

Department of Art & Art History
University of Utah

ARTX 3600-090
Writing for New Media

Class Syllabus

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

Email: Preferred via [Canvas](#)
lewis.crawford@utah.edu

Office: ART 167

Office Hours: Tuesday - Friday
[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 2023

Class Location: Online via Canvas

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. Online courses have additional fees added by the university Online Center.

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 shapes 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 use these skills to create online discussions and 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, yours and others, in an online discussion format.
 - How to find your written Voice and present it to the world via the Internet.

Class Policies:

Class structure:

We will have a review, lectures, and demonstrations. You must be on time to participate in 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. It would be best to spend time outside of class preparing for in-class discussions and demonstrations. I provide many wiki pages in Canvas to help you with out-of-class time usage.

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, 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.

My Plagiarism Policy:

For specific assignments, I may use the website 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, 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 will 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).

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 Department of Art & Art History class. They are necessary to understand the histories and practices in the arts fully. Please review the syllabus

carefully to ensure this is a course you are committed to taking. Please also refer to the 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 that the schedule can change as the semester progresses. If I need to change the schedule, I'll inform the class via a Canvas announcement.

Technical (Skillset): A few technical assignments help you prepare for your projects. They are not worth many points, but they will show you the basics of using the websites and software we will discuss in 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.
 - ChatGPT and other AI text-generating tools
 - [Noodle Tools](#)
 - [Marriott Library](#)
 - [Chicago Manual of Style](#)
 - Other websites we will discuss.
 - [Sway](#) – part of Microsoft 365
 - [Adobe Express](#) – part of Adobe Creative Cloud
 - [Sites](#) – Part of Google G Suite (UofU Gcloud)
- Software – the one main program we will review is part of the Adobe Create Cloud, accessible to all students. These assignments show me your understanding of the software and how you will apply this knowledge to your projects.
 - InDesign

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

- Personal Essays – You will be creating several different styles of essays.
 - A researched-based hypertext/interactive narrative.
 - A new version of an argumentative paper.
 - A research-based, appropriated visual narrative.
- Critical Analysis
 - iWARS – There are five of these throughout the semester.

Going to Intellectual WAR (iWAR): These are several analytical reading/writing assignments conducted via Canvas' discussion board. These are three-part assignments. Prior to the due date on a Tuesday, you will set aside time to write for 20 minutes stating what you have just read, posting your thoughts, ideas, and reactions to the readings. You will also post a question for responses from your classmates. After watching my discussion lecture, by the end of Wednesday, you will answer two questions incorporating interactive elements to help support your answers. By the end of Thursday of that week, you will then respond to one of your question's answers.

Since this is an online course, you can post your initial writing early. You may need to wait for enough questions to answer for the second part of the assignment.

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

Grading Policies:

Late Work:

Each written assignment MUST be turned in on time to receive full credit. **The following assignments MUST be turned in on time: class/peer-review participation, and your final project.** For all other assignments, if late, a deduction will be applied based on the possible total points of the final graded rubric total. If you submit your work up to two days late, 15% will be deducted, and up to four days late, 30% will be deducted. After the fourth day, the assignment will not be accepted, and you will earn zero points.

Each iWAR assignment has three due dates, so keep that in mind.

Resubmitting Work:

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 turned in on time are eligible for a re-grade. You can submit almost all assignments for a re-grade only two times. The final project are not eligible for regarding. **You cannot submit a rough draft for re-grading after the final version's due date.**

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 do the minimum amount asked, you will earn a C. All written assignments are turned in digitally through Canvas and graded using a rubric. You will also be required to submit outlines/thesis or a rough draft for each assignment. 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 about what I am looking for with each assignment. For each assignment, the rubric will be different from the previous assignment.

Technical (Skillsets): These assignments are simple. If you do them correctly, you get points. Most of them do not have rubrics but are graded on a Complete/Incomplete system. These assignments MUST be turned in on time. As mentioned above, if you are late, you have four days to complete them. If I find errors, 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: 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: Peer review/workshop/rough draft days. You will be graded on your participation if it is a class review day or a peer-review day. 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.

Weighted Grading Scale:

Assignment	Percent of Grade
Intellectual WAR	35%
Personal Essays	35%
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 are above average and exhibit 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 are 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.
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: Recommended

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 and follow the instructions.

Box:

All University of Utah students receive a subscription to Box. This provides you with 1 TB of cloud space. We will go over how to access Box in class. If you want to explore, go to <https://box.utah.edu/>.

Microsoft Office 365:

All University of Utah students receive a subscription to Microsoft 365. This gives you 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, follow the instructions, and select the Login button. You will need to log into this to access many of the lectures.

Google Workspace:

All University of Utah students receive an account with Google Workspace. This gives you access to almost all Google apps. To access this account, go to gcloud.utah.edu and follow the instructions.

Resources:

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.

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 & Access 162 Olpin Union Building, 581-5020 (V/TDD). CDA 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: 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, 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 8–5 PM. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: 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

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.

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 change 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 3600-090 - Writing for New Media

Semester: Fall 2023

Online

Week	Monday	Tuesday	Wednesday	Thursday	Friday
	Aug 21	Aug 22	Aug 23	Aug 24	Aug 25
1	Discuss: Class Intro. Go over syllabus.	Watch: How I grade video	Discuss/Watch: History of the Internet & Web 2.0	Due by end of day: P&S List	Due by end of day: Fake & Misinformation lecture
2	Aug 28 Read: iWAR #	Aug 29 Due by end of day: Writing for iWAR #1	Aug 30 Discuss/Watch: iWAR #1 lecture Due by end of day: Answers for iWAR #1	Aug 31 Due by end of day: Response to iWAR#1	Aug 32 Discuss/Review/Demo: Grammar review, especially the comma. ChatGPT and how to write and argument Assign: An AI Argument (but with Research)
3	Sept 4 Labor Day	Sept 5 Watch video: Luke Leither, from the Fine Art and Architecture library, will do a refresher on research tools available via the library. Practice: Quotations, Footnotes/Endnotes using Chicago format Assign: Quotation practice	Sept 6 Due by the end of day: Quotation Practice.	Sept 7 Lecture/Demo: Intro to NoodleTools and refresher on library research tools. Assign: Intro to Noodle Tools.	Sept 8 Due by the end of day: NoodleTools & Visual Narrative Thesis/Outline
4	Sept 11 Read: iWAR #2	Sept 12 Due by end of day: Writing for iWAR #2	Sept 13 Discuss/Watch: iWAR #2 lecture Due by end of day: Answers for iWAR #2	Sept 14 Due by end of day: Response to iWAR #2	Sept 15
5	Sept 18 Due by end of day: Rough Draft of AI Argument	Sept 19 Workshop/Review due by end of day: AI Argument rough drafts	Sept 20 Due by end of day: Bib Rough Draft of AI Argument.	Sept 21 Finish Final Version of AI Argument	Sept 22 Due by end of day: Final Version of AI Argument.
6	Sept 25 Read: iWAR #3	Sept 26 Due by end of day: Writing for iWAR #3	Sept 27 Discuss/Watch: iWAR #3 lecture Due by end of day: Answers for iWAR #3	Sept 28 Due by end of day: Response to iWAR #3	Sept 29 Discuss/watch: Visual Narratives video
7	Oct 2 Read: iWAR #4	Oct 3 Due by end of day: Writing for iWAR #4	Oct 4 Discuss/Watch: iWAR #4 lecture Due by end of day: Answers for iWAR #4	Oct 5 Due by end of day: Response to iWAR #4.	Oct 6 Discuss: Visual Narratives & Appropriation Assignment Assign: Appropriation Narrative
8	Oct 9	Oct 10	Oct 11	Oct 12	Oct 13

Fall Break

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Week	Monday	Tuesday	Wednesday	Thursday	Friday	
9	<p>Oct 16</p> <p>Demo/Watch: Adobe Express, Microsoft Sway and Google Sites</p>	<p>Oct 17</p> <p>Due by end of day: Thesis and outline for your Appropriation</p>	<p>Oct 18</p> <p>Work Day for Appropriation Stories</p>	<p>Oct 19</p> <p>Discuss/Demo: Basics of good design</p>	<p>Oct 20</p> <p>Work Day for Appropriation Stories</p>	
10	<p>Oct 23</p> <p>Work Day for Appropriation Stories</p>	<p>Oct 24</p> <p>Work Day for Appropriation Stories</p>	<p>Oct 25</p> <p>Work Day for Appropriation Stories</p>	<p>Oct 26</p> <p>Due by end of day: Bibliography rough for Appropriation essay</p>	<p>Oct 27</p> <p>Work Day for Appropriation Stories</p>	
11	<p>Oct 30</p> <p>Read: iWAR #5</p>	<p>Oct 31</p> <p>Due by end of day: Writing for iWAR #5</p>	<p>Nov 1</p> <p>Discuss/Watch: iWAR #5 lecture</p> <p>Due by end of day: Answers for iWAR #5</p>	<p>Nov 2</p> <p>Due by end of day: Appropriation stories & Response to iWAR #5.</p>	<p>Nov 3</p> <p>Due by end of day: Peer Review of Appropriation Stories</p>	
12	<p>Nov 6</p> <p>Discuss: Interactive Historical Fiction</p> <p>Assign: Final Project</p>	<p>Nov 7</p> <p>Start brainstorming ideas for your Historical Fiction</p>	<p>Nov 8</p> <p>Lecture/Demo: Intro to InDesign software</p>	<p>Nov 9</p> <p>Lecture/Demo: Intro to InDesign</p> <p>Assign: InDesign Basics #1</p>	<p>Nov 10</p> <p>Due by end of day: InDesign Basics #1</p>	
13	<p>Nov 13</p> <p>Due by end of day: Historical Fiction Thesis/Outline</p>	<p>Nov 14</p> <p>Lecture/Demo: Styles and Media in InDesign.</p> <p>Assign: InDesign Basics #2</p>	<p>Nov 15</p> <p>Due by end of day: InDesign Basics #2</p>	<p>Nov 16</p> <p>Lecture/Demo: Slideshow and Object Styles inDesign.</p> <p>Assign: InDesign Basics #3</p>	<p>Nov 17</p> <p>Due by end of day: InDesign Basics #3</p>	
14	<p>Nov 20</p> <p>Lecture/Demo: Text wrap and GIFs in InDesign.</p> <p>Assign: InDesign Basics #4</p>	<p>Nov 21</p> <p>Due by end of day: InDesign Basics #4</p>	<p>Nov 22</p> <td colspan="3" style="text-align: center;">Thanksgiving Break</td>	Thanksgiving Break		
15	<p>Nov 27</p> <p>Lecture/Demo: Animation in InDesign.</p> <p>Assign: InDesign #5</p>	<p>Nov 28</p> <p>Due by end of day: InDesign Basics #5</p>	<p>Nov 29</p> <p>Due by ed of day: Rough Draft of Final Project Text.</p>	<p>Nov 30</p> <p>Due by end of day: Workshop Final Project Rough Draft</p>	<p>Nov 31</p>	
16	<p>Dec 4</p> <p>Due by end of day: Rough Drafts of Bibliographies.</p>	<p>Dec 5</p> <p>Work on Historical Fiction</p>	<p>Dec 6</p> <p>Due by end of day: Historical Fiction</p>	<p>Dec 7</p> <p>Due by end of day: Peer Review of Historical Fiction</p>	<p>Dec 8</p> <p>Reading Day!</p>	

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