

FA 3600-001
Writing for New Media

Class Syllabus

Instructor: Lewis J. Crawford
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Office Hours: By appointment

Semester: Fall 2018
Class Time: T, Th 2:00 PM to 3:20 PM
Class Location: M LI 1120

Prerequisite: "C-" or better in (WRTG 2010 OR HONOR 2211 OR WRTG 2011 OR EAS 1060) OR AP Comp/Lit score of at least 4 OR AP Lang/Comp score of at least 4.

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, researching, writing, designing, writing some more, making friends, commenting, helping grade, making non-linear narratives, 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, in an online discussion format.
- How to find your own written Voice and present it to the world via the Internet.

Class Policies:

Class structure:

We will have a review, lectures, and demonstrations or lab time each day, check the schedule. You need to be on-time to make sure you can participate during lectures, in-class assignments, 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. 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.

University Attendance Policy:

"You may not attend a University course unless you are officially registered and your name appears on the class roll. The University expects regular attendance at all class meetings. You are not automatically dropped from your classes if you do not attend. You must officially drop your classes by the published deadline in the academic calendar to avoid a "W" on your record. You are responsible for satisfying the entire range of academic objectives, requirements and prerequisites as defined by the instructor. If you miss the first 2 class meetings, or if you have not taken the appropriate requisites, you may be required to withdraw from the course. If you are absent from class to participate in officially sanctioned University activities (e.g. band, debate, student government, intercollegiate athletics), religious obligations, or with instructor's approval, you will be permitted to make up both assignments and examinations."

My Attendance Policy:

Regular attendance is a requirement of this course. Consistent and prompt attendance develops responsible, professional behavior and ensures that students have access to the full range of experiences and information necessary to complete class assignments and acquire the skills and knowledge emphasized in a university education.

- Three absences are allowed for unforeseen events associated with illnesses or emergencies.
- Activities such as doctor appointments, advisor conferences, and employment, should not be scheduled in conflict with class time.
- Each subsequent absence will result in an automatic 1/3 grade reduction. For example: if your final grade in the course is a B, a third absence will lower your grade to a B-, a fourth absence will lower it to a C+, and so on.
- Attendance accommodations may be provided for those who have a conflict that involves religious/spiritual observances, documented and University-sanctioned activities (e.g., athletics, debate tournaments, etc.), and short-term family or medical-related emergencies. Students involved in excused University-sanctioned activities must provide written documentation from the appropriate advisor, and the student must alert the instructor prior to missing class.
- Regardless of the reasons for any absences, students are expected to complete all coursework on time and meet all deadlines. For in-class work, if it is an authorized absence for the above-mentioned list, we will work out a new due date for you.
- Prolonged illness must be verified by a physician and may require the student to withdraw from class if the student cannot complete work in a comprehensive and timely manner (see "Incomplete" under Grade Descriptions.)

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. Two late marks will count as one unexcused absence. Sometimes

extenuating circumstances prevent you from being in class on time. We will deal with those on an individual basis.

Faculty and Student Responsibilities:

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

Computer Lab Student Conduct Policy:

This classroom is a computer lab and the temptation to spend the whole class time checking e-mail, social media, etc. is strong. 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, and I will take note of it. This lack of attentiveness 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.

My Plagiarism Policy:

For certain assignment, I may use the program Turnitin to determine if a student is potentially plagiarizing. I adjust how much the program scans and accepts as non-plagiarized information. If I see that your document has more than 5% plagiarized material, you will receive 0 points for the assignment. I will ask you to redo the project by a specific date and time. 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) always 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:

Some of the lecture, discussion, readings, or other materials in this course may include information, ideas, and/or theories that conflict with the core beliefs of some students. For example, some of the material we screen/view may be rated "mature" and/or deal with issues such as sexuality and violence. These are appropriate topics for a class in the Department of Art & Art History, and they are necessary for a full understanding of the histories and practices in the arts. Please review the syllabus carefully to be sure this is a course you are committed to taking. Please also refer to University of Utah Academic Policy 6-100-3-Q: <http://regulations.utah.edu/academics/6-100.php>

Resources:

Americans with Disabilities Act (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.

Addressing Sexual Misconduct (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).

Center for Wellness & University Counseling Center

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 helpful resources contact the Center for Student Wellness - www.wellness.utah.edu; 801-581-7776; and the University Counseling Center: <http://counselingcenter.utah.edu>, 801-581-6826.

Office of Equity and Diversity

The University of Utah is deeply committed to enhancing the success of diverse faculty, students, and staff, as part of our broader goal to enrich the educational experiences and success of all members of our University community. We recognize that a diverse and inclusive University enriches the educational experiences of all students, and enhances our excellence as a world-class institution for 21st Century learners. The Office for Equity and Diversity is proud to lead the University's efforts to support the success and achievement of faculty, students, and staff who self-identify as African American, Latina/o or Chicana/o, Asian American, Pacific Islander, American Indian, members of the Lesbian, Gay, Bisexual, Transgender and Questioning community, and women in underrepresented fields. <http://diversity.utah.edu>, 801-581-7569.

Veterans Center

If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

Women's Resource Center

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality. <http://womenscenter.utah.edu/>

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 in Canvas. Note that the schedule can change as the semester progresses. If I do need to change the schedule, I'll let the class know via an announcement in Canvas.

Technical (Skill-set): 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. These assignments are in-class only assignments, meaning, if you are not in class, you can not complete them.

- 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.
 - [Sway](#).
 - [Spark](#).
 - [Vimeo](#).
 - [YouTube](#).
- Software – the one main program we will go over is 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.
 - InDesign

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.
 - A research based, appropriated narrative
- Critical Analysis
 - iWARS – There are seven of these throughout the semester.
- Group Project
 - Visual Narrative – Create a visual narrative disseminated by a screen.
 - Game Narrative – Develop the narrative behind a game.

Going to Intellectual WAR (iWAR): These are several analytical reading/writing assignments conducted via Canvas' discussion board. These are three part assignments. On the day of the discussion, you will spend the first 20 minutes of class writing about what you have just read and posting your thoughts, ideas, and reactions to the readings. You will also post a question for responses from your classmates. After the class discussion and by the next evening, you will answer two of the 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, 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. **The following assignments MUST be turned in on-time: group projects, technical, certain in-class participation, and your final project.** 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, a deduction of 15% of the possible rubric total will be deducted, 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 regrading. 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 a C. All written assignments are turned in digitally, either through Canvas or Box, and graded using a rubric in Canvas. You will have access to the rubric, so you can see the grading criteria. Refer to the rubric if you have questions on what I am looking for with each assignment. For each assignment, the rubric will be different than the previous assignment.

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). The remaining 25% is based on your participation in the group.

Technical (Skill-Sets): These assignments are simple. If you do them correctly, you get the points. Most of them do not have rubrics, but are graded on a Complete/Incomplete system. These assignments **MUST** be turned in on time.

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:

- Review days. If it is an in-class review day, you will be graded 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.
- For iWAR discussions, you will be grading yourself and your fellow team members. After the last iWAR discussion, I will provide a grading form. You'll need to provide feedback on yourself and your fellow team members. I'll average out those grades.
- Over the semester, I'll also keep an on-going grade of your participation. I start everyone out with a B+. If you do not participate, the grade will drop. If you do participate, your grade will go up. I'll post this grade after the last day of school. **These points cannot be made up**, so make sure you are participating. Also, I use these points to help boost your grade. If you are on the verge of getting an A- from a B+, I use these points to help with that, so make sure I can justify raising your points.

Weighted Grading Scale:

Assignment	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.

Letter	Percentage	Grade Pts.	Descriptions
A	94-100	4.0	Excellent work that meets the highest standards of the class; superior comprehension and integration of course materials; outstanding commitment to class objectives. "A" work exhibits creativity and insight.
A-	90-93	3.7	
B+	87-89	3.3	
B	84-86	3.0	Quality and quantity of work is above average and exhibits clear focus; demonstrates improvement over the duration of the course; solid comprehension of course material and commitment to course objectives. "B" work meets all course requirements.
B-	80-83	2.7	
C+	77-79	2.3	
C	74-76	2.0	Satisfactory work that meets the minimum requirements, but may exhibit a lack of initiative, commitment, or significant improvement; Comprehension of basic concepts is satisfactory, with further integration or exploration encouraged. "C" work is considered average.
C-	70-73	1.7	
D+	67-69	1.3	
D	64-66	1.0	Work that in one or more ways fails to meet the course requirements; initiative and commitment are seriously lacking. Comprehension of course material and competencies is below average and needs considerable improvement.
D-	60-63	0.7	
E	0-65	0	Quality and quantity of work is unacceptable. Course requirements and competencies have not been met.
I			Given and reported for work incomplete because of circumstances beyond the student's control (such as illness or enforced absence). University of Utah Academic Policy 6-100-3-G2 states "The grade of I should be used only for a student who is passing the course and who needs to complete 20% or less of the course." Students receiving an I should be able to complete the coursework for the class without needing to attend any additional classes. Please see: http://regulations.utah.edu/academics/6-100.php

Course Materials:

Textbooks: Required

Fuery, Kelli. *New Media: Culture and Image*. New York: Palgrave Macmillan, 2009. ISBN:978-1-4039-8944-4 (This is book is on reserve in the library. You can check it out for four hours at a time.)

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

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 Adobe Creative Cloud account. We will go over how to download the programs to your computer. If you want to set it up earlier, go to https://software.utah.edu/faq/license/adc/named_2017_new.php and follow the instructions.

Box:

All University of Utah students receive a free subscription to Box. This provides you with 1 TB of cloud space. Some of your assignments will be submitted through and interaction between Canvas and Box. We will go over how to access Box sync to your computer. If you want to explore, go to <http://box.utah.edu>.

Microsoft Office 365:

All University of Utah students receive a free subscription to Office 365. This provides you with access to most of the Microsoft Office 365 programs plus 1 TB of cloud space. To access the cloud, you need to go to <https://o365cloud.utah.edu/>, follow the instructions and select the Login button. Many of the lectures

Google Drive:

All University of Utah students receive an account with Google Drive. This provides you with access to almost all the Google apps plus UNLIMITED cloud space. To access this account, go to <https://gcloud.utah.edu/> and follow the instructions.

Non-Contract Statement:

This syllabus is meant to serve as an outline and guide for the course. Please note that the instructor may modify it at any time with reasonable notice to students. The instructor may also modify the Schedule at any time to accommodate the needs of the class. Should you have any questions or concerns about the syllabus, it is your responsibility to contact the instructor for clarification.

CLASS SCHEDULE

Week	Monday	Tuesday	Wednesday	Thursday
1	Aug 20	Aug 21 Discuss: Class Intro. Go over syllabus.	Aug 22	Aug 23 Discuss: History of the Internet & Web 2.0 Due: Obsession list.
2	Aug 27 Read: iWAR #1 & Sections I & II of <i>The Elements of Style</i> .	Aug 28 Write: Spend the first 20 min. of class writing about what you have read. Discuss: iWAR #1	Aug 29 Due: Answers for iWAR #1	Aug 30 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 3 Read: Sections III through V of TEofS . Labor Day	Sept 4 Discuss: What is visual narrative? Assign: Visual Narrative Group Projects	Sept 5	Sept 6 In-Class Review/Workshop: Twitter Due: Twitter - By end of class
4	Sept 10 Read: iWAR #2	Sept 11 Write: Spend the first 20 min. of class writing about what you have read. Discuss: iWAR #2	Sept 12 Due: Answers for iWAR #2	Sept 13 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 17	Sept 18 Visiting Lecturer: Luke Leither, from the Art and Architecture library, will do a refresher on research tools available via the library.	Sept 19	Sept 20 Discuss: Basics of Design - Gestalt Design Principles, Color, Fonts (this is short) Work Day with Group
6	Sept 24 Read: iWAR #3	Sept 25 Write: Spend the first 20 min. of class writing about what you have read. Discuss: iWAR #3 Assign: Appropriation essay	Sept 26 Post: Answers for iWAR #3	Sept 27 Lecture/Demo: Intro to Chicago Manual of Style and NoodleTools. Assign: Intro to Noodle Tools. Due: Response to iWAR #3.
7	Oct 1	Oct 2 Work Day with Group	Oct 3	Oct 4 Due: Visual Narrative Projects. Present them to the class.
8	Oct 8	Oct 9	Oct 10	Oct 11
Fall Break				
9	Oct 15 Read: iWAR #4	Oct 16 Write: Spend the first 20 min. of class writing about what you have read. Discuss: iWAR #4	Oct 17 Post: Answers for iWAR #4	Oct 18 Work on Appropriate Project Due: Response to iWAR #4
10	Oct 22	Oct 23 Work Day Due: Bibliography rough for Appropriation essay	Oct 24	Oct 25 Present: Appropriation stories
11	Oct 29 Read: iWAR #5	Oct 30 Write: Spend the first 20 min. of class writing about what you have read. Discuss: iWAR #5 Assign: Interactive Narratives	Oct 31 Post: Answers for iWAR #5	Nov 1 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 5	Nov 6 Work Day with Group	Nov 7	Nov 8 Discuss: How to write a Historical Fiction piece and incorporate interactivity. Assign: Final Project - Interactive Historical Fiction ebook. Work with Group
13	Nov 12 Read: iWAR #6	Nov 13 Write: Spend the first 20 min. of class writing about what you have read. Discuss: iWAR #6	Nov 14 Post: Answers for iWAR #6	Nov 15 Present: Games Due: Response to iWAR #6
14	Nov 19	Nov 20 Lecture/Demo: InDesign Basics. Assign: InDesign Basics #1 - Due by end of class	Nov 21	Nov 22 Thanksgiving!
15	Nov 26	Nov 27 Lecture/Demo: More InDesign Basics. Assign: InDesign Basics #2 - Due by end of class	Nov 28	Nov 29 Lecture/Demo: More InDesign. Assign: InDesign Basics #3 - Due by end of class
16	Dec 3	Dec 4 Due: Rough Draft of Historical Fiction Text. In-Class Review of Text	Dec 5	Dec 6 Lecture/Demo: Animation in InDesign. Assign: InDesign #4 - Due by end of class Due: Final version Bibliography for Historical Fiction Project.
17	Monday - Dec 10 Present your Historical Fictions to the class. Class starts at 1:00 PM!			

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