



Dr. Beardsley  
[a-beardsley@wiu.edu](mailto:a-beardsley@wiu.edu)

**Student Hours**  
In-Person & Gather.Town  
Mon. 3 – 4 PM  
Tues. 11 AM – 12 PM  
Thurs 10 AM – 12 PM  
or by appointment

**Fall 2023**  
Tues & Thursday  
3:30 – 4:45 PM  
Simpkins 321

### ENG 388: Writing for the Web – Foodways Research

What's your favorite food? Where does it originate? What is the most popular food on campus? In Illinois? These are just a few of the questions we'll explore as we learn basic HTML, build websites, and create food-themed digital texts. This course considers what it means to write in a digital environment. You will use and analyze collaborative online platforms and consider topics including social media, blogging, privacy, writing with artificial intelligence (AI), and honing the skills you need to analyze and create content for a specific audience.

#### Goals

- Explain theories for writing digital content
- Learn basic HTML and CSS
- Create accessible digital texts (social media posts and website)
- Analyze the audience, purpose, genre conventions, and situational constraints for digital writing
- Collaborate with others to improve your writing
- Identify and analyze potential ethical issues, such as the confidentiality of information or misinformation

#### Participation & Late Work

**Participation** is vital to your ability to understand the course material. Most classes, there will be an activity that builds toward major projects. These activities are low-stakes meaning that if you turn them in by the end of class, you receive full credit; however, they must be completed during class. Instructions will not be available unless you show up.

**Late work:** I don't accept late work (barring extreme circumstances). You must bring all your work to class. Extensions will not be granted for in-class activities. See the **Extension Policy** on page 5 for more details.

#### Workshop Expectations

We will workshop major assignment deliverables throughout the semester. Specific workshop guidelines will be provided to ensure you receive constructive feedback that contributes to your project's overall goals. Bring your workshop drafts to class the day they're listed on the syllabus. You will work in groups of 2-3 to read and respond to work-in-progress (WIP).

To receive full credit for workshop, you must:

- Come to class on time
- Make sure your draft is easily accessible
- Participate in the workshop activity
- Submit your draft for instructor feedback by 11:59 PM

Even if you don't have a draft, you should still come to workshop. You can receive partial credit, and seeing what your colleagues create can give you ideas.

#### Course Description

Theory and practice in writing for the demands of the web: brief, modular, visually oriented, and accessible

#### Pre-Requisite

ENG 180 and 280, or consent of instructor

#### Required Materials

##### Reading

- Horton, S., and Quesenbery, W. (2013). *A Web for Everyone*.
- Lawrence, D. (2022). *Digital Writing*.
- Zeide, A. (2023). *US History in 15 Foods*.
- Other texts posted to Western Online

##### Software

- Microsoft Word: [Available for free through WIU](#)
- [Discord](#)
- [Canva](#)
- [GitHub](#)
- [Hyphotes.is](#)

#### Assignment Overview

- In-Class Activities and Homework (20%)
- Project 1: Storytelling on Social Media (25%)
- Project 2: Content Creation and Initial Website Design (30%)
- Project 3: Digital Portfolio – Hand-Coded Website (25%)

#### Email & Discord Policy

I typically respond to emails within 24 hours, M – F, 9 AM – 5 PM. I do check my email after that and on the weekends, but not as frequently as I try to keep a work-life balance. Please take this response time into account when reaching out. Additionally, I do not accept assignments via email.

We will use Discord for class announcements and activities. I have Discord set up to notify me when someone posts, and it's the quickest way to ask me and the rest of the class a question.

I encourage you to answer each other's questions.

## Table of Contents

Goals .....	1
Participation & Late Work.....	1
Workshop Expectations .....	1
Course Description .....	1
Pre-Requisite.....	1
Required Materials.....	1
Assignment Overview .....	1
Email & Discord Policy.....	1
Course Policy on the Use of Artificial Intelligence (AI).....	4
How to Engage Texts and Prepare for Class .....	4
Western Online Access & Technical Requirements .....	4
Technical Support .....	4
Brief Assignment Descriptions .....	5
In-Class Activities and Homework (20%) .....	5
Project 1: Storytelling on Social Media (25%).....	5
Project 2: Content Creation and Initial Website Design (30 %) .....	5
Project 3: Digital Portfolio – Hand-Coded Website (25 %) .....	5
Grading Scale .....	6
Student Hours .....	7
University Writing Center .....	8
Writing Guidelines .....	8
Extension Policy .....	8
Feedback .....	8
Attendance Policy .....	8
Professionalism and Respect .....	9
General Course Policies.....	9
<i>Academic Integrity</i> .....	9
<i>Accessibility Statement</i> .....	9
<i>Disability Resources Center</i> .....	9
<i>Financial Aid &amp; Academic Progress</i> .....	9
<i>Incompletes</i> .....	10
<i>Military/Veteran Support Statement</i> .....	10
<i>Students' Rights and Responsibilities</i> .....	10
<i>Students with Disabilities</i> .....	10
<i>Title IX</i> .....	10



## Course Policy on the Use of Artificial Intelligence (AI)

ENG 388 is a course in the Professional Writing Minor. As professional writers, your job is to communicate information to a specialized or more general audience with little to no background on the topic. Professional writers know how to use a variety of tools to create and circulate their messages. One of those tools is Artificial Intelligence (AI). AI tools, including but not limited to Generative AI (GenAI) like ChatGPT, can help with content creation at various stages.

Each of your professors might have different policies about using GenAI, but here are some guidelines for this course.

- Brainstorming: You can use AI to develop topic ideas, find examples, and create outlines for written content and website designs.
- Drafting: Some AI tools can help you generate content during the drafting stage.
- Revising: Use AI to check grammar, style, and make your writing concise.

We will use ChatGPT at various points throughout the semester; however, I want to emphasize that you may not use GenAI to produce a deliverable in its entirety. I expect you to modify what AI gives you—it doesn't know what it's saying. AI spits out words based on the prompt you feed it, and what it says could be real or made up and can contribute to promoting biased language practices and circulating misinformation. Therefore, you must think critically about what it gives you. To do so, you'll explain how you used AI in your Accessibility & Design Philosophy statement for Project 3.

## How to Engage Texts and Prepare for Class

I will refer to our course materials as texts because we will read books and articles, listen to podcasts, and browse websites. Please come to class each week ready to discuss the assigned texts. We all need to read and write to get the most out of this course. Therefore, I expect you to read/listen to all of the material assigned for each discussion.

When reading, take notes on the following:

- Write down questions you have
- List and define key terms
- Note how what you're reading for each class connects to other texts we've engaged
- Consider how what you're reading contributes to class projects
- Pay attention to *how* texts are written and designed
  - What goes in the intro, body, and conclusion?
  - How are sources used to support claims?
  - What does the page layout of a website look like?

Bring your notes to class to start discussions and complete assignments.

## Western Online Access & Technical Requirements

You will submit assignments and access course materials through Western Online (WO). Familiarize yourself with our WO course layout. Do you know where to find due dates? What about rubrics? Accessing WO often is essential to succeeding in this course.

Additionally, you can view the technical requirements for Western Online [on CTR's resources page](#).

## Technical Support

Technical support is available through the University Technology (uTech) Support Center

- Phone: (309) 298-8324
- Email: [support@wiu.edu](mailto:support@wiu.edu)
- Website: [http://www.wiu.edu/university\\_technology/](http://www.wiu.edu/university_technology/)

## Brief Assignment Descriptions

Assignment sheets and rubrics will be available on WO and our external course website, but here are some short descriptions to give you an overview:

### In-Class Activities and Homework (20%)

Much of our class time will be spent completing small activities and workshopping. Activities include but aren't limited to quizzes, coding exercises, brainstorming project and layout ideas, participating in workshops, and discussing your work-in-progress (WIP). You'll be required to complete these activities during class. The goal isn't to create something perfect—rather, I expect you to try your best, show progress, and build toward final deliverables.

You'll notice there's not a lot of traditional "homework." You might need to start drafting or finish activities to bring in and work on during the next class period. For example, you might need to research food in Illinois or find inspiring blog designs. I want you to get into the habit of working on your projects outside of class and know that all graded activities are indicated on the syllabus.

We'll discuss and apply readings during class, but we won't always discuss everything as thoroughly. Even if we don't do a deep dive into a specific chapter, I expect you to know and apply the content.

### Project 1: Storytelling on Social Media (25%)

The first major assignment introduces you to our topic (foodways research) and digital content creation for social media. You'll learn the theory and practice behind writing and designing image-driven content for Instagram. The overall assignment tasks you with creating an Instagram profile, putting together a collection of 5 Instagram posts that explore food's cultural and social qualities, and writing a project memo.

### Project 2: Content Creation and Initial Website Design (30 %)

Over the course of the semester, you'll draft the content for your final Digital Portfolio. You will choose to research and write about a specific recipe, location/restaurant/food scene, or local food-related initiative. You will write 7 regular content (300+ words) and 1 cornerstone content (900+ words) blog posts that explore your topic's cultural, social, and political components.

In addition to drafting the blog posts, you'll begin writing the HTML and CSS for your website and composing a statement that critically examines your design to account for the rhetorical choices behind the layout and its accessibility (known as the Accessibility & Design Philosophy).

### Project 3: Digital Portfolio – Hand-Coded Website (25 %)

The final project is a small, hand-coded website featuring your foodways research. You'll create and link to 5 additional Instagram posts related to your blog content and revise 5 regular content posts and the cornerstone content post to create a cohesive portfolio. Your final portfolio will also include an About Me page that introduces readers to who you are, an Accessibility & Design Philosophy page that explains your design choices, a Project Abstract page that provides a 250-word research summary, and a References page (APA).

- a. About Me
- b. Accessibility & Design Philosophy
- c. Project Abstract
- d. 5 Instagram posts related to the blog content
- e. Blog with 5 regular content posts and 1 cornerstone content post (revised from P2)
- f. References

## Grading Scale

Assignments will be graded and posted within 14 days after the assignment's due date. Your grade will be determined using the following grading scale:

Letter Grade	Percentage	Explanation
A	90–100%	<b>A-Range</b> Your employer or client would be extremely happy with this work. The deliverable is well-written, complete, audience-specific, well-organized, and meets style specifications. Examples and citations are appropriate, helpful, and well-developed. The work contains only a few minor grammatical, mechanical, spelling, or proofing errors.
A-	87–89%	
B+	84–86%	<b>B-Range</b> Your employer or client would be satisfied with this work. You have not exceeded expectations; however, you have met your audience's needs and specifications. The deliverable may contain errors or flaws that could be corrected without much trouble. Overall, it's well-written with strong organization and development.
B	80–83%	
B-	77–78%	
C+	74–76%	<b>C-Range</b> The employer or client would not be pleased with this work and might be reluctant to use it because it contains a major problem or several minor ones. Errors may be distracting or confusing to the reader, important required specifications may not have been met, or major questions or issues were not addressed well or appropriately. The amount of effort that will be required to bring the deliverable to satisfaction is more than the client/employer really wanted to invest, and may cause some delays.
C	70–73%	
C-	67–69%	
D+	64–66%	<b>D-Range</b> An employer or client would find this work unacceptable because of serious problems. The reader must work too hard to understand the document, whether because of grammar and proofing mistakes or missing/incomplete/inaccurate information. Additionally, the document fails to meet the requirements of the assignment. The work would probably be re-assigned to another employee or company.
D	60–63%	
D-	57–59 %	
F	56% or below	<b>F</b> Your employer would probably suggest you begin looking elsewhere for a job because the work you produced shows complete disregard or misunderstanding of the assignment. A client would write a letter of complaint and would not contact you for future work.

### Student Hours

I hold student hours in person (Simpkins 129) and virtually (Gather.Town). Student hours are dedicated to meeting with students one-on-one or in small groups to discuss questions about the course material, unpack assignment prompts, brainstorm ideas, strategize for keeping up with coursework, develop researching and writing skills, and working with students to get back on track. Even if you don't have any questions, please feel free to drop by student hours and chat.

My Fall 2023 student hours are as follows:

Mon. 3 – 4 PM

Tues. 11 AM – 12 PM

Thurs. 10 AM – 12 PM

or by appointment

If my student hours conflict with your class or work schedule, use my [appointment scheduler](#) to set up a meeting.

### University Writing Center

The University Writing Center (UWC) is your go-to resource at any stage of the writing process! Appointments are available in three formats: in-person (3rd Floor, Malpass Library or QC Complex 2219), online (real-time with video or chat and document sharing), and tutoring (asynchronous feedback on an uploaded paper).

You'll be required to make UWC appointments throughout the semester. Please request that the UWC consultant send me a copy of the client report after your visit (consultants will need my email, [a-beardsley@wiu.edu](mailto:a-beardsley@wiu.edu)). Your UWC appointments contribute to your In-Class Activities & Homework grade.

Register, view the schedule, and begin self-scheduling appointments at [wiu.mywconline.com](http://wiu.mywconline.com).

### Writing Guidelines

The American Psychological Association (APA) guidelines are often used in professional writing, so that's what we'll use in this course. I expect that you work to cite sources properly. The [Purdue Owl Online Writing Lab has excellent APA information](#), and I also encourage you to bookmark the [APA style website](#).

### Extension Policy

Extensions aren't always possible, but just like at a job, sometimes they're necessary. If you need an extension on a draft, you must message me at least 24 hours in advance. I will provide you with an updated due date at that time. You may not receive extensions on discussion posts, in-class exercises, or workshops—your colleagues need time to respond to your work, and we must respect their schedule. Additionally, you cannot receive an extension on your Digital Portfolio – Hand-Coded Website because it takes the place of a final exam.

### Feedback

The feedback I give varies by assignment. I read all discussions and drafts, but I will only comment on them extensively if (1) the submission directly relates to a component of a major assignment, such as a wireframe draft, or (2) the submission doesn't quite meet the requirements of the assignment and you need a bit of guidance to move forward. I also provide feedback during one-on-one meetings.

I will use in-text comments on Western Online, a rubric, and a short, summative paragraph to provide feedback. Don't just look at your grade on WO—look at all the pieces.

### Attendance Policy

Our class meets on Tuesdays and Thursdays from 3:30 – 4:45 PM. We'll begin each class promptly at 3:30 PM. If you're late, come in quietly, find your seat, and read the class outcomes for the day. Jump into the activity and follow up with a friend **after** class to see what you missed. Strive to arrive 5 minutes beforehand so you're ready to start on time.

I take attendance for my records, but this course has no attendance grade. Instead, your attendance impacts whether or not you can complete in-class activities (discussions, quizzes, and workshops). The in-class activities cannot be made up unless you have an official excused absence.



To receive an excused absence, you must provide documentation within 2 weeks of the date of the absence to make up the work.

### Professionalism and Respect

Respect and care should be shown in your behavior whether you're responding to a colleague's question on Discord, participating in workshop, or completing an assignment. Disruptive, disrespectful, threatening, or harassing behavior toward any individual in our class environment will not be tolerated and may result in dismissal from class. If you feel uncomfortable about any aspect of the class, including class discussions and group conversations, please contact me ASAP so we can address your concerns.

### General Course Policies

#### Academic Integrity

Responsible academic conduct is required in this and all other WIU courses. **Plagiarism and cheating are serious infractions subject to University policy on academic integrity.** Scholastic dishonesty in *any* portion of the work for this course shall be grounds for awarding a grade of F for the assignment *or* an F for the entire course, and further disciplinary action may be taken.

It is crucial that you turn in your own work and that you document the sources for ideas that are not your own. If you are using material or ideas from another source, **including the internet and any graphics**, and have questions about how to properly document the material, you should consult a style manual for guidelines. If you remain unsure or if you have any questions about what constitutes plagiarism or cheating, please contact me before the assignment is due.

Please note that turning in work for this class that was prepared for another class or by another individual will be considered cheating. The policy on plagiarism and cheating applies to **all** drafts, as well as final products, turned in for this course.

For the university's policy on academic integrity, including plagiarism and cheating, refer to <http://www.wiu.edu/policies/acintegrity.php>.

#### Accessibility Statement

Students with disabilities: In accordance with University values and disability law, students with disabilities may request academic accommodations where there are aspects of a course that result in barriers to inclusion or accurate assessment of achievement. To file an official request for disability-related accommodations, please contact the Disability Resource Center at 309-298-2512, [disability@wiu.edu](mailto:disability@wiu.edu) or in 143 Memorial Hall. Please notify the instructor as soon as possible to ensure that this course is accessible to you in a timely manner.

#### Disability Resources Center

[http://www.wiu.edu/student\\_services/disability\\_resource\\_center/](http://www.wiu.edu/student_services/disability_resource_center/)

#### Financial Aid & Academic Progress

It is the responsibility of students to understand the attendance and academic progress requirements of their classes and the financial programs of which they are recipients. Regular attendance and successful academic progress are required for various federal, state, and private loans, grants, awards, and scholarships. Your financial aid rights and responsibilities are available online at: [http://www.wiu.edu/student\\_success/financial\\_aid/policies/](http://www.wiu.edu/student_success/financial_aid/policies/)  
Faculty are required to report attendance and academic progress information to financial aid personnel in a timely manner regardless of individual course attendance policies. WIU and other universities are sometimes required to pay

back the amount of awarded and dispersed financial aid when they fail to verify attendance and academic progress information for each class in which students are enrolled.

### ***Incompletes***

An incomplete (“I”) grade will be given in extraordinary circumstances (i.e., prolonged illness, death in family) at my discretion. It will not be considered unless the amount of work remaining in the course is limited and you had a passing grade before the incomplete assignment. The assignment of an “I” requires a written agreement between me and you specifying the time and manner in which you will complete the required assignments. Failure to adhere to the contract could result in an F for the missing work.

### ***Military/Veteran Support Statement***

As a military-friendly institution, and in accordance with federal regulations and Illinois statutes, Western Illinois University has established policies and procedures to accommodate military service students. In addition to the supports available at WIU’s Veterans Resource Center ([wiu.edu/student\\_success/veterans/](http://wiu.edu/student_success/veterans/) 309-298-3505), veterans, members of the National Guard or Reserves, and active-duty military personnel with military obligations (e.g., deployments, trainings, drill) are encouraged to communicate these, in advance whenever possible, to the instructor. The Military Service Policy can be found at <http://www.wiu.edu/policies/military.php>.

### ***Students’ Rights and Responsibilities***

Full Policy: <http://www.wiu.edu/provost/students.php>

### ***Students with Disabilities***

[http://www.wiu.edu/student\\_services/career\\_development\\_center/studentsWithDisabilities.php](http://www.wiu.edu/student_services/career_development_center/studentsWithDisabilities.php)

### ***Title IX***

University values, Title IX, and other federal and state laws prohibit sex discrimination, including sexual assault/misconduct, dating/domestic violence, and stalking. If you, or someone you know, has been the victim of any of these offenses, we encourage you to report this to the Title IX Coordinator at 309-298-1977 or anonymously online at: [http://www.wiu.edu/equal\\_opportunity\\_and\\_access/request\\_form/index.php](http://www.wiu.edu/equal_opportunity_and_access/request_form/index.php). If you disclose an incident to a faculty member, the faculty member must notify the Title IX Coordinator. The complete Title IX policy is available at: <http://www.wiu.edu/vpas/policies/titleIX.php>.