ENC 1145 Writing about Screens

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# **Course Description**

This course focuses on the role of the “screen” as a material artifact vital to the rhetorical complexity of 21st century writing. Drawing from technology, digital rhetoric, and media theorists, students will analyze the role of a variety of digital technologies within our culture, including augmented/virtual reality, natural/kinetic user interfaces, and mobile/ubiquitous computing, among others. In addition to these “inside” components of screens (software, apps, websites, etc.) students will also focus on their “outside” effects by looking at the biological and social impact of mobile computing on areas such as the human brain, education, foreign labor, journalism, protests, and political revolutions. The course assignments focus on enhancing students’ ability to craft rhetorically effective writing. However, due to the constantly shifting definitions of what constitutes “writing” in a screen-saturated culture, students will work within the new modes and genres that have emerged alongside the proliferation of mobile writing technologies, such as tweets, vines, videos, Facebook posts, memes, and blogs, among others. In so doing, students will not only gain greater acuity in operating within a variety of rhetorical modes and genres, but also a more nuanced understanding of the strategic, dispersed nature of digital writing.

# **Course Outcomes**

By the end of the course, students enrolled in ENC 1145 should be able to:

* Identify different aspects of society that are being (or will be) affected by digital media
* Compose with rhetorical awareness within a variety of new media genres
* Find, evaluate, and incorporate sources from a variety of online databases in response to an original research question

**Access and Accounts**

Use this wiki to access the course schedule, readings, and assignment descriptions. However, all of your grades will be accessible through UFs e-learning site on Canvas. Most assignments will be submitted via [Blogger](https://www.blogger.com/home) (either directly or through links). Create (or use an already existing) accounts for the following:

* Google or gmail account (for Google docs)
* Blogger (included with your Google account)
* YouTube
* Twitter
* Facebook

# **Major Assignments**

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| **Blog Posts, 350 words each**  Blogging [continues to grow](http://www.nielsen.com/us/en/insights/news/2012/buzz-in-the-blogosphere-millions-more-bloggers-and-blog-readers.html) as a popular cultural medium for both writers and readers. Although it is often disparaged as an informal medium rife with personal indulgence and sloppy writing, a blog can be [a useful tool](http://www.usatoday.com/media/cinematic/video/20571247/twitter-co-founder-talks-future-of-blogs-mediumcom/) for regularly connecting and interacting with a more specific audience. For this class, we will be using Blogger primarily to explore and hone ideas from class readings and multimedia texts. All blog posts will be written in response to specific prompts listed on the schedule and readings page and are due on the date under which they are listed.  I expect your blog posts to be concise yet compelling. Do not waste your reader's time by making the same point across three different sentences or saying something in 50 words that could have been said in 15. In addition, be sure to integrate some kind of multimedia functionality (hyperlinks, videos, and images) into each of your blog posts to create more compelling content; do not insert media just for its own sake. Use multimedia to support evidence for your arguments, illustrate a point more clearly, engage your reader, etc. Label your blog post with a clear, engaging, and "clickable" title. Before you write your first blog post, read the chapter from *Writing for the Internet* on blogging. | 150 points |
| **Online Technology Article, 1000 words**  Write an online tech article (on your blogger site) of at least 1000 words evaluating the potential of an unreleased and/or fictional screen-based technology. This could be a new physical device; a new kind of software or operating system; or even a technology from a movie, book, or television show. For example, you might provide a brief overview of [Intel's new Real Sense technology](http://www.intel.com/content/www/us/en/architecture-and-technology/realsense-overview.html) and use the product information from the product website to critically evaluate the claims that Intel makes about its potential to revolutionize our everyday interactions with the desktop computer interface.  As you speculate on the future potential of your technology, be sure to explain the reasoning behind your evaluations. Consider the following questions as you formulate your response:   * What social and cultural conditions guarantee that this technology will (or will not) become integrated into our everyday lives? * Is this technology merely a gimmick? If so, why? What is a gimmick? * Can you think of any past technologies which faced criticism yet still became integrated into society? Conversely, are there any past technologies that did not live up to the hype surrounding them? Use these examples to support your evaluation.   Using the readings below as general models for your own article. Follow the style guidelines presented [here](http://www.wikihow.com/Write-Successfully-for-the-Web) and [here](http://www.nngroup.com/articles/writing-links/). In addition, here is an [article from Slate](http://www.slate.com/blogs/moneybox/2015/01/03/scientists_want_workdays_to_start_later.html) that demonstrates effective hyperlinking.   * [Matt Novak- "Time after Time: 70 Years of Broken Smartwatch Dreams"](http://paleofuture.gizmodo.com/time-after-time-70-years-of-broken-smartwatch-dreams-510651741) * [Molly McHugh- "Facebook Might Add the Dislike Button"](http://www.dailydot.com/technology/facebook-dislike-button/) * [Stuart Dredge- "Dekko Wants to Take Augmented Reality Beyond a 'Marketing Gimmick'"](http://www.theguardian.com/technology/appsblog/2013/may/09/dekko-augmented-reality-startup) * [Ian Bogost- "The Cathedral of Computation"](http://www.theatlantic.com/technology/archive/2015/01/the-cathedral-of-computation/384300/) (take note of Bogost's simple yet engaging introduction) * [Douglas Quenqua- "Is E-Reading to Your Toddler Story Time or Screen Time?"](http://www.nytimes.com/2014/10/12/us/is-e-reading-to-your-toddler-story-time-or-simply-screen-time.html) (Notice how this article inserts images at key rhetorical moments in the article) | 150 points |
| **Live Tweets**  The purpose of this assignment is to practice the rhetorical style of one of the most popular new media genres of the twenty first century: Twitter. In order to do so, you must attend and live-tweet a public event related to your major. If you are having trouble finding an event, ask some professors from your department if there are any upcoming events at the university they would recommend. If you do not know any of the professors from your field/major, this would be a great opportunity to establish a professional relationship with one of them and share your own passion/interest for your field of study.  If you have access to a live video and audio stream of the event, then you do not have to be physically present at the event location. Make sure that you give yourself ample time to find an appropriate event before the assignment due date. You will be required to turn in a flyer or link to a website in order to verify your event. Be sure to use the #hashtag associated with your event so that other attendees can see your tweets.  Regarding the content of your tweets, make sure that your style not only utilizes the medium you are working with (pictures, links, etc.) but also aligns with the rhetorical style of the other event attendees. For example, if you are at a sporting event or performance of some kind, you might want to include more pictures than if you were merely watching a lecture, in which you might include more tweets with relevant links to the speaker's presentation. It might be wise to wait a few minutes prior to tweeting so that you can gauge the kind of tweets circulating about your event. Remember, one of the key rhetorical features of Twitter is the re-tweet function, so be sure to craft your tweets with circulation in mind. Although I do not have a specific number of tweets that you need to compose during your event, you should tweet around every 3-5 minutes for at least one hour of your event. This would put your total tweets somewhere around 12-15. However, do not send out all of your tweets in a short window of time; spread them out.  Here are some helpful links for tips about live-tweeting a variety of events. Make sure you take a look a look at each and follow the appropriate advice for your particular event.   * ["Tweet in the Moment"](https://media.twitter.com/best-practice/tweet-in-the-moment) * ["How I Gained 68,000 Followers by Live-Tweeting"](http://mashable.com/2014/07/16/how-to-live-tweet/) * ["10 Easy Tips for Live Tweeting at Events"](http://blog.sli.do/10-easy-tips-for-tweeting-from-live-events/) * ["Live Tweet During Sporting Events"](https://media.twitter.com/best-practice/live-tweet-during-sporting-events) | 100 points |
| **Annotated Bibliography**  Write annotations in [MLA](https://owl.english.purdue.edu/owl/resource/747/05/) or [APA](https://owl.english.purdue.edu/owl/resource/560/01/) format for at least 6 sources which will be used in your Screen Story assignment. In addition, post links to at least 4 videos you hope to use as models for your own video. Write an annotation for each video explaining how it will inform your own. Include a short (250 word) abstract describing your video. Post your annotations and abstract to Blogger.  Your annotations should include the following:   * A brief summary of the source * How the source relates to your own project * How the source differs from your other sources * 3 useful quotes | 100 points |
| **Screen Story**  Create a 3-5 minute YouTube video that depicts the fictionalized journey of an electronic screen (phone, television, laptop, etc.) as it impacts a particular sector of society. Examples can be drawn from different sections of the course and include education, the news media, electronic waste, childhood development, social interaction, among many others. Although it is not required, I would encourage you to choose a sector of society that is related to your field of study (e.g. medicine, business,sports management, etc.).  For instance, if you created your screen story around the issue of e-waste, you might trace the manufacturing, distribution, advertising/marketing process of a device you use on a daily basis (such as your phone). You would need to gather research related to the materials (minerals, components, etc.) within the device and note the conditions under which it was produced. You might also include an ending that shows the “death” (recycled, etc.) of the device. As another example, if your sector of society was “education,” you might follow a day in the life of a typical student as you portray sources from your bibliography which discuss changes within education brought about by the internet, computers, etc. to the everyday life of students and the future changes they might bring.  In either case, you need to creatively integrate your annotated bibliography sources into your video in some way. You can do this through text, narration, or some other means. However, because the ultimate goal of this assignment is to put your videos into circulation, your video should still contain compelling and rhetorically effective content and not merely list a series of disconnected facts and statistics from your research. Let your video annotations inform the style and structure of your own video and critically consider appropriate rhetorical strategies for the audience you are attempting to reach (e.g. students, general public, sports fans, etc.). Consult the [Screen Story Rationale assignment](http://writingaboutscreens.wikispaces.com/Screen+Story+Rhetorical+Rationale) before you plan and create your video.  The form of your video will depend upon the particular discourse community in which you will be attempting to circulate it. For example, if you were focusing on education, you might consider how your video will relate to both parents and students, and perhaps even narrow your scope by grade level to focus on elementary and preschool education. In creating your content, utilize the expansive rhetorical options available within this medium (audio, still images, moving, images) in order to create a compelling video. Feel free to use original footage, images, sound and/or media collected online. However, if you are using copyrighted material, make sure it aligns with [YouTube's fair use policy](https://www.youtube.com/yt/copyright/fair-use.html#yt-copyright-resources). Other information about using non-original footage in online videos can be found at the [Center for Media and Social Impact](http://www.cmsimpact.org/fair-use/related-materials/codes/code-best-practices-fair-use-online-video#five). You can also search [Creative Commons](http://search.creativecommons.org/) for non-restricted images and video.  Learning how to craft effective search queries in a variety of databases is one of the most important (and undervalued) writing skills of the digital age. Although we will only be covering some basic technical knowledge necessary to make your video, do not let this discourage you from incorporating other techniques or skills you learn on your own from other video tutorials. As you create your video, think first about what it is that you want to do (add a title, crop a video, add subtitles, etc.) and then search online for tutorials that explain how to do it. This is a much more efficient method than emailing me with your question (which I would simply Google anyway) or waiting until class to ask me. For specific questions, Google and YouTube are really helpful; however, if you are wanting to do more advanced techniques and/or just want an overall introduction to your editing software, I would recommend [Lynda.com](http://www.lynda.com/member.aspx), a site available for free through UF that I have found extremely useful for my own multimedia projects. Whenever searching online for a particular thing that you want to do, be sure to include the software name in all of your search queries (e.g. "create credits in Adobe Premiere").  If you are stuck for ideas about how to make your video, browse the Issues page of [The JUMP (Journal of Undergraduate Multimedia Projects)](http://jump.dwrl.utexas.edu/). I would also encourage you to consider [submitting your video](http://jump.dwrl.utexas.edu/node/1) to The JUMP at the end of the semester. | 200 points |
| **Screen Story Rhetorical Rational**  Write a detailed blog post explaining your rationale behind the various rhetorical choices you made in creating your video. This assignment should incorporate specific screen shots from your video explaining why you chose certain images, placed text in certain places, and/or chose to present your research via narration, text, etc. Also include links to videos from your bibliography or elsewhere that informed your own. Feel free to organize your blog post in the way that makes the most sense to you; however, it should cover all of the main parts of your video. If you are not sure how to organize it, simply walk the reader through the different parts from beginning to end.  In addition, keep the following questions in mind throughout the video creation process so that you can form coherent responses to each for this assignment.   * Why did you choose to portray your narrative in a primarily textual, image, or auditory mode? * How did your audience for this video inform your rhetorical choices? * What is the tone of your video and how did you decide on it (humorous, serious, accusatory, etc.)? * What elements of your video do you believe are most responsible for conveying this tone? * Are there sections in your video that did not turn out how you envisioned them? If so, why not? | 150 points |
| **Viral Links**  Using a variety of viral new media genres, promote your video on social media through teaser links, tweets, vines, etc. On a spreadsheet, note the date, time, and content of your posts along with the number of favorites, retweets, shares that they received. At minimum, you should have:   * 5 instagram posts * 5 Facebook posts * 10 tweets   Because circulation is so contingent upon the number of followers that you have, you will need to do some work prior to this assignment in creating connections with people who might be interested in your video. Feel free to use your personal social media accounts and circulate your video among friends and family; however, you can certainly create new accounts for each if you don't wish to use these.  Helpful Links  ["How to Make a Magical Vine Using Stop Motion"](http://content.photojojo.com/tutorials/how-to-make-a-magical-vineusing-stop-motion/)  ["How to Create Stop Motion Videos with the Vine App"](https://www.commoncraft.com/how-create-stop-motion-videos-vine-app)  [Writing Twitter and Facebook Headlines](https://blog.bufferapp.com/a-scientific-guide-to-writing-great-headlines-on-twitter-facebook-and-your-blog)  [15 Engaging Facebook Post Examples](http://writtent.com/blog/15-best-facebook-posts-ever-written/)  Resources  [Eesel.ly Infographic editor](http://www.easel.ly/)  [Vengage Infographic editor](https://venngage.com/)  [Visualization Tools](http://www.creativebloq.com/infographic/tools-2131971)  [Meme Creator](https://imgflip.com/memegenerator) | 150 points |
| **TOTAL** | 1000 points |

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| **Grading Scale** | | | | | | | |
| A | 93-100 | B | 83-86.9 | C | 73-76.9 | D | 63-66.9 |
| A- | 90-92.9 | B- | 80-82.9 | C- | 70-72.9 | D- | 60-62.9 |
| B+ | 87-89.9 | C+ | 77-79.9 | D+ | 67-69.9 | E | 0-59.9 |

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### **Participation and Attendance**

Regular attendance and active participation are crucial. Class participation includes contributing to class discussions; coming to class on time, prepared with books and homework; preparing for in-class activities; providing adequate drafts for group work; collaborating and participating in group activities; and overall working and paying close attention to the lectures and activities of the classroom. In general, students are expected to contribute constructively to each class session. **Because this course relies heavily on workshops, students should bring computers, the textbook, paper, and writing utensils to each class meeting.**

In this course we will follow a strict attendance policy. **If students miss more than six periods during the term, they will fail the entire class.** If students miss more than three classes, they will lose up to twenty points for each subsequent absences up to five absences. The university exempts from this policy **only** those absences involving university-sponsored events, such as athletics and band, religious holidays, and/or a serious medical condition. Absences related to university-sponsored events must be discussed with me prior to the date that will be missed. Absences, even for extraordinary reasons will result in missing work that cannot be made up; therefore, students can expect absences to have a negative impact on grades. You do not need to tell me why you are absent *unless* you have a medical condition that will use up *more than your 3 allotted absences*. At that point, you should contact me and provide documentation.

**Please Note:** If students are absent, it is their responsibility to stay aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

**Tardiness:** Tardiness creates a problem for the entire class since it can disrupt work in progress. If you know that you will need to leave class early or will be arriving late, please alert me ahead of time.

**Students with Disabilities**

Students requesting classroom accommodation must first register with the Dean of Students Office, which will provide documentation for you to give me when requesting accommodation.

**Grading**

For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**Counseling Center**

Students who face difficulties completing the course or who are in need of counseling or urgent help may call the on-campus Counseling and Wellness Center (352) 392-1575.

Course Schedule

*All readings and assignments are due BY NOON (not the start of class) on the day under which they are listed. Use Blogger to complete Blog posts. Use your In Class Work and Homework Google Document to complete anything marked "Homework." Make sure all homework assignments are clearly labelled with a title and date.*

\*Bring a laptop/tablet with you to every class. If you do not have access to a laptop or other personal computing device (tablet, smartphone, etc.) please let me know before the end of the first week of class and I will help you make arrangements.

**Unit 1: Screens: Past and Future**

**W: 1/7**

* Introduction and Syllabus

**F: 1/9**

* [Sherry Turkle- “Are we connected but alone?”](https://www.ted.com/talks/sherry_turkle_alone_together)
* [Charles Yu-“Happiness is a Warm iPhone”](https://www.nytimes.com/2014/02/23/opinion/sunday/happiness-is-a-warm-iphone.html)

Homework: Make a bulleted list of the most interesting ideas from each piece. These could be a summary of an idea, a quote, or an example/illustration.

**M: 1/12**

* [Matt Novak, Paleofuture- “Time after time: 70 years of broken smartwatch dreams”](http://paleofuture.gizmodo.com/time-after-time-70-years-of-broken-smartwatch-dreams-510651741)
* [Matt Novak, Paleofuture- “A Brief History of Tomorrow’s High Tech Living Room”](http://paleofuture.gizmodo.com/a-brief-history-of-tomorrows-high-tech-living-room-511954516)
* [Bryan Bishop- "From gimmick to main attraction: Virtual Reality is Coming to Hollywood"](http://www.theverge.com/2015/1/6/7499501/CES-2015-virtual-reality-wild-fox-searchlight)

Blog Post: Post a link to an emerging screen based technology (app, software, device, etc.) and analyze whether or not you think it has the potential of becoming useful or is simply a gimmick. Explain the reasoning behind your decision. Use the readings above as guides for constructing your blog post. (Make sure to read over the blog post assignment instructions before writing. Also, email me a link to your blogger site once it has been created).

**W: 1/14**

* [“How to Write Successfully for the Web”](http://www.wikihow.com/Write-Successfully-for-the-Web)
* [“Writing Hyperlinks: Salient, Descriptive”](http://www.nngroup.com/articles/writing-links/)

**F: 1/16**

* Marshall, McLuhan, “Television”

Blog Post: Marshall McLuhan, a canonical media theorist, wrote *Understanding Media: The Extensions of Man* in 1964. Based on the readings we have done so far and your own thoughts on the status of contemporary culture, would you say that his predictions concerning the impact of television are accurate? In composing your blog post, consider how the television (as a material device as well as its content) has changed over the last fifty years. Use quotes from the text in writing your response.

**M: 1/19-NO CLASS**

**Unit 2: Attention**

**W: 1/21**

* Nicholas Carr-"The Juggler's Brain" from *The Shallows: What the Internet is Doing to Our Brains*
* [Douglas Quenqua- “Is e-reading to your toddler story time or screen time?”](http://www.nytimes.com/2014/10/12/us/is-e-reading-to-your-toddler-story-time-or-simply-screen-time.html)

Homework: Do you believe that your cognitive abilities have been negatively affected by digital technology (social media, video streaming, hyperlinked content, etc.) in the manner described by Nicholas Carr? Freewrite in response to this question.

**F: 1/23**

* Writing Workshop

**M: 1/26**

* ONLINE TECH ARTICLE DUE
* Live Tweeting practice

**W: 1/28**

* Wendy Austin- “Text Messaging: Rhetoric in a New Keypad”
* [Farhad Manjoo-“Twitter’s Digital Body Language”](http://bits.blogs.nytimes.com/2014/08/25/save-the-fav-twitters-digital-body-language/)
* Twitter Stories: [Norm Macdonald](http://www.huffingtonpost.com/2014/08/12/norm-macdonald-robin-williams-twitter-tribute_n_5672465.html) and [R.L. Stine](http://www.huffingtonpost.com/2014/10/29/r-l-stine-twitter-story_n_6065514.html)

**F: 1/30**

Homework: Listen to the podcast below in preparation for in class twitter debate. Check the course website to see if you will be arguing for or against online education. As you are listening, take note of any interesting quotes, facts, and/or counter arguments. Be sure to follow your classmates so you can view their tweets during our class debate. Feel free to gather other evidence from elsewhere. I think we will follow a style similar to the one described in [this journalism class at the University of New Mexico](http://www.pbs.org/mediashift/2014/11/remix-creating-a-twitter-town-hall-for-a-real-political-debate/), but instead of two debaters we will have teams tweeting responses to the questions.

* [Podcast- “Are Brick and Mortar Colleges Obsolete?”](http://www.npr.org/2014/04/09/299178029/debate-in-an-online-world-are-brick-and-mortar-colleges-obsolete)

**M: 2/2**

* [Sugata Mitra: The Child-Driven Education](https://www.ted.com/talks/sugata_mitra_the_child_driven_education/transcript?language=en)
* [Matthew Yglesias- "Giving Poor Kids Computers Does Nothing"](http://www.slate.com/blogs/moneybox/2013/05/23/fairlie_and_robinson_on_computers_and_education_no_change.html)

Homework: What is the determining factor in "Child-Driven Education"? Why does giving a students a computer to learn on his/her own work in some cases and not others? Free write in response to the previous questions.

**Unit 3: Screened from View**

**W: 2/4**

* LIVE TWEETS DUE-(If your event is after this date, you must send me a link by today. It should be at least before the end of March).
* [Ifixit.org/e-waste](http://ifixit.org/e-waste)
* [Ifixit.org/manufacturing](http://ifixit.org/manufacturing)
* *Residual Media-* “Out with the Trash: On the Future of New Media”

Homework: Create a rough timeline of all of the electronics you have ever owned. Then, to the best of your knowledge, make a brief note by each one describing the context of its acquisition (i.e. why you got it.). The notes can be as short or as long as you would like them to be (e.g. "graduation present from parents").

**F: 2/6**

**NO CLASS**

**M: 2/9**

* [Podcast- “Is the internet closing our minds politically?”](http://www.npr.org/2012/04/23/151037080/is-the-internet-closing-our-minds-politically)
* [Pew Center- “What Facebook and Twitter mean for news”](http://www.stateofthemedia.org/2012/mobile-devices-and-news-consumption-some-good-signs-for-journalism/what-facebook-and-twitter-mean-for-news/)

Homework: Search for a recent news story trending on twitter, list the first ten tweets that show up, and write about any differences in the way this story is framed within the tweets.

**W: 2/11**

* [2013 DoGooder award winners](https://www.youtube.com/playlist?list=PLGmeFIOjhJzcvy1PnCW16_4sfXMbsJ12D)
* [2012 DoGooder award winners](https://www.youtube.com/playlist?list=PLGmeFIOjhJzfRJrB3TsKDZCLRiS_b47o3)

Blog post: Analyze the rhetorical effectiveness of one of the above [award winning](http://philanthropy.com/blogs/social-philanthropy/dogooder-awards-highlight-effective-nonprofit-videos/30541) non-profit videos. Look through the playlists and find a video that you believe is persuasive and compelling in the way that it presents its argument through this medium. Consider the following questions in your post:

* What kind of tone is the video trying to set? Is this tone appropriate for the subject matter of the video and the audience to which it is directed?
* How does the video communicate this tone through the video's style and organization (e.g. editing, music, text, rhythm, etc.)?
* What aspects of this video might you try to incorporate into your own video?

**F: 2/13**

* In class work on Screen Story topics

**M: 2/16**

* Online Technology Article Revisions Due by midnight
* Workshop searching for primary and secondary sources

**W: 2/18**

Read the article and watch the video below in preparation for our in class discussion in response to this question: "What makes a video go viral?" Take informal notes in your in class work and homework google doc.

* [Mat Honan, "Inside the Buzz-Fueled Media Startups Battling for Your Attention"](http://www.wired.com/2014/12/new-media-2/)
* [Kevin Allocca- "Why videos go viral"](https://tedsummaries.com/2015/03/20/kevin-allocca-why-videos-go-viral/)

**F: 2/20**

**No Class- Although not required, I would encourage you to attend one of the sessions at this year's** [**Digital Assembly symposium**](http://www.english.ufl.edu/da/2015workshop/da.html)**.**

**M: 2/23**

* Video editing software workshop

**W: 2/25**

* Video editing workshop, adding text and image overlays

**F: 2/27**

* DIY video production (green screen techniques, recording voice over)

3/2-3/6-Spring Break

**M: 3/9**

* Video Workshop

**W: 3/11**

* Peer review Screen Story videos

**F: 3/13**

* FIRST DRAFT OF SCREEN STORY DUE

**M: 3/16**

* In class work on screen story revisions

**W: 3/18**-NO CLASS

**F: 3/20**-NO CLASS

**Unit 4: Viral Media and Circulation**

**M: 3/23**

* Introduce Viral Link assignment
* ["How to be a Twitter Celebrity"](http://www.wikihow.com/Be-a-Twitter-Celebrity)

Homework: Using your twitter and facebook accounts, begin following organizations and individuals related to the sector of society you focused on in your screen story and start posting pertinent content in order to gain followers of your own. Free write about how you used the advice in the articles in attracting a social media audience.

**W: 3/25**

* [Ridolfo and DeVoss- “Composing for Recomposition”](http://kairos.technorhetoric.net/13.2/topoi/ridolfo_devoss/intro.html) (Read "intro" and "velocity" only)
* [Gizmodo infograph- “What exactly is a meme”](http://gizmodo.com/what-exactly-is-a-meme-512058258)

**F: 3/27**

* Bring video and draft of rhetorical rationale.
* In class workshop on rhetorical rationale assignment

**M: 3/30**

* SCREEN STORY AND RHETORICAL RATIONALE DUE

**W: 4/1**

* In class screenings

**F: 4/3**

* [Jay Baer- "The 6 Dangerous Fallacies of Social Media"](http://www.convinceandconvert.com/social-media-strategy/the-6-dangerous-fallacies-of-social-media/)
* [John Rampton- "Why Most Social Media Strategies Fail"](http://www.forbes.com/sites/johnrampton/2014/04/22/why-most-social-media-strategies-fail/)
* [Heike Young- "The 30 Most Brilliant Social Media Campaigns of 2014 (So Far)"](http://www.exacttarget.com/blog/the-30-most-brilliant-social-media-campaigns-of-2014-so-far/)

Blog post: Using the three articles above, write a blog post distilling the most useful advice for a reader interested in creating compelling social media content.

**M: 4/6**

* Workshop Screen Story revisions

**W: 4/8**

* ["11 Ways to Promote Your Brand or Product through Vine"](http://www.socialmediatoday.com/content/11-ways-promote-your-brand-or-product-through-vine)
* ["6 Ways to Use Vine Videos to Promote Your Film"](http://cmedialab.org/6-ways-to-use-vine-videos-to-promote-your-film/)
* ["How to tell a compelling story in a six second video"](http://www.degdigital.com/blog/vine-how-to-tell-a-compelling-story-in-a-six-second-video/)

Homework: Use at least two pieces of advice from the above articles to create two Vines promoting your Screen Story video.

\*Be sure to check out the "Helpful Links" section of the [Viral Links assignment](http://writingaboutscreens.wikispaces.com/Viral+Links).

**F: 4/10**

* Viral links/Screen Story revisions workshop

**M: 4/13**

* Workshop
* Screen Story Revisions Due (upload video to YouTube and email me another link. Bring in a backup on a thumb drive.)

**W: 4/15**

* Individual conferences

**F: 4/17**

* Individual conferences

**M: 4/20**

* Viral links assignment due
* Present results

**W: 4/22**

* Viral links presentations cont’d
* Course evaluations

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### **General Assessment Rubric**

I strive to be clear and honest in my assessment of all student work. In addition to the the holistic criteria listed below, I reserve the right to assess individual assignments based upon other criteria specific to that assignment as well as criteria mentioned in class, in one-on-one conferences, or other forms of communication.

|  |  |
| --- | --- |
| A | * Follows ALL instructions specific to the assignment description * Generates and elaborates on original ideas relevant to the course content * Assignment provides evidence to support claims * Assignment incorporates source material appropriately and effectively * Assignment displays clear organizational forethought * Assignment is free of rhetorically unaware grammatical, stylistic, and/or technical errors |
| B | * Follows most instructions specific to the assignment description * Incorporates and elaborates ideas relevant to the course content * Assignment provides evidence to support most of its claims * Assignment incorporates source material appropriately * Assignment has an identifiable organizational structure * Assignment contains rhetorically unaware grammatical, stylistic, and/or technical errors |
| C | * Follows some instructions specific to the assignment description * Incorporates ideas relevant to the course content * Assignment provides evidence to support some of its claims * Assignment incorporates source material * Assignment has an identifiable organizational structure * Assignment contains rhetorically unaware grammatical, stylistic, and/or technical errors |
| D | * Follows very few instructions specific to the assignment description * Incorporates ideas irrelevant to the course content * Assignment provides little to no evidence to support its claims * Assignment incorporates no (or very little) source material * Assignment has an unclear organizational structure * Assignment contains distracting and rhetorically unaware grammatical, stylistic, and/or technical errors |
| E | * Does not follow instructions specific to the assignment description * Incorporates no ideas relevant to the course content· * Assignment has no identifiable organizational structure * Assignment incorporates no source material * Assignment provides no evidence to support its claims * Assignment contains distracting and rhetorically unaware grammatical, stylistic, and/or technical errors |