

Multimedia Writing: Fall 2020

Choose Your Own Adventure

Engl 419-001 || CRN 19619

Mr. Lee W Hibbard || lhubbard@purdue.edu

Asynchronous Hybrid Online

Student Hours: WF 11:30am-12:30pm

Multimedia Definition

*The integration of multiple forms of media, including text, graphics, audio, video, etc.*¹

Introduction:

This course is focused around the core definition of the term **Multimedia**, and the near infinite applications of it across different genres, systems, and expressions of creative and analytical processes. To write in a multimedia context means composing, drafting, and revising across genres, spaces, and places, and this course will give you the opportunity to explore those multimodal contexts in a self-determined but guided series of exercises and assignments that take a leaf out of the concept of a **Choose Your Own Adventure** game. Multimedia Writing is flexible and adaptive by nature, and so too is this course. You will be presented with all the tools you need to determine your path through what it means to engage with Multimedia contexts, and in doing so will gain valuable experience in project management, analysis, and design across multiple forms of writing, media, and composition.

Required Texts and Platforms:

- *The Intersectional Internet: Race, Sex, Class, and Culture Online*. Eds Safiya Noble, Brendesha M. Tynes, ISBN-10: 1433130009
- *Algorithms of Oppression: How Search Engines Reinforce Racism*. By Safiya Noble. ISBN-10: 1479837245
- Other course texts and media (readings, reports, images, artifacts) will be available as PDFs or links from our class Brightspace page and Discord server.

These two texts should be available via the campus bookstore, but I also plan to have scanned copies of all the assigned chapters posted on Brightspace. **In other words, you do not need to buy these books unless you want to.** You can find them on the Readings and Reading Journals page.

¹ Christensson, P. (2006). *Multimedia Definition*. Retrieved 2020, Aug 4, from <https://techterms.com>

All course content will be accessible via the **Brightspace Page** designated for it. We will also be conducting course discussions, content distribution, and other pertinent information via a class **Discord** server. Discord is a communication platform that allows for group sharing and communication both in written and video/audio mediums. Creating a Discord account is a simple process, and there will be a link to the platform, as well as instructions, on Brightspace.

Course Goals and Learning Objectives:

1. **Accountability and Self-Direction.** As a primarily asynchronous online course, Multimedia Writing is designed to give you experience in self-motivated and self-guided work. While the course will have a scaffolded infrastructure for you to follow, it will also give you the ability to self-direct and remain accountable to your instructor and your peers.
2. **Multimodal and Multimedia Engagement.** This course will give you the opportunity to experiment with and explore different forms of multimedia, including text, video, audio, graphic design, and physical media. While your focus will ultimately fall upon one or two multimedia genres, you will be given the opportunity to learn about a variety of multimedia and multimodal forms of writing, creating, and learning.
3. **Long-Term Project Management.** Since the course is designed around a final portfolio piece, everything you do from the first week onward is something you can build off of and use as a resource for this overarching project. Each of the three main projects of the course will receive feedback and workshopping opportunities and have the opportunity to be revised into something you can craft into a polished multimedia project over the course of the entire fall semester.
4. **Passionate Attachment and Creativity.** Multimedia lends itself well to remixing, remediating, and recreating innovative and experimental modes of creativity. This course encourages you to look at the special interests and passionate attachments² that drive you in your career, personal life, and all the intersections in-between, to help guide you further into the things that drive you forward in an uncertain, complex world.
5. **Flexibility and Communication.** A Choose-Your-Own-Adventure style course provides multiple avenues to accomplish specific goals. Maintaining flexibility in your project work, the course as a whole, and the semester overall, will require a lot of communication and sharing, and we will work across multiple platforms, including Brightspace, e-mail, and Discord to ensure questions and concerns are addressed, answered, and heard.

² Royster, J. *Traces of a Stream: Literacy and Social Change Among African American Women*. UPitt Press, 2000.

Course Structure and Workload Breakdown:

Coursework is primarily broken down into three major categories: short assignments, project work, and revision. Your final project, a course portfolio, will be the culmination of three smaller projects that work towards the same final goal: a finished piece of multimedia (for example a short film, a podcast recording, an instructional video, or a designed document) that you can use to further your career and personal passions.

The course is out of **1000** points, or **100%**, and is broken down as follows:

Project 1: Crafting Multimedia Narratives (150 pts, 15%):

Project 1 involves reflecting and observing the multimedia experiences we engage in across our physical and digital lives, and crafting personal narratives around those experiences. You will have sub-project options that will direct you to examine the multimedia interactions of your past, present, and future across varying perspectives. Deliverables will depend on the sub-project of your choice but will include options such as a recorded presentation, a mapping exercise, and a written narrative. You get to decide which sub-project you wish to complete.

Project 2: Analyzing Multimedia Artifacts (150 pts, 15%):

Project 2 will have you select an existing piece of media that exists in physical form, digital form, or a hybrid of the two. This project is completely open and can draw from any form of media, and you will be guided in your choices via a series of demonstrations of different forms of multimedia. Deliverables will include a detailed report that addresses your chosen piece of media's characteristics as a multimedia artifact, and will vary in length and scope according to the media you choose.

Project 3: Designing Multimedia Creations (150 pts, 15%):

Project 3 will put the research and demonstrations of project 2 into practice, and you will choose one or more creative and professional mediums to design and produce a finished piece of multimedia that you can use in your future professional or personal goals. Your options, drawn from the demonstrations given to you as part of course content, can include various multimedia projects, including short film, informative video, podcast episodes, short games, and physical crafting projects. The choice, as with the rest of the course, will be self-determined and guided by conversation with your classmates and instructor, and the final project deliverables will depend on your choice of multimedia creation. This project may be collaborative if you would like to work with one or more classmates on your creation.

Final Portfolio (250 pts, 25%):

Your final project is a course portfolio that contains revised and polished versions of all of the work you did during the course of the semester. You will be given the time to revise your work based on the feedback provided by your instructor and your classmates. The portfolio will also include a revised version of your reading journals where you address your overall experience with the course reading material over the semester. Final deliverables will vary depending on project types.

Short Assignments and Reading Journals (200 pts, 20%):

These assignments are generative and processing work that you will do in the form of five reading journals over the course of the semester, as well as other modes of asynchronous written engagement, including Discord discussions, peer review activities, and drafting for the major course projects.

Course Engagement (100 pts, 10%):

Consider engagement as this course's method of measuring participation, attendance, and professional ethos. You will be given a specific engagement assignment during the first week of class. In a course where we will not be meeting in person, this will be measured differently than most courses, and will be largely self-determined, via a memo at the beginning of the semester and a performance assessment at the end of the semester.

Grade Scale:

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

A+: 97+%. **A:** 93-96%. **A-:** 90-92%. **B+:** 87-89%. **B:** 83-86%. **B-:** 80-82%.
C+: 77-79%. **C:** 73-76%. **C-:** 70-72%. **D+:** 67-69%. **D:** 63-66%. **D-:** 60-62%.
F: 0-59%.

Each percentage corresponds to the same amount of points, for example, an A is the equivalent of 930 to 969 pts, an A minus is 900 to 929 points, and so forth.

Deadlines and Flexible Scheduling:

All deadlines for projects will be listed on Brightspace, Discord, and the course calendar below. If you require an extension, **do not hesitate to reach out** so we can work together and settle on a date and time that works best for you. We are dealing in unprecedented times and I am willing to extend work time and deadlines. The deadlines mainly exist to allow us all to keep up a good pace over the semester and not fall behind, but **are ultimately flexible**.

Course Policies and Accommodations:

Attendance and Course Meeting Time and Place:

Please note two very important pieces of information about attendance:

1. This course is **NOT** in the online-only catalog and therefore officially has synchronous meetings at the officially scheduled meeting time, which is 11:30am to 12:20pm Eastern Time on Monday, Wednesday, and Friday.
2. **However, this course will NOT be meeting in person and the synchronous virtual meetings will NOT be required.** During course meeting times, in this case **Wednesday and Friday from 11:30am to 12:30pm**, I will have **Student Hours**, in which I will be available on Discord voice chat or in a Zoom room for you to drop in to work, ask questions, and run ideas past me. It is my intention that the course be completed primarily asynchronously with the **OPTION** of working synchronously with me and your classmates. Think of our scheduled meeting time as workshop hours: you can drop in any time and I will be there to help you as needed, but **you can also work fully asynchronously during the semester**. We will NOT be meeting in the classroom. If you show up, I will not be there. I encourage you to avoid doing so.

Because this class is fully online and primarily asynchronous, attendance is therefore measured via your Course Engagement. You are **not** required to attend any synchronous virtual meetings but are encouraged to drop in to those meetings (**Wednesday and Friday from 11:30am to 12:30pm**) at least once to chat with me and so I can put names to faces. You are also encouraged to make use of the course Discord Server to get to know me and your classmates, as we are unable to have a standard social climate afforded to us by a physical class meeting.

E-mail, Instructor Availability, and Feedback Timeframes:

I encourage everyone to check their Purdue email daily for updates or correspondence. I make a point to check my email twice a day on weekdays at **11:00am** and **8:00pm**, and once a day on weekends at around **3:00pm**, but will respond to emails that are marked Urgent in the subject line. I will always be available during Student Hours, **Wednesday and Friday from 11:30am to 12:30pm**, and am also willing to meet virtually by appointment. I am also on Discord frequently, though I will take longer to respond to messages if I am labeled as Do Not Disturb.

Regarding the work you do in the course, it is my goal to get feedback on all submitted assignments to you within **10 days** of submission, and I will communicate any delays that occur. Most importantly, don't be afraid to reach out via email or Discord with questions or concerns. I am happy to help.

Civility, Equity, and Disruptive Behavior:

College is a time for the exploration and sharing of ideas. It's also often the first time students have the opportunity 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.

Multimedia is intrinsically connected to the way we communicate in digital spaces, and the actions we undertake in those spaces are always influenced by our views, perceptions, and experiences. In other words, **no multimedia is neutral**, and **nobody who interacts with multimedia is neutral either**, even if we attempt to be as such. In this course we will be reading about and discussing topics that are **sensitive, difficult, 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, disability, etc. Please enter these discussions **mindfully and kindly**, particularly while we are in a virtual space, and **do not belittle or insult your fellow students who may have different experiences from you**.

As your instructor, I aim to be very transparent about my own position in these discussions. As a member of multiple marginalized communities, particularly the LGBTQ+ community, I stand in solidarity with social justice and equity movements in the United States, support the Black Lives Matter Movement, and seek to engage in mindful and honest dialogue about how social justice issues relate to conversations surrounding multimedia and digital spaces. Some of the work in this course will address anti-racist scholarship, and all of it will encourage you to consider perspectives that extend beyond the dominant cultural points of view. While I do not expect everyone to agree, with me or with each other, **I expect you all to be respectful when these difficult subjects are discussed, as noted above**. As your instructor, I reserve the right to mute or remove you from a virtual space if you are behaving in a way that is patently racist, offensive, or that disrupts or distracts your fellow students from the work at hand. You can review Purdue's nondiscrimination policy [here](#).

Disabilities, Accommodation, and Mental Health:

I believe that everyone has the right to the full educational experience granted to them by admission and tuition payments to Purdue University, and that everyone has different needs when it comes to accessing that experience. It is my goal to make my classes as accessible as possible to any and all students who are enrolled. As a disabled and chronically ill instructor, my goal here is to encourage open communication, so if you need anything to ensure you get the most out of this class, don't hesitate to contact me via email or Discord to discuss what you need in more detail.

If you are seeking accommodations from Purdue's Disability Resource Center, you can contact them via drc@purdue.edu, or by phone at (765)-494-1247. However, **I do not require accommodation letters from my students**. If you have a condition that impacts your learning, diagnosed or otherwise, I am more than willing to work with you to ensure you get the most you can out of this class. Likewise, if you have any major mental health issues and are looking for assistance, I encourage you to investigate the resources available to you through campus Counseling and Psychological Services (CAPS). You can reach CAPS at (765)-494-6995. I am aware that CAPS tends to have long waiting lists and the current COVID crisis complicates the traditional channels, so know that while I am not a medical mental health professional, I have experience with mental health services and will happily work with you to accommodate your needs as best I can. Above all, again, **if you reach out to me, we can work together to make a plan. I am happy to do what is necessary to help you succeed.**

Academic Dishonesty

Academic dishonesty including **plagiarism** and any form of copying, cribbing or reusing materials without crediting them will not be tolerated. Please see our course website or the university website for complete policies regarding dishonesty. When in doubt, let's talk about what ethical practice looks like. Keep in mind the Purdue Honor Pledge: *"As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue."*

Statement Concerning This Course, COVID-19, and the Fall Semester³:

As I am sure you are all aware, we are currently living through the most Interesting of times. The COVID-19 pandemic and all of the ripples of it that affect the world are far from over. This public health crisis is impacting people from all over the world, the country, and our Purdue community, and many of those people have minimal support and resources. Many people have lost close friends and family members. Still others have had to completely restructure their lives to account for an infectious disease. This situation has touched every person in this course in some way, and it is my intention to teach this Fall while bearing this fact in mind.

In the interest of full transparency, I share with you all one of the reasons that our course must be fully remote and primarily asynchronous this semester: as a disabled instructor with a condition that impacts my respiratory system, I am a member of the high-risk population of people more likely to be impacted by COVID-19 if I am exposed. As a result, **we will not meet on campus**, and I cannot take in-person meeting requests or hold traditional in-person office hours. While I choose to disclose my personal reasons for structuring this course the way I

³ With thanks to Dr. Jason K. Tham, Texas Tech University, for providing the language this section is based upon, as well as guidelines from the Chronicle of Higher Education.

have, know that **none of you need feel obligated to share your own reasons for taking courses solely online, taking courses in person, or some hybrid of the two.** As your instructor I am comfortable explaining myself, but also respect your autonomy to share or not share the reasoning for your plans as you see fit. Regardless, **we are all in this together**, and we will all work together to adapt and create a learning environment conducive to our collective needs.

Here are a few guidelines I plan to enact this Fall regarding the COVID-19 Health Crisis, and it is my goal to make them a large part of our guiding ethos this semester:

1. **Put people first.** Each of us has individual needs and situations to attend to, and I encourage everyone to practice empathy and be cognizant of the fact that our personal experiences are not universal and our day to day lives may differ drastically from person to person. As we work to explore our special interests and express them through different multimedia lenses, being compassionate to everyone participating in this class will give everyone the space to express their ideas and views safely and respectfully.
2. **Stay informed.** If we keep ourselves educated about the current developments surrounding the current health situation and make informed decisions about our personal, social, and professional lives, we will be better able to accommodate each other's needs and concerns as they arise.
3. **Communicate early and often.** Even though we will not meet in person during the semester, we can remain connected through various communication platforms. Always reach out if you need anything necessary to support your learning and your own well-being, and I will stay in touch regularly to make sure everyone's needs are being met.
4. **Celebrate accomplishments.** Any achievements, major or minor, during this time are a testament to dedication and perseverance in the face of heavy stress and uncertainty. We will enable a culture of celebration in this class, so feel free to share your successes (and failures) with me and I will be sure there is a space for us to share them as a group. Any achievement is worth celebrating, and even the smallest things can be an excellent boost to your mental health.
5. **Take care of yourself.** One reason this course will remain primarily asynchronous is to encourage a healthy work-school-life balance. Get enough rest, food, exercise, and anything else you need to stay in good health and a positive mood. If you don't feel well, do not force yourself through the course work. Let me know if you need help and we can work out alternatives together.

Emergency Protocols:

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=5mzI_5aj4Vs (Link is also located on the EP website)

MORE INFORMATION

Reference the Emergency Preparedness website for additional information:

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

Calendar:

This is an outline of the semester workload, including tentative dates and deadlines. A more specific calendar will be available by the end of Week 1 of the course.

Major assignments will be due on the **Friday** of each week by **11:59pm EDT** unless otherwise noted.

Week 1: Aug 24-Aug 28

- Content: Introductions, Syllabus, Course framework
- Assignments Given: Course Engagement Overview, Final Portfolio Overview
- Reading: n/a
- Due: n/a

Week 2: Aug 31-Sept 4

- Content: Project 1 introductions and work
- Assignments Given: Project 1, Reading Journal Prompts
- Reading: Noble and Tynes, 'Introduction'
- Due: Engagement Goals, Project 1 Concept

Week 3: Sept 7-Sept 11

- Content: Continued Project 1 Work
- Assignments Given: n/a
- Reading: Steele, 'Signifyin', Bitching, and Blogging'
- Due: Reading Journal 1

Week 4: Sept 14-Sept 18

- Content: Project 2 Introduction, Media demo introduction
- Assignments Given: Project 2
- Reading: Majia, 'The Epidemiology of Digital Infrastructure'
- Due: Project 1

Week 5: Sept 21-Sept 25

- Content: Media demonstrations 1 and 2, Project 2 Work
- Assignments Given: n/a
- Reading: Roberts, 'Commercial Content Moderation'
- Due: Project 2 Concept, Reading Journal 2

Week 6: Sept 28-Oct 2

- Content: Media demonstrations 3 and 4, Project 2 Work
- Assignments Given: n/a
- Reading: Christian, 'Video Stars'
- Due: n/a

Week 7: Oct 5-Oct 9

- Content: Media demonstrations 5 and 6, Project 2 Work
- Assignments Given: n/a
- Reading: Leonard, 'Grand Theft Auto V'
- Due: Reading Journal 3

Week 8: Oct 12-Oct 16

- Content: Project 2 Work, mid-semester check-in
- Assignments Given: n/a
- Reading: Niesen, 'Love, Inc'
- Due: n/a

Week 9: Oct 19-Oct 23

- Content: Project 2 Work, Project 3 Introduction
- Assignments Given: Project 3 Overview
- Reading: Sweeney, 'The Intersectional Interface'
- Due: Project 2

Week 10: Oct 26-Oct 30

- Content: Project 3 Work
- Assignments Given: n/a
- Reading: Noble, Introduction, Ch 1
- Due: Project 3 Concept

Week 11: Nov 2-Nov 6

- Content: Project 3 work
- Assignments Given: n/a
- Reading: Noble, Ch 2, Ch 3
- Due: Reading Journal 4

Week 12: Nov 9-Nov 13

- Content: Project 3 work
- Assignments Given: n/a
- Reading: Noble, Ch 4, Ch 5
- Due: n/a

Week 13: Nov 16-Nov 20

- Content: Project 3 work
- Assignments Given: n/a
- Reading: Noble, Ch 6, Conclusion, Epilogue
- Due: Reading Journal 5, Project 3

Week 14: Nov 23-Nov 27

- Content: Revision work, Final Portfolio Prep
- Assignments Given: Final Portfolio Assignment
- Reading: n/a
- Due: n/a

Week 15: Nov 30-Dec 4

- Content: Revision and Final Portfolio Prep
- Assignments Given: End-of-Semester Engagement Assessment
- Reading: n/a
- Due: n/a

Week 16: Dec 7-Dec 11

- Content: Revision and Final Portfolio
- Assignments Given: n/a
- Reading: n/a
- Due: Final Portfolio, Course Engagement