Syllabus - WRIT 150 - Writing in the Digital Age: Crafting Multimedia

Elizabeth C Scheyder, University of Pennsylvania

Available at: https://works.bepress.com/elizabeth_scheyder/19/
WRIT150-924: Writing in the Digital Age: Crafting Multimedia  
Summer II, 2012  
July 2 to August 10  
Tuesdays & Thursdays, 6:00pm to 9:10pm  
VanPelt 124 (Weigle Information Commons’ Seminar Room)

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Website:  http://courseweb.library.upenn.edu (Blackboard)

Course Description  
Radical changes in all forms of publication have given people an opportunity to “write” in many different ways, but what is required to create effective materials in this wide variety of media? In this writing seminar, we will critique examples of the various ways of writing and distributing materials in the digital age, from e-texts to blogs, podcasts and screencasts. Students will then have the opportunity to craft different types of multimedia texts themselves and refine them with the help of their peers and the instructor. In a way that will be engaging for both the tech-savvy and the technologically challenged, students will learn to use tools for creating multimedia and will begin to develop a digital portfolio that they can build upon in the future. The seminar will also encourage students to examine the advantages and disadvantages of different applications and distribution channels, such as WordPress, iMovie, CreateSpace, iBooks Author and others. Along the way, we will consider the issues of intellectual property, copyright, fair use and plagiarism and see how these issues are evolving in the digital age.

Course Goals  
Students will learn to be both critical consumers and producers of several types of multimedia content. They gain a better understanding of intellectual property, so that they can protect their own interests and avoid getting into trouble with copyright violations. Discussions, practice and feedback will help them gain important skills for their careers as students, professionals and citizens in the Digital Age.

Teaching Philosophy  
This course will be run as a seminar, with lecture interspersed with discussions, demonstrations, workshops, collaboration and student presentations. I want everyone to get what they need out of the course, and I believe that by discussing ideas as a group, asking questions, and working with tools, students will learn more than they would by passively listening to a lecture.
Expectations

- Attend class and be on time. Class discussions are an important part of this course. If you know that you will have to miss a class, please let me know as soon as possible.
- Be prepared for each class session by doing the required reading before class.
- Participate actively in class, collaborate on assignments and engage in civilized classroom behavior, providing polite and constructive feedback to your peers.
- Complete assignments by the due dates. This is particularly important because you will receive peer feedback during class on the due date, and will have an opportunity to incorporate that feedback before final submission for grading. Late submissions will be reduced by one letter grade per day that they are late, unless a good reason for the tardiness has been provided and a later date has been agreed in advance.
- Learn to use BlackBoard and check it or email daily for course announcements.
- Communicate with other students and with me regularly, online via chat and blog.
- Address technical issues immediately so they do not interfere with your progress.

Text and Other Resources

Available at the Penn Book Center (on 34th St. between Walnut and Sansom) or online (possibly at a discount) at http://tinyurl.com/WRIT150-924. You may use whatever version of the texts that you prefer - paperback, hardcover, Kindle, etc.

Required Text


Recommended Texts

These texts are just that - recommended, NOT required. I like to give students a list of various texts related to the course, so that they can consider whether they would like to refer to them during the course and add them to their libraries on the subject. Another benefit of listing them as “Recommended” is that they will be available at the Penn Book Center so students can peruse them before they invest in them, although they are also available online at the link above.


** The Penn Book Center will not stock this book, so if you want it, please order it (new or used for much less) from http://tinyurl.com/WRIT150-924


Citation Manuals and Style Guides

Again, these are just recommended texts. See Blackboard for online versions of some.


Additional Required and Recommended Readings will be on Blackboard

Software

Most of the software that we will use is free or is a free online service. For other products, 15- or 30-day free trials are available, and will be suitable for you to use for this class. ALL software will be available in various Penn computer labs, and the staff at the Vitale Digital Media Lab in Weigle Information Commons are available to help you with it if you use the computers there. Of course, I will help you learn to use all software, and will support you if you get stuck.

Grading

See policies on late work under “Expectations”, above. Although this class will culminate in an online digital portfolio, there will be several graded assignments along the way. The exact details of the assignments will be determined after I have met all of the students and we have discussed everyone's needs, goals, and current digital literacy. Even with this customization, graded items will fall into the following categories, and the category weights toward final grades will remain constant.
Assignment Weights:

15%  Participation - in class & online, including reviewing classmates’ work as assigned
15%  Short Writing Assignments
30%  Crafting Multimedia Assignments
40%  Final Portfolio

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100%  Total

Final Grade Calculations:

100%-90%  = A
89%-80%   = B
79%-70%   = C
69%-60%   = D
Below 60%  = F

Academic Integrity
Although we will be discussing plagiarism as part of the course, it is important that everyone be aware from the beginning that students who plagiarize will receive an "F" for the course. They will also face disciplinary action. For more information about plagiarism, read Penn's Code of Academic Integrity (http://www.upenn.edu/academicintegrity/ai_codeofacademicintegrity.html) and related information, take Penn's Research Tutorial (http://gethelp.library.upenn.edu/PORT/documentation/), and review plagiarism and documentation in your style guide of choice. Also do not hesitate to ask during class, office hours, or by appointment.

Support for your Learning
The Weingarten Learning Resources Center can provide assistance to students at any stage of their academic careers, and offers a variety of programs and strategies to help you get the most out of your experience at Penn. Please see http://www.vpul.upenn.edu/lrc/lr/index.php

Students with disabilities enrolled in this course and who may need disability-related classroom accommodations are encouraged to make an appointment to see me before the end of the first week of the term. All discussions will remain confidential, although the Student Disabilities Services (SDS) office may be consulted to discuss appropriate implementation of any accommodation requested. Please see the SDS website: http://www.vpul.upenn.edu/lrc/sds/

Additional tools and resources will be listed on the Blackboard site.

Tentative Course Schedule
I want to meet everyone and discuss their goals, needs and abilities before I finalize the Course Schedule. The schedule on the following page will give you some idea of the flow of the course, but it will change after the first class meeting.
<table>
<thead>
<tr>
<th>Week</th>
<th>Class Meetings</th>
<th>Topics or Activities</th>
<th>Readings</th>
<th>Assignments / Due Dates</th>
</tr>
</thead>
</table>
| 1    | July 3         | Planning the Course to meet student needs | Costello, Ch. 9 | July 5: Short Writing Assignment 1  
|      | July 5         | Evolution of publishing | Lahiri (2012) | Blogging Assignment begins  |
|      |                | The power of text | Yaffa (2007) | (by July 5):  
|      |                | Privacy in the Digital World | Emmerson (in press)  
|      |                | CreateSpace and iBooks Author Distribution considerations | Brodahl et al. (2011)  
|      |                | Distribution considerations | Davidson, Goldberg (2009)  
|      |                | Intellectual property and copyright | Thomas, Sassi (2011)  
|      |                | Fair use vs. plagiarism | Privacy White Paper (2012)  
|      |                | Web Page design considerations | Costello, Ch. 5  
|      | July 10        | Online English | Emmerson (in press)  
|      | July 12        | Blogs | Brodahl et al. (2011)  
|      |                | WordPress | Davidson, Goldberg (2009)  
|      |                | Intellectual property and copyright | Thomas, Sassi (2011)  
|      |                | Fair use vs. plagiarism | Privacy White Paper (2012)  
|      | July 17        | Web Page design considerations | Costello, Ch. 5  
| 2    | July 10        | Creating regularly: Podcasts | Selections from Blakesley & Hoogeveen (2012)  
|      | July 12        | Editing audio - GarageBand, etc. | Screencasts with ScreenFlow and ProCast  
|      | July 19        | Screencasts with ScreenFlow and ProCast | Tips for Screencasting  
|      | July 24        | iMovie for still images | iMovie Tutorials  
|      | July 26        | iMovie for video clips |  
| 3    | July 31        | Tools for online portfolios | Ward & Moser (2008)  
|      | August 2       | Tools for online portfolios | Waters (2009)  
|      | August 7       | Tools for online portfolios | Yu (2011)  
| 6    | August 9       | NMC Horizon Report 2012 |  

Tentative Course Schedule:


All other readings will be posted on Blackboard, in a folder for the appropriate week.