible for regarding. If a student wishes to discuss grades, please set up an appointment to discuss the situation.

Grading Criteria:

Writing Assignments: We will discuss the criteria for each written assignment. If you simply do the minimum amount asked, you will earn you a C. All written assignments are turned in digitally, either through Canvas or the CFA server, and graded using a rubric in Canvas. You will have access to the rubric so you can see the grading criteria. For each assignment, the rubric will change.

I do a lot of group grading using Google Forms. When you are presenting with a team or individually, the rest of the class will be reviewing/critiquing the project. I take all the scores and average them out. I also provide a score. Whichever of the two scores is higher, that is what you will receive as your grade. I would say that 75% of the time, the class helps boost your grade, a little. For each of the reviews, you will receive the written criticisms from the class, so you have more than just my comments.

For group projects, all members of the group will receive the same points for 75% of the assignment (unless the group tells me one member has not pulled their weight). An online form will be provided to you and your fellow team members to grade each other's performance. I average those grades out for the remaining 25% of your grade.

Technical: These assignments are more or less, do them correctly and you will get the points. They do not have rubrics, but are graded on a point system. Many of the assignments are a graded

using a complete/incomplete system. It depends on the ease of the assignment. It will state in Canvas how each assignment is graded.

iWAR: For these assignments, you will analyze and respond to readings and discussions using Canvas' discussion boards. The details for the discussions are in Canvas. You will receive a graded rubric for each iWAR assignment.

Class participation:

- For iWAR discussions, the grade will be split evenly between myself and your team members. It will be listed in Canvas as two different assignments. Near the end of the semester, I will provide an online review form so you can let me know how well you and your other team members participated during the iWAR group discussions. I will average those grades out. When we are discussing as a whole class, I will keep track of your participation and provide a score for that at the end of the semester. By default, for my half of the grade, I assign every student a B+. It is up to you to maintain that grade or improve it. If you participate, your grade will either stay the same or increase. If you do not participate, your grade will go down. I will post these grades after classes have ended.
- If it is an in-class review day, I will grade you on your participation; were you there and did you participate. In Canvas, they are graded using a complete/incomplete system. **The in-class reviews cannot be made up**, unless you were absent for a school sanctioned event.

Points Total:

The breakdown of points is as follows:

	Percent of Grade
Group Projects	20%
Intellectual W.A.R.	30%
Personal Essays	30%
Technical	5%
Class Participation	15%

Grading Standards:

The final grade is determined by a total of all the points received throughout the semester.

93 - 100 (%)	A	Excellent work all criteria have been surpassed.
90 - 92	A-	
87 - 89	B+	
83 - 86	B	Above average work.
80 - 82	B-	
77 - 79	C+	
73 - 76	C	Average work.
70 - 72	C-	
67 - 69	D+	
63 - 66	D	Below average.
60 - 62	D-	
below 60	E	Failure to meet criteria

Course Materials:

Textbooks: Required

Jr, William Strunk, and E.B. White. *The Elements of Style Illustrated*. New York: Penguin, 2007. ISBN: 0143112724

Fuery, Kelli. *New Media : Culture and Image*. New York: Palgrave Macmillan, 2009. ISBN:978-1-4039-8944-4

This textbook is on reserve in the library. You are allowed to check it out for two hours.

We will use quite a few articles as well. You will find them in Canvas.

Storage Device: Some sort of USB drive or portable hard drive to store files.

Adobe Creative Cloud: All University of Utah students receive a free, one-year subscription to the Creative Cloud. We will go over how to download the programs to your computer. If you want to set it up earlier, go to <http://software.utah.edu/> and follow the links for the Adobe Campus Agreement.

Server Space:

The College of Fine Arts provides server space where you can save projects and essays. You will be turning in a few of the larger projects using the fileservers' dropbox. You first need to request an account to get access. We will go over this during the second week of class. Go to <http://helpdesk.finearts.utah.edu>, select the Students tab and follow the instructions. There are also links on that site on how to connect to the fileservers using a Mac or PC.

The fileserver address is **fs.fa.utah.edu**

"This syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification."

CLASS SCHEDULE

Week	Monday	Tuesday	Wednesday	Thursday
1	Aug 22	Aug 23 Discuss: Class Intro. Go over syllabus.	Aug 24	Aug 25 Discuss: History of the Internet & Web 2.0 Due: Obsession list.
2	Aug 29 Read: iWAR #1 & Sections I & II of <i>The Elements of Style</i> .	Aug 30 Write: Spend the first 20 min. of class writing about what you have read. Discuss: iWAR #1	Aug 31 Due: Answers for iWAR #1	Sept 1 Discuss: What is Narrative? What is an argument and How to argue in short form? Assign: Twitter Assignment Due: Response to iWAR#1
3	Sept 5 Read: Sections III through V of TEoS.	Sept 6 Discuss: What is visual narrative? Assign: Visual Narrative Group Projects	Sept 7	Sept 8 In-Class Review/Workshop: Twitter Due: Twitter - By end of class
4	Sep 12 Read: iWAR #2	Sept 13 Write: Spend the first 20 min. of class writing about what you have read. Discuss: iWAR #2	Sept 14 Due: Answers for iWAR #2	Sept 15 Meet with Me: As a group, meet with me to discuss your Visual Narrative projects. Work Day with Group Due: Response to iWAR #2
5	Sept 19	Sept 20 Visiting Lecturer: Luke Leither, from the Art and Architecture library, will do a refresher on research tools available via the library.	Sept 21	Sept 22 Discuss: Basics of Design - Gestalt Design Principles, Color, Fonts (this is short) Work Day with Group
6	Sept 26 Read: iWAR #3	Sept 27 Write: Spend the first 20 min. of class writing about what you have read. Discuss: iWAR #3 Assign: Appropriation essay	Sept 28 Post: Answers for iWAR #3	Sept 29 Lecture/Demo: Intro to Chicago Manual of Style and NoodleTools. Assign: Intro to Noodle Tools. Due: Response to iWAR #3.
7	Oct 3	Oct 4 Work Day with Group	Oct 5	Oct 6 Due: Visual Narrative Projects. Present them to the class.
8	Oct 10	Oct 11	Oct 12	Oct 13
Fall Break				
9	Oct 17 Read: iWAR #4	Oct 18 Write: Spend the first 20 min. of class writing about what you have read. Discuss: iWAR #4	Oct 19 Post: Answers for iWAR #4	Oct 20 Work on Appropriate Project Due: Response to iWAR #4
10	Oct 24	Oct 25 Work Day Due: Bibliography rough for Appropriation essay	Oct 26	Oct 27 Present: Appropriation stories
11	Oct 31 Read: iWAR #5	Nov 1 Write: Spend the first 20 min. of class writing about what you have read. Discuss: iWAR #5 Assign: Game Narratives	Nov 2 Post: Answers for iWAR #5	Nov 3 Meet with Me: As a group, meet with me to discuss the game. Work Day with Group Due: Response to iWAR #5

CLASS SCHEDULE

Week	Monday	Tuesday	Wednesday	Thursday
12	Nov 7	<p style="text-align: center;">Nov 8</p> <p>Meet with Me: As a group, meet with me to discuss your Game Narrative projects.</p> <p style="text-align: center;">Work with Group</p>	Nov 9	<p style="text-align: center;">Nov 10</p> <p>Discuss: What is interactive design and how to write a Historical Fiction piece.</p> <p>Assign: Final Project - Interactive Historical Fiction ebook.</p> <p style="text-align: center;">Work with Group</p>
13	<p style="text-align: center;">Nov 14</p> <p>Read: iWAR #6</p>	<p style="text-align: center;">Nov 15</p> <p>Write: Spend the first 20 min. of class writing about what you have read.</p> <p>Discuss: iWAR #6</p>	<p style="text-align: center;">Nov 16</p> <p>Post: Answers for iWAR #6</p>	<p style="text-align: center;">Nov 17</p> <p>Present: Games</p> <p>Due: Response to iWAR #6</p>
14	Nov 21	<p style="text-align: center;">Nov 22</p> <p>Lecture/Demo: InDesign Basics.</p> <p>Assign: InDesign Basics #1 - Due by end of class</p>	Nov 23	<p style="text-align: center;">Nov 24</p> <p style="text-align: center;">Thanksgiving!</p>
15	Nov 28	<p style="text-align: center;">Nov 29</p> <p>Lecture/Demo: More InDesign Basics.</p> <p>Assign: InDesign Basics #2 - Due by end of class</p>	Nov 30	<p style="text-align: center;">Dec 1</p> <p>Lecture/Demo: More InDesign.</p> <p>Assign: InDesign Basics #3 - Due by end of class</p>
16	Dec 5	<p style="text-align: center;">Dec 6</p> <p>Due: Rough Draft of Historical Fiction Text.</p> <p style="text-align: center;">In-Class Review</p>	Dec 7	<p style="text-align: center;">Dec 8</p> <p>Lecture/Demo: Animation in InDesign.</p> <p>Assign: InDesign #4 - Due by end of class</p> <p>Due: Final version Bibliography for Historical Fiction Project.</p>
17				<p style="text-align: center;">Dec 15</p> <p>Present your Historical Fictions to the class.</p> <p style="text-align: center;">Class starts at 1:00 PM!</p>

(Schedule is subject to change and may be revised as we progress through the semester)