

Department of Art & Art History  
University of Utah

**ARTX 3600-001**  
**Writing for New Media**

## Class Syllabus

**Instructor:** Lewis J. Crawford  
**Pronouns:** He/Him/His

**Email:** Preferred via [Canvas](#)

**Office:** [FMAB – RM 100A](#)

**Office Hours:** [By appointment.](#)

**Communication:** Please email me through Canvas because it automatically tags you with your class. I try to respond to all emails within 12 hours. If it is on the weekend, I will respond within 24 hours.

**Semester:** Fall 2021

**Class Times:** ARTX3600-001 meets Tu.Th. from 12:25 PM to 1:45 PM

**Class Location:** Marriott Library RM 1735

**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:** This course meets your Upper Division Communication/Writing (CW) requirement for General education (3 credit hours).

This course addresses the following Essential Learning Outcomes: Inquiry and Analysis, Critical Thinking, Creative Thinking, Written and Oral Communication, Information Literacy, Teamwork, Foundations and Skills for Lifelong Learning, and Integrative Learning.

### 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 others), 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 hyperfiction.

### Course Objectives:

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. Students will utilize all these skills in creating online discussions, interactive and visual narratives. Students will learn to use Web 2.0 technology to further express their ideas in a visually pleasing and researched methodology.

## Course Outcomes:

By the end of the semester, you will be able to:

- Understand the history and challenges of New Media.
  - What is New Media?
  - How does it affect 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.
- A more robust 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.
  - 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. 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 will post the slide shows in Canvas. Make sure to check it daily. You will be required to spend a lot of time preparing for in-class discussions and demonstrations outside of class. 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 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 fourth absence will lower your grade to a B-, a fifth 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 before missing class.
- Regardless of the reasons for any absences, students are expected to complete all coursework on time and meet all deadlines. If it is an authorized absence for the list mentioned above for in-class work, we will figure out a new due date for you.
- The prolonged illness must be verified by a physician and may require the student to withdraw from the 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, online, 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's 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 Conduct Policy:**

This classroom is a computer lab, and the temptation to spend the whole class time checking email, social media, etc., is strong. Go ahead if you feel your tuition dollars are worth wasting your time and squandering your education (and future). If I notice you are not participating, know I may call on you and note 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 might NOT ask me later to repeat what I just went over. If what you are doing disrupts the rest of the class, I will ask you to stop politely. If it happens a second time, I'll ask you to leave the classroom, and you'll get an unexcused absence for the day.

### **My Plagiarism Policy:**

I may use the website Turnitin for specific assignments 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, I will ask you to redo the project by a specific date and time. If you complete it by the new date and time, I will grade it, but you will 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, the 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 let me know before class and sit near the back of the room so you can leave quietly.

**Accommodations Policy:**

Some of the lectures, discussions, 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 discuss/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. They are necessary for a full understanding of the histories and practices in the arts. Please review the syllabus carefully to ensure 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>.

If you have accommodations through the Center for Disability & Access, please have them email me the letter as soon as possible, so I know how to help you succeed in this course. You must have them email me a letter for these types of accommodations.

**Assignments:**

You will find all the assignments and class schedule in Canvas. Note the schedule can change as the semester progresses. If I need to change the schedule, I'll let the class know via an announcement in Canvas.

**Technical (Skill-Set):** A few technical assignments help you prepare for your projects. They are not worth many points, but they will show you 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 of grammar and research refresher assignments. These assignments are in-class only, meaning you must be in class to complete them.

- Web applications – we will use a couple of 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](#) – part of Office 365
    - [Spark](#) – part of Adobe Creative Cloud
    - [Sites](#) – Part of Google G Suite (UofU Gcloud)
- Software – the one main program we will go over is part of the Adobe Create Cloud, accessible to all students. These assignments show me your understanding of the software and how you apply this knowledge to your projects.
  - InDesign

**Writing:** There will be several written assignments. For each writing assignment, we will be exploring the writing process and how to utilize it in a Web 2.0 environment. For the personal and group projects, you'll be required to submit thesis/outlines or rough drafts, as well as the final documents. We will be conducting peer reviews on several rough drafts to receive feedback and help you improve your writing skills.

- 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 five of these throughout the semester.
- Group Project
  - Visual Narrative – Create a visual narrative disseminated by a screen.

**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 following evening, you will answer two of the questions while incorporating interactive elements to help support your answers. You will respond to one of the answers by Thursday of that week.

**Participation:** Participation points are based on iWAR and all class discussions, peer reviews, teamwork, presentation reviews, and assignments.

## 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, class/peer-review 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 (includes iWARS), the assignment may be reworked and turned in again for regrading. However, only assignments turned in on time are eligible for a regrade. You can submit an assignment for a regrade only two times. The final project, peer reviews, and group projects are 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 also be required to submit outlines/thesis or a rough draft for each assignment, including group projects. These will be classified as separate assignments. Several of the rough drafts will be peer-reviewed. These assignments allow you to rework, rewrite, and perfect your final documents. You will have access to the rubric when the assignment is assigned so that 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 group members will receive the same points for 75% of the assignment (Unless the group tells me you did not pull their weight, you will then earn 0 points for the whole project). 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. If you did not complete the assignment correctly, I'll mark it as incomplete and ask you to redo it. Once the errors have been corrected, I'll mark them as complete.

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

**Class participation:**

- Peer review/workshop/rough draft days. If it is a class review day or peer-review day, you will be graded on your participation. Depending on the type of review or workshop, each is graded using a rubric or a simple complete/incomplete system. Refer to the assignment details in Canvas. **The class reviews/workshops 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.

**Weighted Grading Scale:**

Assignment	Percent of Grade
Intellectual W.A.R.	30%
Personal Essays	30%
Group Projects	10%
Technical	15%
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	The quality and quantity of work are unacceptable. Course requirements and competencies have not been met.

Letter	Percentage	Grade Pts.	Descriptions
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: <a href="http://regulations.utah.edu/academics/6-100.php">http://regulations.utah.edu/academics/6-100.php</a>

## Course Materials:

### Textbooks: Required

Fuery, Kelli. *New Media: Culture and Image*. New York: Palgrave Macmillan, 2009. ISBN:978-1-4039-8944-4 (This book is on reserve in the library. I have links to the chapters you need to read within Canvas.)

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.

### Adobe Creative Cloud:

All University of Utah students receive an 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 [software.utah.edu/adobe](http://software.utah.edu/adobe) 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 an interaction between Canvas and Box. We will go over how to access Box in class. If you want to explore, go to [box.utah.edu](http://box.utah.edu).

### Microsoft Office 365:

All University of Utah students receive a subscription to Microsoft 365. This provides you with access to most Microsoft Office 365 programs plus 1 TB of cloud space. To access the cloud, you need to go to [o365cloud.utah.edu](http://o365cloud.utah.edu), follow the instructions, and select the Login button. You will need to log into this to access many of the lectures.

### Google Gcloud:

All University of Utah students receive an account with Google Gcloud. This provides you with access to almost all the Google apps plus UNLIMITED cloud space. To access this account, go to [gcloud.utah.edu](http://gcloud.utah.edu) and follow the instructions.

## Resources:

### COVID-19 Campus Guidelines:

Boosters are now available for all people over 18 who have previously received a COVID-19 vaccine. [Learn more about the boosters here.](#)

Students who attend the University of Utah are required to be fully vaccinated against measles, mumps and rubella (MMR). With the full FDA approval of the Pfizer COVID-19 vaccine, the university is also requiring COVID-19 vaccination. [Read more about the requirement.](#)

University leaders have sent a campus-wide statement calling on the campus community to take specific actions as coronavirus transmission rates rise in the Salt Lake Valley. Read that message [here.](#)

Those actions include:

- **Get vaccinated** if you have not already done so.  
Visit
  - [mychart.med.utah.edu](https://mychart.med.utah.edu)
  - [alert.utah.edu/covid/vaccine](https://alert.utah.edu/covid/vaccine)
  - or [vaccines.gov](https://vaccines.gov) to schedule your vaccination.
- **If you are not yet vaccinated, get weekly asymptomatic coronavirus tests.** Free asymptomatic testing is available to all students (as well as faculty and staff) as they return to campus, and coronavirus tests were required for students living in university housing at move-in. For more information or to schedule an asymptomatic coronavirus test, visit [alert.utah.edu/covid/testing](https://alert.utah.edu/covid/testing). Those who are vaccinated may also sign up for asymptomatic testing in case of exposure.
- **Follow CDC guidelines regarding face masks, which now call for everyone to wear face masks indoors.**
- Faculty, student, and staff leaders are encouraged to **model the vaccination, testing, and masking behaviors** we want to see in our campus community. More information about masking guidelines [can be found here](#).

#### **Student Mental Health Resources**

- Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased during the pandemic. If you need help, reach out for campus mental health resources, including counseling, training, and other support.
- Consider participating in a [Mental Health First Aid](#) or other [wellness-themed training](#) provided by our Center for Student Wellness and sharing these opportunities with your peers, teaching assistants, and department colleagues.

**Students are required to self-report if they test positive for COVID-19. To report, please contact:**

**COVID-19 Central @ The U**  
801-213-2874  
[coronavirus.utah.edu](https://coronavirus.utah.edu)

#### **Campus Safety:**

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](https://safeu.utah.edu).

#### **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](http://www.wellness.utah.edu); 801-581-7776; and the University Counseling Center: [counselingcenter.utah.edu](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. [diversity.utah.edu](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 on-going events and links to outside resources: [veteranscenter.utah.edu](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. [womenscenter.utah.edu](http://womenscenter.utah.edu)

**Additional Help:**

**Office Hours:** Take advantage of my office hours. If those times do not work, email 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](http://www.writingcenter.utah.edu).

**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.

**ARTX 3600 - Writing for New Media**

Semester: Spring 2022

Tu, Thur 12:25 PM - 1:45 PM

Class Location: Marriott Library RM 1735

<b>Week</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
<b>1</b>	Jan 10	Jan 11 Discuss: Class Intro. Go over syllabus.	Jan 12	Jan 13 Discuss: History of the Internet & Web 2.0  Due by end of day: P&S List
<b>2</b>	Jan 17  MLK Day  Read: iWAR #1 & Sections I & II of <i>The Elements of Style</i> .	Jan 18  Discuss: iWAR #1  Due before Class: Writing for iWAR #1	Jan 19  Due by end of day: Answers for iWAR #1	Jan 20  Discuss/Review: Annotations and grammar review, especially the comma. Refresher on how to write an argument. Assign: Grammar practice & Twitter Assignment  Due by end of day: Response to iWAR#1
<b>3</b>	Jan 24  Read: Sections III through V of <i>TEoS</i> .	Jan 25  Visiting Lecturer: Luke Leither, from the Fine Art and Architecture library, will do a refresher on research tools available via the library.	Jan 26	Jan 27  Due before Class: Twitter Rough Draft Due by end of Class: Workshop Twitter Due by end of the Day on Jan 28th: Twitter - Final Version
<b>4</b>	Jan 31  Read: iWAR #2	Feb 1  Discuss: iWAR #2 & Narrative  Due before Class: Writing for iWAR #2	Feb 2  Due by end of day: Answers for iWAR #2	Feb 3  Discuss: What is visual narrative? Assign: Visual Narrative Group Projects  Due by end of day: Response to iWAR #2
<b>5</b>	Feb 7	Feb 8  Discuss: Fake & Misinformation Due by end of class: Visual Narrative Thesis/outline Work Day with Group	Feb 9	Feb 10  Demo: Spark, Sway and Sites  Work Day with Group
<b>6</b>	Feb 14  Read: iWAR #3	Feb 15  Discuss: iWAR #3 Assign: Appropriation essay  Due before Class: Writing for iWAR #3	Feb 16  Due by end of day: Answers for iWAR #3	Feb 17  Lecture/Demo: Intro to Chicago Manual of Style and NoodleTools. Assign: Intro to Noodle Tools.  Due by end of day: Response to iWAR #3.
<b>7</b>	Feb 21  Presidents' Day	Feb 22  Discuss/Review: Basics of Design, Typography & Color  Work on Visual Narrative	Feb 23	Feb 24  Work on Visual Narratives
<b>8</b>	Feb 28	Mar 1  Discuss/Review: Quotation practice using Chicago Manual of Style. Assign: Quotation practice  Due by end of class: Thesis and outline for your Appropriation	Mar 2	Mar 3  Due: Visual Narrative Projects. Present them to the class.
<b>9</b>	Mar 7	Mar 8	Mar 9	Mar 10
<b>Spring Break</b>				

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<b>Week</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
<b>10</b>	<p align="center"><b>Mar 14</b></p> <p>Read: iWAR #4</p>	<p align="center"><b>Mar 15</b></p> <p>Discuss: iWAR #4</p> <p>Due before Class: Writing for iWAR #4</p>	<p align="center"><b>Mar 16</b></p> <p>Due by end of day: Answers for iWAR #4</p>	<p align="center"><b>Mar 17</b></p> <p>Work on Appropriate Project</p> <p>Due by end of day: Response to iWAR #4.</p>
<b>11</b>	<p align="center"><b>Mar 21</b></p>	<p align="center"><b>Mar 22</b></p> <p>Work Day on Appropriation Stories</p> <p>Due by end of class: Bibliography rough for Appropriation essay</p>	<p align="center"><b>Mar 23</b></p>	<p align="center"><b>Mar 24</b></p> <p>Due before class: Appropriation stories</p> <p>Due by end of class: Review of Appropriation Stories</p>
<b>12</b>	<p align="center"><b>Mar 28</b></p>	<p align="center"><b>Mar 29</b></p> <p>Discuss: Interactive Historical Fiction</p> <p>Lecture/Demo: InDesign Basics.</p> <p>Assign: Final Project &amp; InDesign Basics #1</p> <p>Due by end of day: InDesign Basics #1</p>	<p align="center"><b>Mar 30</b></p>	<p align="center"><b>Mar 31</b></p> <p>Further Discuss: Interactive Historical Fiction</p> <p>Lecture/Demo: Styles and Media in InDesign.</p> <p>Assign: InDesign Basics #2</p> <p>Due by end of day: InDesign Basics #2</p>
<b>13</b>	<p align="center"><b>Apr 4</b></p> <p>Read: iWAR #5</p>	<p align="center"><b>Apr 5</b></p> <p>Discuss: iWAR #5</p> <p>Due before Class: Writing for iWAR #5</p>	<p align="center"><b>Apr 6</b></p> <p>Due by end of day: iWAR Team Member Evaluations</p>	<p align="center"><b>Apr 7</b></p> <p>Lecture/Demo: Slideshow and Object Styles InDesign.</p> <p>Assign: InDesign Basics #3</p> <p>Due by end of day: InDesign Basics #3 &amp; Historical Fiction Thesis/Outline</p>
<b>14</b>	<p align="center"><b>Apr 11</b></p>	<p align="center"><b>Apr 12</b></p> <p>Lecture/Demo: Text wrap and GIFs in InDesign.</p> <p>Assign: InDesign Basics #4</p> <p>Due by end of day: InDesign Basics #4</p>	<p align="center"><b>Apr 13</b></p>	<p align="center"><b>Apr 14</b></p> <p>Lecture/Demo: Animation in InDesign.</p> <p>Assign: InDesign #5</p> <p>Due by end of day: InDesign #5</p>
<b>15</b>	<p align="center"><b>Apr 18</b></p>	<p align="center"><b>Apr 19</b></p> <p>Due before class: Rough Draft of Final Project Text.</p> <p>Due by end of class: Workshop Final Project Rough Draft</p>	<p align="center"><b>Apr 20</b></p>	<p align="center"><b>Apr 21</b></p> <p>Due by end of class: Rough Drafts of Bibliographies.</p> <p>Work on Historical Fiction</p>
<b>16</b>	<p align="center"><b>Apr 24</b></p>	<p align="center"><b>Apr 26</b></p> <p>Last Day of Classes</p> <p>Due before class starts: Historical Fiction</p> <p>Due by end of the Day: Review of Final Project</p>	<p align="center"><b>Apr 27</b></p>	<p align="center"><b>Apr 28</b></p>

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