



# Writing and Editing for Print and Online

**Class Time:** Tu/Th 12:30-1:45PM

**Location:** Williams 317

**Instructor:** Ellen Cecil-Lemkin

**Office:** WMS 222A

**Office Hours:** Tu/Th 1:45-2:45pm; and by appointment

**Email:** emc15j@my.fsu.edu

## Required Materials

- Various PDFs and online materials available via Canvas
- Google Drive account
- Computer access

## Course Overview

ENG 3416 (WEPO) is one of three core courses for the Editing, Writing, and Media major, and as such, it helps provide a foundation for the major. As part of this foundation, this course introduces you to the principles of composing and editing across different media environments, paying special attention to the constraints of each environment and the changes (challenges) that occur as you work in and across each type. This course attempts to help you:

1. Understand principles of composing and rhetoric, especially the ways they function across different composing spaces
2. Compose for three spaces—print, screen, and network
3. Edit and revise appropriately the texts created in each space
4. Understand the ways technologies build upon their predecessors as well as inform the composing and circulation of texts

To accomplish these goals, we'll engage with multiple kinds of texts: we'll read some, write some, talk about some, and create remediated/remixed forms of some. Throughout, we'll be developing a language and a vocabulary that we can use to describe those texts and interactions and to describe what happens to them and to us when we do this work. Our goal here is to help you create and read texts differently, to help you become much more informed about how others will interact with your texts, and that you bring a new theory and intentionality to your composing and editing. You should finish this semester with a more robust understanding of technology and media—old, new, and the connections between—and of the ways they affect the textual process and contribute to our human experience.

## Course Goals

My goals in assigning the readings and projects I assign this semester are as follows:

1. To increase your composing/designing proficiency within and across different media.
2. To encourage you to develop editorial/editing proficiency across media.
3. To increase your awareness and control of the rhetorical principles in print and digital contexts.

To achieve these goals, you will work individually and collaborate with others to create works in a variety of print, screen, and network media, and you will learn how to edit those works appropriately per the media in which they appear.

## Grading

### Grade Breakdown

<b>Project 1</b>		
Rough Draft	10	pts
Peer Response	15	pts
Letter	75	pts
Reflection	75	pts
<b>Project 2</b>		
Rough Draft	10	pts
Peer Response	15	pts
Archived Texts	50	pts
Exhibit	75	pts
<b>Project 3</b>		
Rough Draft	10	pts
Peer Response	15	pts
Team Charter	20	pts
Proposal	20	pts
Pitch	50	pts
Texts	100	pts
Collab Reflection	20	pts
<b>Project 4</b>		
Rough Draft	10	pts
Peer Response	15	pts
E-portfolio	100	pts
<b>Other</b>		
QCR	100	pts
RR	50	pts
Various Homework	45	pts
Class Notes	20	pts
Conferences	40	pts
Participation	60	pts
<b>Total</b>	<b>1000</b>	<b>pts</b>

### Grading Scale

A 93 – 100  
 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

## Classroom Policies

**Access / Accommodations.** I am committed to maximizing your learning potential and making this course as accessible as possible. If there is any way that I can adapt this course to better meet your unique needs as a learner, please let me know!

My courses are designed to be inclusive environments, organized in the spirit of Universal Design for Learning. I am committed to helping all students engage with every aspect of my course. Please talk with me early in the semester so that I can resolve any access needs and design accommodations to help you succeed in your course.

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center 874 Traditions Way 108 Student Services Building Florida State University Tallahassee, FL 32306-4167 (850) 644-9566 (voice) (850) 644-8504 (TDD) [sdrc@admin.fsu.edu](mailto:sdrc@admin.fsu.edu) <http://www.disabilitycenter.fsu.edu>

**Assistive Technologies.** Disabled students, faculty, and staff often employ assistance in the form of wheelchairs, canes, technology, and service animals. Please recognize that these technologies are an extension of the disabled person. As such, do not interact with these technologies without the disabled person's permission. In particular, please refrain from petting, talking to, and making eye contact with service animals.

**Attendance.** It really means a lot to me (and others in the class) that you show up each day ready to discuss the readings, share your writings, and engage with others in the class. Class time will be highly interactive — requiring frequent participation, discussion, teamwork, in-class writing, and responding to writing. For this reason, I expect you to attend all class sessions. *If you do not attend class, you will lose participation points for each day that you miss. If you miss an excess of two weeks of absences—that's more than four absences—you are on grounds for failure.* You are required to be an active member of the WEPO classroom community, and if you do not attend class regularly, you cannot fulfill that requirement.

If you have an excellent reason for going over the allowed number of absences, you should call Undergraduate Studies (850-644-2451) and make an appointment to discuss your situation with them. If you can provide proper documentation of extreme circumstances (for example, a medical situation or some other crisis), Undergraduate Studies will consider the possibility of allowing you to drop the course and take it the following semester.

**Tardiness.** Three (3) late arrivals equal an absence. If you miss more than 25% of the class, you are considered absent.

**Distractions.** Please silence your cell phone. While we will regularly use laptops for in-class writing, research, and collaboration, refrain from using your laptop for non-class activities. If you are caught using your technology for non-academic purposes, you will receive an absence for the day.

**Grade Inquires.** Due to the Family Educational Rights and Privacy Act (FERPA) I am not able to discuss your grades with you over email. If you'd like to discuss a grade you received, please set up an appointment with me to discuss your paper.

**Respect / Community.** Please be kind and respectful. Personal insults or verbal attacks on individuals or groups of individuals will not be tolerated. You are an adult, and as such you are expected to behave accordingly. If you do not, you will be asked to leave class and you will lose participation points.

**Plagiarism Statement.** Plagiarism is grounds for suspension from the university as well as for failure in this course. It will not be tolerated. Any instance of plagiarism will either result in a zero on the assignment or failure from the course. Any instance of plagiarism must be reported to the Director of Undergraduate Studies. Plagiarism is a counterproductive, non-writing behavior that is unacceptable in a course intended to aid the growth of individual writers. Plagiarism is included among the violations defined in the Academic Honor Code, section b), paragraph 2, as follows: "Regarding academic assignments, violations of the Academic Honor Code shall include representing another's work or any part thereof, be it published or unpublished, as one's own."

**MLA Formatting.** All drafts and homework assignments must be submitted in proper MLA formatting. We will go over the basics in class, but here are a few quick reminders: double spaced, 12pt font, Times New Roman, and 1" margins. Also, you can reference [Purdue OWL](#) for MLA formatting basics.

**Late Work.** All assignments must be turned in on time. Assignments less than 50 points will not be accepted late for any reason. Final grades on papers will be downgraded a whole grade for each day late (for example A to B) unless you have made prior arrangements for an extension with me. *If you need an extension on a project, please notify me at least 24 hours in advance of the due date requesting extra time.*

**Backing up Work.** Please make sure to have a plan for backing up all of your digital work in multiple places in case of computer failure. Please also make sure to save all of the writing you complete for class.

**Daily Schedule.** The daily course schedule and more detailed assignment prompts will be available on this website. The course schedule is subject to change based on the needs and interests of the class. You are responsible for regularly checking Canvas for updates.

**Mandatory Title IX Reporting.** As your instructor at Florida State University, I am a mandatory Title IX reporter. This means if you disclose anything to me regarding sexual misconduct, I must report it to the Title IX office.

**Syllabus Updates.** Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

## Resources

You have a variety of different resources available to you to help you succeed in this class. Please take advantage of them when you need them.

**Your classmates.** Rely on one another for the questions you have regarding the readings, the work we're doing in class, software we may be using, etc. You all, both individually and as a collective, embody a vast bank of knowledge and experiences.

**Your Instructor.** I will do all I can to assist you in succeeding in this course. Feel free to meet with me during my office hours or another scheduled time. Email is a reliable way to contact me and I will try my best to respond in a timely manner. However, please be advised that *I do not respond to emails on the weekend or after 7:00pm on weekdays.*

**Reading and Writing Center (RWC).** The RWC serves Florida State University students at all levels and from all majors. The tutors in the RWC are graduate students in English with training and experience in teaching writing and undergraduate students who have completed a 3-credit English elective course in tutoring writing. During an RWC appointment, you can come with a prompt and talk about your ideas with someone who will be an active listener and ask questions to help you figure out what you think. You can come with a few ideas jotted down, and you can talk through your organization with a tutor. Once you have written parts of a draft or a whole draft, you can see if you communicated your ideas clearly by having a tutor be your "practice audience." They will listen as a reader and explain to you what they are thinking as a reader. If they hear what you intended to communicate, hooray! If not, you have an opportunity to revise before you give your work to your actual audience. The tutors will even help you learn editing and proofreading strategies so you can independently communicate your ideas clearly.

**Digital Studio (DS).** The Digital Studio provides support to students working individually or in groups on a variety of digital projects, such as designing a website, developing an electronic portfolio for a class, creating a blog, selecting images for a visual essay, adding voiceover to a presentation, or writing a script for a podcast. The DS has both Macs and PCs, and some of the cool software available in the DS includes Photoshop, InDesign, Windows Movie Maker, iMovie, and more!

## Recurring Assignments

The following assignments are reoccurring homework tasks designed to keep you engaged in the course material and deepen your understanding of the course content. These are graded as full credit, partial credit, and no credit. You get full credit if you meet the criteria of the assignment, partial credit if you meet some of the criteria, and no credit if none of the criteria is met.

## Reading Responses

For some of the readings, you will be asked to write a reading response (RR). For these homework assignments, you will be given a prompt that you need to respond to. RRs can be written with your team in response to the reading(s). These can be written in one of two ways:

1. Each student will write a separate 200-300 response to the reading.



2. Team members can work together to write a 300-word response to the reading(s) using Google Docs. The post should not be a collection of individuals' ideas, instead it should provide a unified response to the prompt. Team members should divide the work equally. (I will be checking track changes.)

The responses to the readings need to go beyond summary. In fact, they should include very little summary and should mostly be your thoughts and comments on the readings. Engage with the reading and the prompt rather than just summarizing the text.

If you decide to go Route #2, you and your team will write these on Google Docs and post the link to the appropriate Canvas forum at the completion of the response. Make sure that the link you post provides editing access. You can do this by clicking on the blue button in the upper right-hand corner labeled "SHARE." Make sure that it says, "Anyone with the link can edit" and then copy and post the link on the Canvas Discussion board.

## **Question, Comment, Response**

For the assigned readings, you'll provide one Question, one Comment, and one Response (QCR); you'll post your questions and comment in the QCR forum on Canvas. These QCRs are valuable for three reasons: (1) they let me know whether you are keeping up with the assigned readings, (2) they push you to read texts through a critical lens, and (3) they provide questions, areas, and avenues for us to explore in and out of class.

### **Questions**

You should be asking questions that are pressing to you. Don't post questions for which you already have an answer or that could be answered easily through a quick Google or Wikipedia search. Also, you should not post questions which are not directly related to the reading or questions that ask if your classmates agree or disagree with the author. Questions should also be open ended (not yes/no).

### **Comments**

Comments should thoughtfully consider something that stood out in the reading – "I liked \_\_\_\_" or "I agree with \_\_\_\_" will not suffice and will result in lost points. Summaries also don't count. Think about how you might apply or complicate the concepts in the reading. The purpose of the comment is to grapple with the ideas and concepts in the readings; this means that you should not be critiquing the writing style of the author. Your comments should be at least 75 words in length.

### **Responses**

After you have posted your question and comment, you will need to respond to a question that your classmate posed. Responses should be a thoughtful and concise attempt to answer your peer's question. Responses should be approximately 75 words in length.

## **Class Notes**

Once during the course of the semester you will be tasked with keeping detailed notes of the class lesson and publicly posting them for the class to view. These class notes will benefit the whole class by allowing students to keep track of what happened during the class session if they were absent or missed some important information. You will sign up for the date you will be taking notes at the beginning of the semester. So, please make sure that you don't sign up for a day that you know you will be unable to attend. If you are unable to make it to class the day that you need to take notes, you will need to contact someone to swap dates with you. If there is a valid reason why you cannot complete this assignment (e.g. a disability), please let me know at the beginning of the semester and I will assign you a different activity.

## **Major Projects**

Each of these projects are designed to increase your understanding of concepts introduced in class and improve your writing ability for a variety of different contexts. *All final drafts of these assignments must be turned in as a paper hard copy in order to be graded.*



**Deliverables:** Letter, Reflection

### **Description:**

For your first project, you will be composing a letter. This letter can be to an audience of your choice; however, you will need to engage a topic of some relevance to your interests and the public. Some examples of different genres you can engage include: cover letter, letter to a politician, letter to a company, open letter, etc. You may not write a personal letter (e.g. a letter to your partner about how much you love them) or a letter to the editor. These letters don't fit within the project's constraints.

When writing in each of these genres, you will need to consider:

- audience
- purpose
- rhetorical strategies
- visual design

As such, successfully completing this project will engage each of these categories in some capacity.

To demonstrate your thoughtful textual and visual considerations, you will include a three page, double spaced reflection on your choices and a rationale behind them. For your reflection, you will need to address:

1. Why did you select the audience that you did? Why is this an appropriate audience for your purpose? (Here, you might also want to consider why other audiences are less appropriate for your intended purpose.)
2. Why did you select the genre of letter that you did? What are some of the affordances of the genre that make it an appropriate choice for your purpose? What is the overall effect you are hoping it would have?
3. How does the rhetorical strategies and visual design of your letter effectively convey your purpose to your intended audience?

While it is a good idea to provide a rational and explanation of your letter in the introduction of your paper, your reflection should primarily respond to the above three (3) questions.

Your reflection needs to be in MLA format, but your letter should be written in the most appropriate format based on its rhetorical situation.

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# Project Two: Writing for the Archives

**Deliverables:** 5-10 Archived Texts, Archive Exhibit

**Description:**

For your second project, you will be entering metadata for an archival text and creating an original exhibit for the [Museum of Everyday Writing](#) (MoEW). This archival site was developed at FSU by Rhetoric and Composition graduate students. The Museum of Everyday Writing contains a variety of different texts labeled as everyday writing (writing that is not done for professional or education).

For this project, you will have to archive 5-10 texts, depending on the length of text you will need to transcribe. For shorter artifacts, you will need to enter 10 artifacts into the archive. For longer artifacts, you will need to enter only 5 artifacts. To give you a rough estimation, long artifacts are 50+ written words that you must transcribe. Less than 50 words or artifacts where you can copy and paste the text count as short artifacts.

The artifacts your archive will come from your everyday wanderings. Meaning, you will need to find your everyday writing artifacts. If you're unsure whether or not you have an example of everyday writing, you are more than welcome to ask me. (If you'd prefer not to find your own artifacts and would like a special assignment, please see me.)

In conjunction with entering artifacts into the archive, you will also be browsing the existing artifacts to determine an area of focus you'd like to curate an exhibit on. You will create this exhibit directly on the MoEW's website, which we will go over how to do in class. While the exact topic of your exhibit is up to you, you will need to engage a topic that relates to everyday writing in some capacity. For example, you may want to look at social media posts and consider how the visual enhances or alters the meaning of the writing. Or, you could trace how love letters have evolved from print to digital forms. Your exhibit should have a clear "so what, who cares" factor—meaning the topic is of interest to an audience beyond yourself and have a clear takeaway for the audience. Therefore, exhibits that discuss your own personal writing habits are not allowed.

External research and links are welcome but not required. However, if you do use or reference outside research you **MUST** cite them. Failure to cite outside references is considered plagiarism.

The exhibit should contain between 700-1000 words of writing on an appropriate topic, have a well-organized layout, and include at least eight (8) artifacts relevant to the topic.

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**Deliverables:** Team Charter, Proposal, Three (3) Texts, Pitch, Collaboration Reflection

### Description:

For this project, our class will be directly working with a nonprofit to create rhetorically appropriate texts for them based on their needs. To accomplish this project, you'll work with a group of three (3) people to create your own rhetorically aware viral campaign. You must have as at least as many texts as you have people in your group, though as a group you will decide how to split the work. This means you might each create one text, two people might work on one text, or you might work on every text as a group.

After the class meets with the nonprofit to determine their purpose, goals, and needs, your group will decide the three (3) texts you want to create. Depending on the nonprofit's needs, they might ask for each group to create one (1) to two (2) specific texts. *If asked to do so, you are required to create these texts.* Successfully creating these texts will require the group to make rhetorically conscious decisions and answer questions, such as: What is the text's purpose? Who is the intended audience? How will the audience engage with the text?

Finally, you will create a proposal pitching your designs to the nonprofit client. The goal of this pitch is to persuasively argue why they should use your design ideas and texts. Your pitch can be either an alphabetic text (like an essay) or you can create a video pitching your ideas. Regardless of which route you decide to go down, you will need to answer some prompts related to your topic. Additional details on this part can be found below, under "The Pitch."

**Team Charter:** The Team Charter is designed to organize and prepare your team for the work load associated with your group project. Successfully and thoroughly completing this document will set your team up for success. The team should talk about each of the sections and come to a consensus before writing this assignment. you will be describing the priorities and roles of team members within the group project. There are many different components to this document, so it may be helpful to check off each section that you complete.

In this document include these sections:

- Team Goals
  - In this section define what constitutes a successful project. Do not list "getting an A," instead break down the criteria needed to get an A.
- Personal Goals
  - Each group member should list out what they would like to learn or gain from the project
- Division of Labor
  - In this section you should determine how you want to structure your team work. Do you want all projects to be fully collaborative (meaning everyone collectively works on all aspects of the assignment), do you want to assign individual roles to each group member (each teammate is only in charge of editing, writing, or design), or some combination of the two? If you decide to be fully collaborative, think through some possible ways to make sure everyone is equally contributing. If you decide to have individual roles, what roles does everyone have and what does that role include?



- **Commitment and Concerns**
  - List out how much everyone is willing to contribute to the group. If someone does not want to contribute the same amount, how will that be reflected in the evaluation?
  - List out any factors that might affect performance. This may include any scheduling concerns or limitations.
- **Conflict Resolution**
  - List out how you will resolve any conflicts within the group, whether they be large or small.
  - Decide how you will handle a group member who has missed a deadline. What steps will be taken?
  - Decide how the group will handle a team member who turns in unacceptable work at all levels of the project.

**Proposal:** After you and your group have decided on what you'll be creating for this project, you will need to inform me (the teacher) of your plan. This proposal should be brief, yet descriptive, of your project. As such, I'd like you to answer the following questions:

- What does your team identify as the needs and goals of our nonprofit client?
- What texts are you planning on creating?
  - How does these texts address our client's needs/goals?
  - What is the purpose or goal of each of these text?
  - Who is your audience for each text?
  - Why will these texts be effective at targeting your audience?
- How do you imagine our client using, distributing, and circulating these texts?
- How much do you estimate that each of these texts will cost?

I imagine that you can sufficiently answer each of these questions with one to two paragraphs.

**The Pitch:** In your proposal, you began outlining some key points of your texts. In your pitch you will significantly expand on and revise your proposal. You may either write an essay addressing these key points or you can compose a video. You will need to address each of the following points for each of the artifacts: (1) Provide a quick overview of the artifact. What is it? (2) How does your text address the nonprofit client's needs? (3) What makes your text stand out? Why? (4) What is your plan for the distribution and circulation for the text (how, when, and where)? (5) And finally, what is the estimated cost for the production of this text? I recommend providing clear headings for each artifact and question you're addressing as this will assist both me and our nonprofit client with reading your pitch. While the page count for this is flexible, I imagine five double spaced pages would probably be sufficient or a four minute video. Please keep in mind that this needs to be composed for an audience of both your teacher and our nonprofit client.

**Collaboration Reflection:** At the end of this project, you will be asked to fill out a survey about your experience collaborating with your team. This survey will include both short and long answer questions. You will be asked to reflect both on yourself and your teammates' performance. Your responses will be held confidential, but your feedback will determine 25% of your teammates' Project 3 grade.

**GRADING NOTE:** Because you are working in groups, your grade will be partially dependent on how much you contribute to the project. Your group members will give you a grade for your contribution to the group; this grade will count as 25% of your final grade for Project 3.

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## Project Four: E-Portfolio

**Deliverables:** E-Portfolio (Includes: resume/cv; introduction on your homepage (to you and/or the contents of your portfolio); at least 3 artifacts; reflection(s) on the contents of your portfolio; contact information (do *not* include home address or cell phone number))

### Description:

For this project, you'll be designing a professional E-Portfolio that features work you've done to serve as something you can use after finishing your degree here at FSU. You will need to choose an audience – graduate school admission offices, internship leaders, employers, etc. – and you will investigate what this audience looks for in its applicants. Then, you will collect and reflect on work that shows that you fit what the audience wants. You may use work from this class, but you do not have to if it doesn't fit. You may also build pages that showcase what *will* go on those pages once you have created them in the future (your thesis or future articles, for instance).

Additionally, you will create a resume/CV for the portfolio. You will also reflect on the components of your portfolio, using the reflection to explain how the artifact shows desirable qualities/values you have. The reflection is your chance to show why you are the best candidate for the position.

You will need to carefully consider the best design and arrangement of your portfolio and the materials you put in the portfolio. To this end, you will be choosing the website you want to use (suggestions: Wix, Weebly, GoogleSites, Squarespace, WordPress). You will also need to consider the design of your resume/CV and how you want to display it on your website (downloaded document, embedded, both?).

A portfolio has three (3) core components:

1. *Selection*: select a corpus of materials that frame your identity in a particular way (for instance, as a potential employee, intern, and/or graduate school candidate).
2. *Collection*: make a collection of these materials, archiving them in a way that fosters a specific reading experience, shows personal progression, and highlights particular qualities/values.
3. *Reflection*: explain why you've selected certain pieces and what these pieces are supposed to tell your reader about who you are as an employee or student.

**NOTE:** You may start with a template, but make sure to really adapt it. Employers will be unimpressed with your design – and, by extension, you – if you have a portfolio is obviously a template.