

ENGL [xxxx- xxxx] - Online

Digital Writing Technologies

[Professor], Ph.D.

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I reserve the right to make changes to this syllabus at anytime

Office Hours

My office hours are held entirely online via Zoom. This link will take you to the waiting room - if you wait for more than 5 minutes send me a message but I'm probably with another student.

With that said, I am regularly on campus. You might be able to track me down either in my office in [xxxxx] or outside in a shady spot near the waterfall. If you want to physically meet with me though it's probably best to email or drop in my zoom first.

Monday; Wednesday 10:30-11:30am

Tuesday;Thursday 1:00-3:00pm

Course description & learning outcomes

This course introduces students to the tools/software that technical writers and other professionals use in the workplace. Topics include, but are not limited to, Advanced Features in MS Word (styles, macros), the Adobe Suite, Advanced Features of online collaborative tools (the Google Suite among others), the suite of Apple products. This instruction prepares students, not just English majors, for the necessary skills to enter into the workforce prepared to succeed.

By the end of the class students will know how to

1. Analyze and evaluate tools for various purposes
2. Develop training materials and tutorials for specific audiences

Course Meeting Time

This class is online asynchronous - we will not be meeting at designated times. However, for the sake of clarity I've published the open and close dates of each module. Nevertheless, asynchronous **does not mean at your own pace**. The module open and close dates are not

suggestions - they're hard stops built in for both of our sakes. If you do find yourself struggling to keep up you should reach out as soon as possible. **I am here to help you!**

Digital Collegiality

Being a good colleague online requires as much, if not more, care than working together in person. I expect students to treat each other kindly and be respectful. As this is a writing class, I expect each student to be cognizant and careful with how they communicate with each other and with me. Because we know that tone can be ambiguous in digital spaces, we'll adopt the person-of-steel rule and assume that the people on the other side of the keyboard have good intentions.

Group work

There is substantial group work in this class. Working collaboratively is an affordance of digital writing technologies and learning how to manage collaborative writing is an important part of training for most contemporary careers. It's not lost on me that, for many, university group work is often overly stressful, frustrating, and difficult. If there are issues during group work it is important that it be brought to my attention earlier rather than later. Your group project grade will be earned collectively rather than individually --however a post-group evaluation will be sent out that amounts to 7% of individual grades. Additionally, groups can issue a unanimous censure against a member as a warning for unacceptable behavior. Following an intervention, if behavior does not improve groups can issue a unanimous recall and remove the member in question.

Textbook

Course readings will be provided in course modules

My role

I am here to teach you and help you get the most out of your education. I do this best by offering feedback on your projects, responding to your questions and discussion boards, and distilling our readings into smaller tidbits for you. There are, however, limits to what I can meaningfully accomplish. Generally, it's difficult for me (or your other instructors) to care more about your education than you do but, realistically, I know that we might practice care in different ways. If something doesn't seem to be working for you this semester - let me know. I want to help you succeed.

Technology requirements

This class is delivered through audio-visual and broadband technology. The requirement is that you have something that can watch videos, log into Canvas, and create documents. I have been told that all students have access to Adobe Creative Cloud through our university partnership. My expectation is that most of your design work is completed on Adobe (or a similar program) – if you don't have access to a system that can run design programs please let me know – the

library has technology that you can borrow for free and there may be lo-fi alternatives we can work out.

Bumping up grades

If your final course grade is within .5% of a new grade (e.g. an 89.5%), then I will automatically bump it up. Attention to details is important, to be sure, but in the grand scheme of an education, missing a higher grade by a hair just isn't worth being a stickler about.

Final Grades

Final grades will be awarded following the below outlined percentages:

A 94-100
A- 90-93
B+ 87-89
B 84-86
B- 80-83
C+ 77-79
C 74-76
C- 70-73
D+ 67-69
D 65-66
F 0-64

Late work

I won't be accepting late work for this class this semester. Incomplete projects ("projects" are things that aren't your reading responses) can have a brief extension but you must turn in the incomplete assignment and then email me with an estimate of how much time you'll need to get it up to where you want it. The time allowed can never exceed a week (we've just got too much to cover) but there will be no penalty for extensions granted this way.

Assignment Breakdown

Reading Responses

40% of final grade

Throughout the semester you will write responses to assigned readings for this class. Your responses should be about 500 words (1 single spaced page, 12pt font, 1 inch margin page). These reading responses will be assigned credit/half credit/no credit. To receive full credit you will be expected to summarize and critically examine the reading. Your summary should be useful and engage primarily with the concepts of what was assigned. This means you should be examining the ideas and their implications - *responses that engage only with a surface level understanding of the readings will receive half-credit*. This doesn't mean your writing needs to be dry or entirely analytical but you should expect to have some precision in your writing.

Additionally, you will be asked to respond to collections of your classmates' writings that I'll distribute. Do treat your classmates' writing with the same rigor as you would treat the assigned readings. Your discussion responses to your classmates should be ~250 words and should attempt to extend and/or nuance our mutual understanding of the concepts. In total, you will produce 6 reading responses (the first one is technically an introduction to the class) and 4 discussions to reading responses (RR). Responses and discussions are not accepted late or incomplete.

Technology Tutorial

20% of final grade

Early in the semester you'll fill out a skills checklist in order to identify your expertise and gaps in digital writing technologies. You'll address a single skill gap in a technology and make a genuine effort to learn the skill and create a tutorial for others to learn that skill. Your tutorial must include an embedded video element or be entirely video based. Your tutorial will be shared with class - in the hopes that you can teach others the skill you've learned. You will earn a percentage grade on this project.

Interactive Technology & Ethics

25% of final grade

This is a collaborative project where you create an interactive resource (using advanced features of Adobe XD) to articulate a lesson on a specific ethics issue regarding technology. Your deliverable will be a functional XD file that includes working buttons and links, interactive graphics and text, and other advanced XD features. This is a big project! Don't sleep on it. You will earn a percentage grade on this project.

Digital Magazine

15% of final grade

For the "final exam" of this class you will create a digital magazine using Adobe InDesign or a similar publishing software. Your magazine should have a front and back cover that expertly incorporates image and text by following basic principles of design. Advanced features of software should be used throughout the magazine. The content of your magazine will be your reading responses from the semester. Attention to accessibility of your digital magazine is mandatory. You will earn a percentage grade on this project.

Earning grades

Further information will be provided on individual assignment sheets for projects. Below is a breakdown of how grades will be earned on each major project.

Technology Tutorial

20 points

Proposal	5 points	5% of final grade
Script	5 points	5% of final grade

Tutorial + video	10 points	10% of final grade
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Interactive 25 points

Proposal	2 points	2% of final grade
Content	8 points	8% of final grade
Interaction	8 points	8% of final grade
Participation grade	7 points	7% of final grade

Digital Magazine 15 points

Revised content	5 points	5% of final grade
Complex layout & design	10 points	10% of final grade

Major Due Dates

Technology Tutorial	10/07
Proposal	9/13
Script	9/23
Interactive Technology & Ethics	11/22
Proposal	10/15
Group Eval	11/23
eMagazine	12/13

University Policies

Accommodation

Any student requiring accommodations or services due to a disability must contact Disability Services (DS) in room [xxx] of the Student Services Center or Room [xxx] at the [xxxxx] Campus.

Disability Services can also arrange to provide course materials (including this syllabus) in alternative formats upon request.

Plagiarism

The [xxx] Student Code defines plagiarism as 'the unacknowledged (uncited) use of any other person or group's ideas or work. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, falsification, accessing unauthorized course or test information, using unauthorized resources, or breaches of copyright laws. None of these will be tolerated in this class. **The penalty for academic dishonesty in this course is failure on the assignment and possibly the course, depending on circumstances**

Inclusivity

Pivotal to [xxx] University's mission is the need to embrace and value the diversity of its members. Acknowledging the uniqueness of each individual, we seek to cultivate an environment that encourages freedom of expression. Because the University is a community where inquiry is nurtured and theories are tested, every individual has the right to feel safe to express ideas that differ from those held by other members of the community. However, all persons who aspire to be part of our campus community must accept the responsibility to demonstrate civility and respect for the dignity of others. Recognizing that the proper balance between freedom of expression and respect for others is not always apparent or easy to achieve, we must continually challenge ourselves and each other in an atmosphere of mutual concern, good will and respect. Therefore, expressions or actions that disparage an individual's or group's ethnicity, gender, religion, sexual orientation, marital status, age or disability are contrary to the mission of [xxx] University.

Core beliefs

According to the University's Policies and Procedures Manual, students are to "[d]etermine before the last day to drop courses without penalty, when course requirements conflict with a student's core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a resolution from the instructor. This policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the instructor in writing and the student must deliver a copy of the request to the office of the department head. The student's request must articulate the burden the requirement would place on the student's beliefs

Weekly Schedule

Week 1	Introduction to class	8/30 - 9/05 Sunday
	Module 1 open until Sunday 9/05	
	Class introductions due	9/03 Friday
	Open Technology Tutorial	* 9/05 Sunday

Weeks 2-4	Ubiquitous Writing Tech	9/06 Monday - 9/26 Sunday
	Module 2 open until 9/26	
	<i>Reading Response 1 due</i>	<i>9/13 Monday</i>
	<i>Technology Tutorial Proposal due</i>	<i>9/13 Monday</i>
	<i>Discussion of RR due</i>	<i>9/20 Monday</i>
	<i>Technology Tutorial Script</i>	<i>9/23 Thursday</i>
Weeks 5-8	Ethics and Issues in Tech	9/27 - 10/17
	Module 3 open until 10/17	
	Groups assigned	9/30 Thursday
	Open Interactive Technology and Ethics	9/30 Thursday
	PEER REVIEW CHECK-IN	9/05
	<i>Reading Response 2 due</i>	<i>10/04 Monday</i>
	<i>Technology Tutorial Due</i>	<i>10/07 Thursday</i>
	<i>Discussion of RR due</i>	<i>10/11 Saturday</i>
	<i>Interactive Tech & Ethics Proposal due</i>	<i>10/15 Wednesday</i>
Weeks 9-10	WYSIWYG Editors	10/18 - 10/31
	Module 4 open until 10/31	
	<i>Reading Response 3 due</i>	<i>10/22 Friday</i>
	<i>Discussion of RR due</i>	<i>10/27 Wednesday</i>
Weeks 11-12	Automation & Collaboration	11/01 -11/14
	Module 5 open until 11/14	
	<i>OPTIONAL Interactive Tech Prototype</i>	<i>11/05</i>
	<i>Reading Response 4 due</i>	<i>11/05</i>
	<i>Discussion of RR due</i>	<i>11/12</i>
	Open Digital Magazine	<i>11/12</i>
Weeks 13-14	Publishing & Production	11/15 - 11/28
	Module 6 open until 11/27	
	<i>Reading Response 5 due</i>	<i>11/19</i>
	<i>Interactive Tech & Ethics due</i>	<i>11/22</i>
	<i>Group evaluation due</i>	<i>11/23</i>
Week 15	Individual Conferences	11/29 - 12/05
	OPTIONAL Magazine Prototype	<i>11/29</i>
Week 16	Course Wrap Up	12/6-12/13
	Module 7	
	<i>eMagazine Delivery</i>	<i>12/13</i>