Informatics/Writing Studies 303: Writing Across Media
University of Illinois at Urbana-Champaign
Fall 2019

Instructor: Bri Lafond

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Class: Info/Writ 303, section D

Location: Gregory Hall 9

Dates: Tuesday & Thursday

Time: 2:00pm – 3:15pm

Office Location: English Building 220

Office Hours: Tuesdays 12:30pm – 1:30pm

Course Information

Course Description

The ability to communicate effectively across multiple types of media is a crucial part of literacy in our society. In this course, students will explore the intersections of various media: print, video, images, sound, etc. Students will consider the ways in which writing—as an object and as a practice—is shaped by multimodal interactions. Further, this course integrates practical activities with broader theoretical issues in order to provide effective strategies for designing multimedia presentations, projects, and texts that integrate photography, video, audio, etc.

Credit: 3 hours

Note: Writing Across Media is neither a lecture course nor is it a how-to course on particular software or technologies. It is, however, heavy on writing, theoretical readings, and discussion. WAM also fulfills UIUC's General Education Advanced Composition requirement.

Student Learning Outcomes

After completing this course, students will be able to:

1. Compose and present multimodal arguments across media and support said arguments with evidence, analysis, and sophisticated attention to audience, technology, design, and/or material.

2. Understand how writing is mobilized across multiple spaces and contexts and how the affordances of writing depend on the media involved.

3. Thoughtfully engage with, analyze, and contest theories of media, communication, composition, rhetoric, literacy, and design.

4. Clearly explain, defend, and reflect upon your rhetorical decisions, processes, and products with regard to media and technology.

5. Revise your multimodal work in response to course texts, class readings, and peer and instructor feedback.

Course Requirements: Grade Breakdown, Writing Assignments,

and Due Dates

Grade Breakdown		
Participation • Engagement (ongoing, required): 10 points • Reading Discussion Question (submitted by noon to Compass, limit 10): 1 point • Blog or Journal Entry (minimum 500 words, submitted by noon next day, limit 10): 2 points • Reading Discussion Leader (sign up, limit 1): 10 points • Media Presentation (sign up, limit 1): 10 points	30 points	30%
Unit One: Writing Technologies • Unit Plan & Reflection (required): 5 points • Blog or Journal Entry: 5 points • Mini-Project: 5 points • Major Project: 10 points **Final Due Date: Saturday 9/21**	15 points	15%
Unit Two: Remixing • Unit Plan & Reflection (required): 5 points • Blog or Journal Entry: 5 points • Mini-Project: 5 points • Major Project: 10 points **Final Due Date: Saturday 10/19**	15 points	15%
Unit Three: Self-Reflection • Unit Plan & Reflection (required): 5 points • Blog or Journal Entry (limit 2): 5 points • Mini-Project (limit 2): 5 points • Major Project (limit 1): 10 points **Final Due Date: Saturday 11/16**	20 points	20%
Unit Four: Application • Individual Unit Plan & Reflection (required): 10 points • Independent or Group Major Project (required): 10 points **Final Due Date: Tuesday 12/17**	20 points	20%
TOTAL	**100 points**	**100%**
You can keep track of your grade on the class Compass website. There you will see the total number of points earned as well as your overall percentage and letter grade.		

As you can see, the course is graded on a 100-point scale; how you earn those 100 points is up to you within the framework laid out above. The number of points you earn within that 100-point scale correspond to the university-wide GPA calculation outlined below.

University-Wide GPA Calculation				
A+ 4.0 (97 - 100)	B+ 3.33 (87 - 89)	C+ 2.3 (77 - 79)	D+ 1.33 (67 - 69)	F 0 (0 - 59)
A 4.0 (93 - 96)	B 3.0 (83 - 86)	C 2.0 (73 - 76)	D 1.0 (63 - 66)	
A- 3.67 (90- 92)	B- 2.67 (80 - 82)	C- 1.67 (70 - 72)	D- 0.67 (60 - 62)	

Course Policies

Attendance

Your presence and active participation in this course are essential to your success. Attendance at all class sessions is expected. However, I know that things happen. As such, **you can have up to three unexcused absences without penalty**. **For each absence beyond those three, your final grade for the course will be deducted one-third of a letter grade** (e.g. a B will become a B-). **If you are absent for the equivalent of three weeks (6 TR class meetings), you will fail the course for the semester.**

Excused absences not counted against these totals include religious holidays and any of the following instances with documentation: University-sponsored events, serious illness, or family emergencies. It's important to stay in contact with me if such instances occur: please let me know as soon as possible if you must miss class. If you have a valid excuse for your absence, I will allow you to compose an additional blog post to make up for the time you've missed in class.

Being on time to class is also important and demonstrates your respect for your fellow classmates. **If you arrive after class has started but within the first ten minutes, you will be considered tardy, and for the purposes of grade calculation, two tardies are equivalent to one absence. If you arrive over ten minutes late to class, you will be considered absent.**

For students who add the course after the beginning of the semester: The days you miss before you add the class do not count toward your absences for the semester, but you are required to complete all assignments and work since the beginning of the semester, including work assigned before you added the course.

Academic Integrity and Documentation

Giving credit to the sources—including words, phrases, information, and ideas—that appear in or otherwise inform your work is standard practice in academic writing. Therefore, you must use a documentation style, such as MLA or APA (see our handbook or The Purdue Online Writing Lab http://owl.english.purdue.edu/ for guidance) in order to avoid plagiarism. Plagiarism is misrepresenting another person's work as your own, whether intentionally or unintentionally, and it is a serious violation of academic integrity at UIUC.

In addition to insufficient or missing documentation, academic integrity violations in this course

also include: submitting work created by someone else (a friend or relative or purchased online); copying material or ideas from sources, including the Internet, without sufficient citation; submitting something you wrote for another class or purpose for this class; and giving away or selling your own academic work to another person. Violations of academic integrity carry penalties from reduced or failing grades on assignments to failing the class and even, in severe cases, suspension from the University.

All this being said (and it must be said as it is a requirement of the University), defining plagiarism and citation practices in relation to multimodal composition is a little bit more muddled. We will spend time in class discussing what citation practices are applicable to the kinds of texts you will be composing, but I expect everyone to put forward a good faith effort when making use of texts created by others.

Writer's Workshop

The Writers Workshop provides free, one-to-one help to all UIUC writers. The Workshop's tutors can help with any kind of paper, in any class, at any stage of the writing process. While the Writers Workshop is not an editing service, the tutors will help students with anything related to their writing, including grammar, brainstorming, organizing, polishing final drafts, citing sources, and more. Bring a draft to revise or just stop by for help with getting your ideas together. The Writers Workshop offers 50-minute sessions by appointment and drop-in hours in 251 UGL Monday - Thursday evenings. The Workshop also sponsors writing groups and provides hands-on presentations about academic writing skills.

Schedule an appointment: illinois.mywconline.com/
Call: 217.333.8796
Web: http://www.cws.illinois.edu/workshop/
Facebook: UIUC Writers Workshop

Please note: I work at the Writer's Workshop throughout the week, but as your instructor, I am NOT able to meet with you in a tutoring capacity. If you'd like to meet with me outside of class, please stop by during my office hours or contact me to make a one-on-one appointment.

Students Requiring Accommodation

If you have a disability that requires accommodation in order for you to be successful in this class, please let me know immediately. If you haven't already, contact the Division of Disability Resources and Educational Services (DRES) to obtain disability-related academic adjustments and/or auxiliary aids as soon as possible at 1207 S. Oak St., Champaign, 333-4603, disability@illinois.edu or http://disability.illinois.edu/.

Mental Health

Attending college is an exciting time for students and families; ideally, it is a period of experimentation and exploration, an advancement of one's education, and a step forward toward a career and independence. It can also be a stressful period. Many students are balancing family, work, financial, and other obligations, which can lead to physical and emotional distress. As members of the Illinois community, students and staff have an obligation and responsibility to care for each other and be concerned for the well-being of others.

If you know someone in distress, you may be in a position to offer support or guide the person

to an appropriate resource. You are not alone, and the University's Community of Care Website—http://odos.illinois.edu/community-of-care/—includes links to the Office of the Dean of Students, the Student Assistance Center, the Emergency Dean Program, and the Behavioral Intervention Team—all resources that are here to help.

Please remember that your mental health is no less important than your physical health. The Mental Health Department at McKinley provides evaluation and consultation for a variety of emotional and behavioral difficulties, as well as strategies for stress management. For more information, visit http://www.mckinley.illinois.edu/Clinics/mental_health.htm. To schedule an appointment, call 217-333-2705.

Sexual Misconduct Policy and Reporting

The University of Illinois is committed to combating sexual misconduct. As such, you should know that faculty and staff members are required to report any instances of sexual misconduct—which also includes dating violence, domestic violence, and stalking—to the University's Title IX and Disability Office. What this means is that as your instructor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware. When a report is received, an individual with the Title IX and Disability Office reaches out to provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

There is an exception to this reporting requirement about which you should be aware. A list of the designated University employees who—as counselors, confidential advisors, and medical professionals—do not have this reporting responsibility and can maintain confidentiality, can be found here: wecare.illinois.edu/resources/students/#confidential.

Other information about resources and reporting is available here: wecare.illinois.edu.

Instructor Expectations

Part of being a college student is learning to take control over your own educational path. I am here to assist you whenever you need help, so please ask for help if you feel you need it.

Please come to class each time having done your assigned reading and work. You will encounter some difficult texts in this class, and you may find that you have a hard time understanding some of these readings. Engage with each reading, take notes, look up unfamiliar vocabulary, and write down questions that you have about these texts, but do not feel that you have failed if you do not understand parts of a text when you come into class. We will spend significant class time working with these texts to uncover their meaning and to develop strategies for analytical reading and writing.

Finally, I expect you to read and refer back to this syllabus as needed since I spent so much time composing and polishing it. To prove that you have read this syllabus in its entirety, please email me any meme featuring Jem and the Holograms by Saturday, August 31st. Students who complete this expectation will receive five extra credit points toward their first project.

Course Resources

In this course, you will compose a variety of texts, both in the form of traditional linguistic text and in the form of less-traditional multimodal forms. However, this course is much more about engaging with theoretical conceptions of media as opposed to providing a set of how-to

instructions. As such, you will need to draw upon various resources—both on campus and online—in order to complete these projects. Below, find some resources to get you started.

Media Commons

UIUC's Media Commons, located in the Undergraduate Library, can assist you with your media projects. It's a great space for learning more about media technology, and it additionally houses video and audio recording studios. Feel free to check it out or make a media consultation appointment to take advantage of this resource. https://www.library.illinois.edu/mc/

Loanable Technology

If you don't have the requisite software or hardware you feel like you need to succeed in this class, you can check out select technologies from the Media Commons at UGL. If you're struggling to come up with the necessary technological resources to complete a project, please let me know ahead of time so I can best assist you.

Lynda.com

UIUC offers free access to lynda.com, an online software training service for software (Linux), video editing (iMovie), audio editing (Audacity), and more (Python, Twine). Go to https://web.uillinois.edu/lynda and log in with your UIUC ID to access tons of video tutorials.

Course Schedule*

*Subject to change
All readings are available on our course blog.

Semester Week	Class Date	Agenda	Read/Watch/Listen Before Class	DUE
Unit One: Writing Technologies				
Week One: Getting Started	8/27 Tuesday	Introductions, Syllabus overview		
	8/29 Thursday	Discuss text, Unit One Text Groups Assigned	Switched on Pop: "How to Listen to Music in 4 Easy Steps"	
Week Two	9/3 Tuesday	Discuss text	Cheryl Ball, et al.: excerpts from *Writer/Designer*	**Rough Draft of Unit One Plan DUE to class Drive folder by 11:59pm**
	9/5 Thursday	Discuss texts	Scott McCloud: excerpts from *Understanding Comics* & Grace Lee: "David Lynch: The	

			Treachery of Language"	
Week Three	9/10 Tuesday	Discuss texts	Joel Beckerman: "The Principles of Sonic Branding" & 99% Invisible: "The Sizzle"	
	9/12 Thursday	Discuss text, Workshop In-Progress Writing & Projects	Tony Zhou & Taylor Ramos: "Postmortem: Every Frame a Painting" (text + videos)	**Revised Draft of Unit One Plan and in-progress Writing & Projects DUE in class**
Week Four	9/17 Tuesday	Discuss text	Bonnie Mak & Julia Pollack: "The Performance and Practice of Research in *A Cabinet of Curiosity: The Library's Dead Time*"	
	9/19 Thursday	Workshop In-Progress Writing & Projects		**All in-progress Writing & Projects DUE in class**
	9/21 Saturday	It's the weekend!		**Deadline for Unit One Work**
Unit Two: Remixing				
Week Five	9/24 Tuesday	Discuss text, Unit Two Text Groups Assigned	Adam J. Banks: "Dominant Genre Emeritus: Why It's Time to Retire the Essay"	
	9/26 Thursday	Discuss text, In-Class Screening: excerpt from *Rocky IV* (1985)	James Porter: "Intertextuality and the Discourse Community"	**Rough Draft of Unit Two Plan DUE to class Drive folder by 11:59pm**
Week Six	10/1 Tuesday	Discuss text	Jared Sterling Colton: "Revisiting Digital Sampling	

			Rhetorics with an Ethics of Care"	
	10/3 Thursday	Discuss texts	Meg Shields: "Imitation Game: The Difference Between Homage and Plagiarism" & Adam Neely: "Why the Katy Perry/Flame Lawsuit Makes No Sense"	
Week Seven	10/8 Tuesday	Discuss texts	Lindsay Ellis: "Product Placement and Fair Use" & Kirby Ferguson: "Everything is a Remix Remastered"	
	10/10 Thursday	Discuss texts, Workshop In-Progress Writing & Projects	Nick Statt: "Fortnite Keeps Stealing Dances—and No One Knows if it's Illegal" & Johanna Blakley: "Lessons from Fashion's Free Culture"	**Revised Draft of Unit Two Plan and in-progress Writing & Projects DUE in class**
Week Eight	10/15 Tuesday	Discuss text	Mark Ronson: "How Sampling Transformed Music" & Switched on Pop: "Lil Nas X: Country at the Crossroads"	
	10/17 Thursday	Workshop In-Progress Writing & Projects		**All in-progress Writing & Projects DUE in class**
	10/19 Saturday	It's the weekend!		**Deadline for Unit Two Work**
Unit Three: Self-Reflection				
Week Nine	10/22 Tuesday	Discuss text, Unit Three Text Groups Assigned	LifeLock: "What's Your Digital Identity?" &	

			Lindsay Ellis: "YouTube: Manufacturing Authenticity (For Fun and Profit!)"	
	10/24 Thursday	Discuss texts	Blake Culley: "What It's Like Growing Up Transgender and Deaf" & Contrapoints: "Incels"	**Rough Draft of Unit Three Plan DUE to class Drive folder by 11:59pm**
Week Ten	10/29 Tuesday	Discuss texts	Zara Rahman: "The Problem with Emoji Skin Tones that No One Talks About" & Emojipedia: "Google's Three Gender Emoji Future"	
	10/31 Thursday	Discuss texts	Amanda Hess and Quoctrung Bui: "What Love and Sadness Look Like in 5 Countries, According to Their Top GIFs" & Lauren Michele Jackson: "We Need to Talk about Digital Blackface in Reaction GIFs"	
Week Eleven	11/5 Tuesday	Discuss texts	Janelle Shane: "This Neural Net Hallucinates Sheep" & Joy Buolamwini: "How I'm Fighting Bias in Algorithms"	
	11/7 Thursday	Discuss texts, Workshop In-Progress Writing & Projects		**Revised Draft of Unit Three Plan and in-progress Writing & Projects DUE in class**

Week Twelve	11/12 Tuesday	Discuss texts	3 group-chosen articles from *Memoir Mixtapes Vol. 4: Anthems*	
	11/14 Thursday	Workshop In-Progress Writing & Projects		**All in-progress Writing & Projects DUE in class**
	11/16 Saturday	It's the weekend!		**Deadline for Unit Three Work**
Unit Four: Application				
Week Thirteen	11/19 Tuesday	Introduction to Unit Four		
	11/21 Thursday	Unit Four Groups Arranged, Independent and Group Work Time		**Rough Draft of Unit Four Plan DUE to class Drive folder by 11:59pm**
Fall Break: No Class **11/24 – 11/30**				
Week Fourteen 12/2 – 12/6	**ONE-ON-ONE INSTRUCTOR CONFERENCES & INDEPENDENT AND GROUP WORK TIME: NO REGULAR CLASS MEETINGS**			
Week Fifteen	12/10 Tuesday	Final Project Gallery Workshop Day		In-Progress Project DUE in Class

Individual Unit Plan & Reflection and Final Project DUE by 11:59pm on Tuesday, December 17th.

Late Work will NOT be accepted w/o prior arrangement.