

ENGL 419 MULTIMEDIA WRITING

CRN 18949  Section 002  Spring 2019

TR 3:00-4:15pm  lhibbard@purdue.edu



INTRODUCTION

This class will focus on multimedia writing through the lens of archiving and curatorial practices. We will be engaging in various genres that provide a chance to explore the complex rhetorical systems that surround the multimodal and multimedia forms of writing found in the analysis, preservation, and creation of archives, both personal and general.

This class will explore both the material and digital archives available in the 21st century, as well as touching on the materiality of data and storage, social media use and presentation, and professional ethos. Starting with the individual and moving outwards, this course will provide the opportunity to unpack personal archival and curatorial practices and then broaden the scope of that practice to analyze and eventually create archives on a broader scale. The course will also consider questions of the rhetoric of creating and preserving data in archives, the ethics of data storage and distribution, and the complex intersections of curation, access, and memory.

As a Professional Writing course, general goals include...

Writing in Context:

analyzing professional cultures, social contexts, and audiences to determine how they shape the various purposes and forms of workplace writing - such as persuasion, organizational communication, and public discourse.

Project Management:

developing and deploying strategies for planning, researching, drafting, revising, and editing documents, both individually and collaboratively.

Document Design:

understanding and implementing design principles such as formatting and layout, through testing and revising information architecture.

Teamwork:

managing distributed teams online, delivering and implementing effective feedback.

Research:

locating, evaluating, and using print and online information selectively for particular audiences and purposes; triangulating sources of evidence.

Technology:

using and evaluating writing technologies used frequently in the workplace, such as emailing, IM, photo and video editing, presentation design, content management and desktop publishing.

TEXTS AND MATERIALS

- *The User Experience Team of One*, 1st Edition, by Leah Buley, ISBN 978-1-933820-18-7
- *Her Story*. Sam Barlow. Game, available via Steam or iOS.

Other course texts (readings, reports, images, and other artifacts) will be available as PDFs or links from our class Blackboard site, and are indicated on the course schedule. All other class materials (slideshows, videos, handouts etc.) will also be available on Blackboard.

TECHNOLOGIES

In order to participate in course activities, the following technologies are required:

- Mac OS X, Windows XP or higher, or your favorite distribution of Linux
- Microsoft Office, Apple's Office suite, or open source equivalents
- Your favorite web browser (Google Chrome, Firefox, Safari, Tor, etc.)
- Access to email
- A program that can open and annotate PDFs (Adobe Acrobat or Preview)
- Cloud Storage (Google Drive, Dropbox, Box, etc.) or a flash drive

ASSIGNMENTS AND GRADING

Note that these are just brief descriptions; each project has several required components, and full assignments will be provided in class. See the Class Schedule for due dates.

All major assignments will be graded on the standard plus-minus letter-grade scale, as listed below:

1000-930	929-900	899-870	869-830	829-800	799-770	769-730	729-700	699-670	669-630	629-600	590-0
93%	90%	87%	83%	80%	77%	73%	70%	67%	63%	60%	0%
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Course Units and Grading

Unit 1: Personal Archival Practices	150 points (15%)	Week 01 - Week 04
Unit 2: Rhetoric and Design of Existing Archives	300 points (30%)	Week 05 - Week 8
Unit 3: Creating and Designing Archives	300 points (30%)	Week 9 - Week 16
Reading Responses, Short Assignments, and Professional Ethos	250 points (25%)	Ongoing Throughout the Semester
Course Total	1000 points	

Unit 1: Personal Archival Practice

Our first unit focuses on exploring personal social media presence and working to adjust and curate a social media presence in a way that facilitates entry into the professional sphere. Deliverables will include a brief presentation as well as a written analysis of social media habits and what contributes (or does not contribute) to a professional ethos.

Unit 2: Rhetoric and Design of Existing Archives

Unit 2 will begin with a game: *Her Story*, which we will use to examine archives as narrative vehicles. We will then build off of this in order to select an existing archive and conduct a rhetorical analysis considering audience, context, and purpose of the archive as well as how it functions in a wider cultural conversation. Deliverables will include a write-up of the analysis as well as an entry in a class Wiki project, an ongoing archive of archives that can be used to build upon existing entries in the future.

Unit 3: Creating and Designing Archives

Unit 3 will begin with a proposal for the creation and curation of a new archive, written in groups of two or three and concerning an agreed upon topic of the group's choice. You will be encouraged to review existing archives and their own interests as well as envision what their archive might look like in terms of content, access, and context. Each group will then work collaboratively to create and compose an informative persuasive document to provide background on their archive project proposal, and then work on the culminating final archiving project, involving the design of a new archive of the group's choice. Deliverables will include paratextual documents such as a guidebook or brochure, examples of archival artifacts, and a poster presentation.

Reading Responses, Short Assignments, and Professional Ethos

Throughout the semester, you will be prompted to respond to our larger reading responses on our Blackboard forum. These serve a dual purpose of proving to me that you are critically engaging with the course material while also giving you a place to make connections between the reading and your life. All reading responses/short assignments together will account for 150 points. The remaining 100 points in this category deal with maintaining a professional ethos in this course. We will review class expectations that will go into your professional ethos assessment on our first day.

A note on group-based work: At least 25% of the points for group-based projects is determined by group work. You must collaborate with your colleagues as you would in the workplace.

Grading Policy

Grades will be posted for all course assignments within one week (7 calendar days) of their due dates.

Late Work

I do not accept late work unless arrangements have been made at least 48 hours prior to the due date. Final drafts of all assignments must be uploaded to their corresponding Blackboard dropboxes by 11:59pm on the assignment due date, unless otherwise specified on the syllabus.

ATTENDANCE AND PARTICIPATION

Writing is a dynamic and interactive subject: to learn how to be a better writer, you must participate in discussions and hands-on activities. For this course to be a success, everyone's participation is necessary. For that reason, attendance is required. You will be allowed four (4) absences, regardless of documentation or excuse (with the exception of university-sponsored activities). It is up to you to follow up with me and/or a classmate regarding missed course content from day(s) you miss. If you have five (5) absences, I will lower your final grade by one full letter grade. If you have six (6) or more absences, I will lower your final grade by two full letter grades. In-class activities cannot be made up.

Please be on time for class and remain for the whole class period. If you are more than ten (10) minutes late to class, or if you leave class more than five (5) minutes early, you will be counted absent for that class period. Three (3) tardies will count as one absence. Please respect me and your colleagues: arrive on time for class and do not leave until you are dismissed, and participate fully in discussions and activities.

CLASSROOM TECHNOLOGY POLICY

Please refrain from any unauthorized uses of technology during our class sessions. In this case, "unauthorized" means unrelated to the learning activities taking place during the class period. I will expect computers and laptops to be used for classroom activities only. Failure to abide by these guidelines may have a negative impact on a student's participation grade. Repeat offenders may be asked to leave the class.

Since folks may need emergency access to cell phones, you may receive calls during the class period - but please minimize distraction for other students in the class and take only necessary calls.

DISRUPTIVE BEHAVIOR

College is a time for the exploration and sharing of ideas. It's also often the first time students have spent an extended amount of time away from home and therefore the first occasion that they are truly able to experience new perspectives that challenge the way that they see and interact with the world. This can be a difficult experience, but also a beneficial and productive one.

In this course, we will sometimes discuss topics that are sensitive or personal. These could be about any number of things - our backgrounds, our experiences, our identities that uniquely incorporate race, ethnicity, social class, gender identity and expression, sexuality, religion, (dis)ability, etc. Please enter these discussions mindfully and kindly, and do not belittle or insult your fellow students who may think differently than you do. *As your ENGL 419 instructor, I reserve the right to ask you to leave class if you are behaving in a way that is patently offensive, or that disrupts or distracts your fellow students from the work at hand. You can review Purdue's nondiscrimination policy [here](#).*

DISABILITIES AND ACCOMMODATION

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. It is best to schedule a meeting or stop by my office hours early in the semester. You are also encouraged to contact the [Disability Resource Center](mailto:drc@purdue.edu) at: drc@purdue.edu or by phone: 765-494-1247.

MENTAL HEALTH NOTE

Purdue University is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact [Counseling and Psychological Services](mailto:cas@purdue.edu) (CAPS) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.

ACADEMIC INTEGRITY AND HONOR PLEDGE

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.

*As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do.
Accountable together - we are Purdue.*

EMERGENCIES

Adapted from the emergency preparedness materials provided by Purdue University.

EMERGENCY NOTIFICATION PROCEDURES are based on a simple concept - if you hear a fire alarm inside, proceed outside. If you hear a siren outside, proceed inside.

Indoor Fire Alarms mean to stop class or research and immediately evacuate the building.

- Proceed to your Emergency Assembly Area away from building doors. Remain outside until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

All Hazards Outdoor Emergency Warning Sirens mean to immediately seek shelter (Shelter in Place) in a safe location within the closest building.

- “Shelter in place” means seeking immediate shelter inside a building or University residence. This course of action may need to be taken during a tornado, an active threat including a shooting or release of hazardous materials in the outside air. Once safely inside, find out more details about the emergency*. Remain in place until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

*In both cases, you should seek additional clarifying information by all means possible...Purdue Emergency Status page, text message, Twitter, Desktop Alert, Albertus Beacon, digital signs, email alert, TV, radio, etc....review the Purdue Emergency Warning Notification System multi-communication layers at

http://www.purdue.edu/ehps/emergency_preparedness/warning-system.html

EMERGENCY RESPONSE PROCEDURES

Review the Emergency Procedures Guidelines:

https://www.purdue.edu/emergency_preparedness/flipchart/index.html

Review the Building Emergency Plan (available on the Emergency Preparedness website or from the building deputy) for:

- evacuation routes, exit points, and emergency assembly area
- when and how to evacuate the building.
- shelter in place procedures and locations
- additional building specific procedures and requirements.

EMERGENCY PREPAREDNESS AWARENESS VIDEOS

"Run. Hide. Fight.®" is a 6-minute active shooter awareness video that illustrates what to look for and how to prepare and react to this type of incident. See:

https://www.youtube.com/watch?v=5mzl_5aj4Vs (Link is also located on the EP website)

MORE INFORMATION

Reference the Emergency Preparedness web site for additional information:

https://www.purdue.edu/ehps/emergency_preparedness/

SCHEDULE

Additional readings and generative assignments will flesh out this schedule on a week to week basis as we determine our needs and interests as a class. Schedule changes will be announced on Blackboard.

Week	Tuesday	Thursday
1 1/8 & 1/10	<p>In Class:</p> <ul style="list-style-type: none"> ● Syllabus, Expectations, email etiquette ● Professional ethos (Blackboard (Bb)) ● Discussion: An Introduction to Archives and Professional Writing 	<p>In Class:</p> <ul style="list-style-type: none"> ● Curation: An Introduction ● Discussion: Social Media and the Internet as Archive <p>Read:</p> <ul style="list-style-type: none"> ● <i>The User Experience Team of One</i> (UXT01), Ch 1, “UX 101” p. 3-17 ● Davis, “Curation: A Theoretical Treatment”, Blackboard (Bb) <p>DUE: Reading Response on Blackboard (Bb)</p>
2 1/15 & 1/17	<p>In Class:</p> <ul style="list-style-type: none"> ● Rhetoric, Audience, and Digital Media ● Social Media Curation and Presentation Assigned <p>Read:</p> <ul style="list-style-type: none"> ● UXT01, Ch 4, “Growing Yourself and Your Career,” p. 59-80 	<p>In Class:</p> <ul style="list-style-type: none"> ● Curating and social media ● Digital memory <p>Read:</p> <ul style="list-style-type: none"> ● Roberts, “Commercial Content Moderation: Digital Laborers’ Dirty Work” (Bb) <p>DUE: Reading Response on Bb</p>
3 1/22 & 1/24	<p>In Class:</p> <ul style="list-style-type: none"> ● Conducting Self-Analysis ● Presentation sign ups 	<p>In Class:</p> <ul style="list-style-type: none"> ● Social Media Curation Presentations
4 1/29 & 1/31	<p>In Class:</p> <ul style="list-style-type: none"> ● Finish Social Media Curation Presentations ● Write-up workshop time <p>DUE: Social Media Curation Write-Up</p>	<p>In Class:</p> <ul style="list-style-type: none"> ● Unit 2: Archival rhetoric ● <i>Her Story</i>: Introduction <p>Read:</p> <ul style="list-style-type: none"> ● Jenkins, “Game Design as Narrative Architecture” (Bb) <p>DUE: Reading Response on Bb</p>

Week	Tuesday	Thursday
<p>5 2/5 & 2/7</p>	<p>In Class:</p> <ul style="list-style-type: none"> ● Her Story discussion ● Archival Interface Report Assigned <p>Play:</p> <ul style="list-style-type: none"> ● <i>Her Story</i> <p>Read:</p> <ul style="list-style-type: none"> ● Short, “Her Story (Sam Barlow)” (Bb) ● Koster, “A Theory of Fun for Game Design” Ch 3, 4, 5 (Bb) 	<p>In Class:</p> <ul style="list-style-type: none"> ● Archives and Cultural Context ● Existing Archive Analysis Assigned <p>Read:</p> <ul style="list-style-type: none"> ● Noble, “The Future of Knowledge in the Public” (Bb) <p>DUE: Reading Response on Bb</p>
<p>6 2/12 & 2/14</p>	<p>In Class:</p> <ul style="list-style-type: none"> ● Rhetorically analyzing archives ● Selecting Archives for Analysis <p>Read:</p> <ul style="list-style-type: none"> ● Giannachi, “Archives as Archaeological Sites” (Bb) <p>DUE: Archive Interface Report</p>	<p>In Class:</p> <ul style="list-style-type: none"> ● Intro to Remixing and Remediation ● Archive Wiki Assignment <p>Read:</p> <ul style="list-style-type: none"> ● UXT01, Ch 2, “Getting Started”, p. 19-39 <p>DUE: Reading Response on Bb</p>
<p>7 2/19 & 2/21</p>	<p>In Class:</p> <ul style="list-style-type: none"> ● Remediation and Wiki tools ● Existing Archive Analysis Workshop 	<p>In Class:</p> <ul style="list-style-type: none"> ● Wiki workshop <p>DUE: Existing Archive Analysis</p>
<p>8 2/26 & 2/28</p>	<p>In Class:</p> <ul style="list-style-type: none"> ● Intro to Unit 3: Creating Archives ● Project Proposal Assign ● Groups established <p>DUE: Archive Wiki Entry</p>	<p>In Class:</p> <ul style="list-style-type: none"> ● Project Proposal Workshop <p>Read:</p> <ul style="list-style-type: none"> ● UXT01, Ch 5, “Planning and Discovery Methods”, p. 85-119 ● Ramsey, “Viewing the Archives: The Hidden and the Digital” (Bb)
<p>9 3/5 & 3/7</p>	<p>In Class:</p> <ul style="list-style-type: none"> ● Intro to White Papers ● White Paper Assigned <p>Read:</p> <ul style="list-style-type: none"> ● Stelzner Ch 1, Ch 8 (Bb) ● UXT01, Ch6, “Research Methods”, p. 121-149 <p>DUE: Archive Project Proposal</p>	<p>In Class:</p> <ul style="list-style-type: none"> ● White paper design and examples ● White paper planning and workshop <p>Read:</p> <ul style="list-style-type: none"> ● Yakel, “Searching and Seeking in the Deep Web: Primary Sources on the Internet” (Bb) ● “14 Biggest Graphic Design Mistakes” (Bb) ● Parker, “White Paper Design that Sells” <p>DUE: Reading Response on Bb</p>

Week	Tuesday	Thursday
10 3/12 & 3/14	SPRING BREAK - NO CLASS	
11 3/19 & 3/21	In Class: ● White Paper Workshop DUE: White paper draft (in class)	In Class: ● White Paper Revision
12 3/26 & 3/28	In Class: ● Intro: Creating Archives ● Archive Creation Assignment DUE: White Paper	In Class: ● Structuring Archives ● Archive contents Read: ● UXTO1, Ch 7, "Design Methods", p. 152-188 ● Giannachi, "The Art of Archiving" (Bb) DUE: Reading Response on Bb
13 4/2 & 4/4	In Class: ● Structuring and Designing archives ● Archive navigation and use Read: ● Birmingham, "I See Dead People: Archive, Crypt, and an Argument for the Researcher's Sixth Sense" (bb)	In Class: ● Archive ephemera and guidance tools Read: ● UXTO1, Ch 8, "Testing and Validation Methods", p. 192-209 DUE: Group Update
14 4/9 & 4/110	In Class: ● Archive content selection and ethics ● Archive ephemera and design	In Class: ● Presenting Archives ● Intro to Poster creation
15 4/16 & 4/18	In Class: ● Archive presentation and rhetoric DUE: Group Update	In Class: ● Archive Workshopping
16 4/23 & 4/25	In Class: ● Archive workshopping DUE: Final Archive Components 1 & 2	In Class: ● Poster Session (open to guests) DUE: Archive Poster