ENG 1131-1788: Writing Through Augmented Reality

**Instructor:** Jacob Greene

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**Meeting Times:** M W F period 5 (11:45-12:35), W E1-E3 (7:20-10:10)

**Location:**  WEIL 408D on MWF and ARCH 106 on Wednesday night

**Office:** Turlington 4343

**Office Hours**: Wednesday-10:00-11:30 and by appointment

**Course Description**

Compelling applications of augmented reality (AR) technology continue to surface within a variety of contexts: museums are integrating AR content into their displays, marketing campaigns are promoting AR in lieu of print or even web-based catalogs, and digital activists are leveraging AR to turn physical objects, texts, and locations into sites of critique. Writing Through Augmented Reality introduces students to the cultural, technical, and rhetorical characteristics of site-specific augmented reality applications, or AR applications that can only be experienced within the context of a specific physical location. Specifically, this course focuses on 1) the use of AR to provide supplementary information within a physical space and 2) the use of AR to subvert or critique aspects of a physical space. As such, the readings and assignments for this course focus not only on the social and cultural aspects of AR as an emerging medium, but also on the technical and rhetorical knowledge required to create our own site-specific AR applications.

Many of the assignments for this class will operate under a project-based learning model: students will spend the semester designing, writing, testing, and promoting a site-specific augmented reality application to be used within an area in or around the UF campus. Among other assignments, students will write emails to potential site contacts, craft project proposals, design posters and other promotional materials, and maintain a progress blog. Course screening times will be used to scaffold students’ technical knowledge of AR software and hardware so that they can create rhetorically compelling mobile AR applications. No prior coding or software experience is required; however, students should display a sense self-motivated interest in developing their abilities to learn and operate new technologies.

**Course Objectives**

In ENG 1131-1738, students will learn to:

* Analyze the rhetorical characteristics of augmented reality applications
* Create and design rhetorically compelling multimedia content for augmented reality applications
* Write a researched critique of a cultural or social phenomenon connected to a specific place, text, or object
* Collaborate in groups to create multimedia augmented reality content

**Course Structure**

The screening times (Wednesday nights from 7:20-10:10) will be used primarily to learn how to use augmented reality and video editing software . We will also use this time to workshop major assignments and multimodal projects. Attendance during screening times is required. Typically, each workshop will have 1-3 learning goals that students' must demonstrate before the workshop's end. These learning goals could be demonstrating anything from specific technical skills to progress on your final project. I will cover the learning goals at the beginning of each workshop and students are responsible for working independently (or in groups) until each goal is complete. If you finish before other students and/or before the end of the workshop, I will either assign you additional tasks (not busywork) or ask you to help your peers.

**\*Required Texts/Software**

Craig, Alan B. *Understanding Augmented Reality: Concepts and Applications*. Waltham: Morgan Kaufmann, 2013.

Unity 3D (Personal Edition). <https://unity3d.com/get-unity>

Account with Aurasma <https://studio.aurasma.com/home>

\*All other readings/videos will be available on our class page in Canvas or in our course schedule. Unless otherwise noted, bring a fully charged laptop and smartphone/tablet to each class meeting.

# Assignments and Grading Points

|  |  |
| --- | --- |
| **Weekly Discussion Posts @ 250 words each**  Students will be expected to maintain a weekly discussion blog due by Thursday, 9am of each week. Students will be required to read and respond to at least two other students' discussion posts before Friday's class. | 15 |
| **Annotated Bibliography for Critical Augmented Reality Research Paper**  Write a fifty word annotation for 6-8 sources that you will use for your AR criticism research paper. Each annotation should contain (at the very least) 1) a brief summary of the source and 2) an explanation of how the source fits into your overall argument (e.g., difference from other sources, potential counter-argument, etc.). | 5 |
| **Augmented Reality Criticism Research Paper (1500 words)**  This paper provides students with a well-researched foundation for completing the augmented reality criticism project. Students will write an essay investigating the ethical discrepancies between the hidden actions and public rhetoric of a company, organization, or social/cultural phenomenon. For instance, students might choose to write about the fast food chain McDonald's, focusing on how the company ignores its complicity in the childhood obesity epidemic in the United States. To narrow the scope of their topics, students must choose a specific public entity AND a specific ethical discrepancy to research. | 20 |
| **Augmented Reality Criticism Project (1500 words)**  For this project, students will isolate a particular company, organization, individual, event, or social/cultural phenomenon and create an augmented reality critique using Aurasma that re-purposes the overt rhetorical message of any images, texts, places, or objects associated with it. Students will extend their work from the research paper into this assignment by adapting their written work into a multimodal format. The word count for this assignment can be fulfilled through hyperlinked text and/or audio overlays. | 15 |
| **Site-Specific AR Application Proposal (1000 words)**  Students will write a researched argument proposing a specific location (park, museum, historic district, etc.) to augment in or around UF's campus. The proposal should describe 1) why this location is ideal for a site-specific AR application, 2) the kinds of overlays and content that will be used at the location, 3) the kind of background research and technical knowledge required to carry out this proposal. Students will present their proposals formally to the class during one of our workshop times along with a short Prezi. The class will place votes to determine which proposal(s) will be accepted for the final project. | 10 |
| **Site-Specific AR Application Project (2000 words)**  Students will work on a collaborative, class-wide project to be determined through the AR application proposal assignment. Each student will be responsible for producing augmentations and application content for a yet-to-be-determined number of trigger images at the location. For each of their trigger images, students will create: 1) one video overlay, 2) one audio-visual overlay, and 3) an about page. Students will use Vuforia augmented reality plug-in for Unity to create the augmentations for this assignment. Students should split the word count evenly among the three modalities in this project (video, audio, and text). | 25 |
| **Minor Assignments (homework, in class writing, etc.)** | 10 |

**Grading Scale**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A | 4.0 | 93-100 | 930-1000 |  | C | 2.0 | 73-76 | 730-769 |
| A- | 3.67 | 90-92 | 900-929 |  | C- | 1.67 | 70-72 | 700-729 |
| B+ | 3.33 | 87-89 | 870-899 |  | D+ | 1.33 | 67-69 | 670-699 |
| B | 3.0 | 83-86 | 830-869 |  | D | 1.0 | 63-66 | 630-669 |
| B- | 2.67 | 80-82 | 800-829 |  | D- | 0.67 | 60-62 | 600-629 |
| C+ | 2.33 | 77-79 | 770-799 |  | E | 0.00 | 0-59 | 0-599 |

The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades now have two components. You must pass this course with a “C” or better to satisfy the CLAS requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6). To receive the 6,000-word University Writing Requirement credit (E6), papers **must** meet minimum word requirements totaling 6000 words.

**Assessment Rubric**

Letter grades will be given for each major assignment and correspond to the following criteria. Minor assignments and daily grades will be assessed on a complete/incomplete basis. More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester. In order to receive the grade in the left hand column, the assignment must meet ALL of the criteria in the description.

|  |  |
| --- | --- |
| Grade | Description |
| **A** | * Follows ALL instructions specific to the assignment rubric * Generates and elaborates on original ideas relevant to the course content * Assignment is mechanically sound and free of distracting grammatical, stylistic, and/or technical errors * Assignment displays clear organizational forethought including attention to transitions, introduction, and conclusion. * Assignment is properly formatted in MLA or other style guide approved by instructor * Assignment incorporates source material appropriately and effectively * Assignment provides evidence to support claims |
| **B** | * Follows most instructions specific to the assignment rubric * Incorporates and elaborates ideas relevant to the course content * Assignment may have a few minor errors but is free of distracting grammatical, stylistic, and/or technical errors * Assignment has an identifiable organizational structure * Assignment has a few minor formatting issues * Assignment incorporates source material appropriately * Assignment provides evidence to support most of its claims |
| **C** | * Follows some instructions specific to the assignment rubric * Incorporates ideas relevant to the course content * Assignment has a few distracting grammatical, stylistic, and/or technical errors * Assignment has an identifiable organizational structure * Assignment has a few minor formatting issues * Assignment incorporates source material * Assignment provides evidence to support some of its claims |
| **D** | * Follows very few instructions specific to the assignment rubric * Incorporates ideas irrelevant to the course content * Assignment has numerous distracting grammatical, stylistic, and/or technical errors * Assignment has an unclear organizational structure * Assignment has formatting issues * Assignment incorporates no (or very little) source material * Assignment provides little to no evidence to support its claims |
| **F** | * Does not follow instructions specific to the assignment rubric * Incorporates no ideas relevant to the course content * Assignment has numerous distracting grammatical, stylistic, and/or technical errors * Assignment has no identifiable organizational structure * Assignment has numerous formatting issues * Assignment incorporates no source material * Assignment provides no evidence to support its claims |

# Attendance

I reserve the right to lower your grade by 5 points for each absence after 6 unexcused absences.

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

Tardiness: If students enter class after roll has been called, they are late, which disrupts the entire class. Two instances of tardiness count as one absence.

“Requirements for class attendance and make-up exams, assignments, and other work in this class are consistent with university policies that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>”

**Course Evaluations**

“Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at [http://evaluations.ufl.edu](http://evaluations.ufl.edu/). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.  Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.”

**Plagiarism**

Plagiarism is a serious violation of the [Student Honor Code](http://www.dso.ufl.edu/judicial/honorcode.php). The Honor Code prohibits and defines plagiarism as follows:

Plagiarism. A student shall not represent as the student’s own work all or any portion of the work of another. Plagiarism includes (but is not limited to):

a.) Quoting oral or written materials, whether published or unpublished, without proper attribution.  
  
b.) Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student. (University of Florida, Student Honor Code, 15 Aug. 2007 <http://www.dso.ufl.edu/judicial/honorcode.php>)

University of Florida students are responsible for reading, understanding, and abiding by the entire [Student Honor Code](http://www.dso.ufl.edu/judicial/honorcode.php).  
  
Important Tip: You should never copy and paste something from the internet without providing the exact location from which it came.

**Classroom Behavior**

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

**In-Class Work**

Papers and drafts are due at the beginning of class or on-line at the assigned deadline. Late papers will not be accepted. Failure of technology is not an excuse.

Participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions, writing workshops, peer reviews, and other in-class activities. Be prepared for unannounced quizzes or activities on the readings or classroom discussion. Students must be present for all in-class activities to receive credit for them. In-class work cannot be made up. Writing workshops require that students provide constructive feedback about their peers’ writing.

Bring something to write with to every class. This can be a laptop, notebook, or tablet.

**Paper Maintenance Responsibilities**

Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student’s responsibility to have and to make available this material.

**Mode of Submission**  
All papers will be submitted as MS Word (.doc) or Rich Text Format (.rtf) documents to E-learning/Canvas. Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered. Be sure to staple papers before submitting hard copies. Unstapled papers will not be accepted.

**Writing Center**

The University Writing Center is located in Tigert 302 and is available to all UF students.

**Students with Disabilities**

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Peabody 202. That office will provide documentation to the student whom must then provide this documentation to the instructor when requesting accommodation.

**Schedule (Do not rely on this schedule. Consult the online schedule for the most up to date version:** [**Online Schedule**](https://docs.google.com/document/d/13zQCBwQBqD0Wj5QIjTfUIFfu4etr6QsQ0kKDoKO9hkI/edit?usp=sharing)**)**

*Week One*

**Jan. 6**

Read syllabus and assignment guidelines on Canvas.

Workshop: view augmented reality demo videos, test AR applications, explore Aurasma interface and online creation studio

**Jan. 8**

Read: Craig Chapter 1: “What is Augmented Reality?”

Class prep: Research how augmented reality technology is being used in your discipline/major. If it's not, consider ways that it could be used in your discipline/major.

*Week Two*

**Jan. 11**

Watch: “Crop-Cropping Augmented Reality Intervention” <https://vimeo.com/67504340>

Read: “New walk-in comic book uses augmented reality to show sexual assault survivors as heroes” <http://mashable.com/2015/05/07/priyas-shakti/#UbBmv6UwQsqb>

Explore: <http://www.hologramasporlalibertad.org/en.html#home>

Class Prep: Think about this question as you read/view: what are some other ways that augmented reality technology be used to spur social change?

Workshop: Create Aurasma account, upload image and video overlays, create image with alpha background

**Jan. 13**

Read: “Augmented Reality Activism” Mark Skwarek

Explore: Mark Skwarek's website <http://www.markskwarek.com/>

First discussion post due Thursday, Jan. 9th by 9am. Two responses to other student posts due before Friday's class. This is a weekly assignment due every Thursday by 9am so I will not repeat it throughout the rest of the schedule. You can find prompts for each discussion post on Canvas.

**Jan. 15**

Read: Craig Chapter 2: “AR Concepts”

Discussion posts

*Week Three*

**Jan. 18**

Holiday, no class

**Jan. 20**

Read: “Googlepedia: Turning Information Behaviors into Research Skills” Randall McClure

Explore: Manifest.AR website <https://manifestarblog.wordpress.com/>

Workshop: narrowing topics, online research

**Jan. 22**

No class meeting. Sign up for a conference time in pairs to discuss AR criticism research paper topic.

*Week Four*

**Jan. 25**

Annotations Workshop

**Jan. 27**

Due: Annotated Bibliography

Workshop: Aurasma action functionality, linking overlays

**Jan. 29**

Read: “Annoying Ways Students Use Sources” Kyle Stedman

*Week Five*

**Feb. 1**

Craig Chapter 5: “Content is Key”

**Feb. 3**

Peer review: Augmented Reality Criticism Research paper. Bring two printed and stapled copies to class.

Workshop: Creating image slide shows with audio background (Movie Maker and iMovie)

**Feb. 5**

Due: Augmented Reality Criticism Research Paper

Cynthia Selfe “Thinking about Multimodality”

*Week Six*

**Feb. 8**

Augmented Reality Law, Chapter 5: Intellectual Property, Brian Wassom

Class prep: Can a trademarked/copyrighted image be “augmented” by anyone? Should the copyright owner maintain exclusive rights to augmented their image(s)?

**Feb. 10**

“All the World's a Link” John Tinnell

Workshop: Locating and editing trigger images for the AR Criticism project

**Feb. 12**

Blog discussion

*Week Seven*

**Feb. 15**

Jody Shipka “Including, but Not Limited to, the Digital: Composing Multimodal Texts”

**Feb. 17**

Craig, Chapter 7 “Mobile Augmented Reality”

Workshop: Work on AR Criticism project

**Feb. 19**

Blog discussion

*Week Eight*

**Feb. 22**

Due: Augmented Reality Criticism Project

Project showcase

**Feb. 24**

Introduce Site-Specific AR proposal assignment

Workshop: Introduction to Prezi, work on proposals

**Feb. 26**

Blog discussion

*Week Nine*: Spring Break

*Week Ten*

**Mar. 7**

Proposals workshop

Due: Site-Specific Application Proposal (March 8th)

**Mar. 9**

Workshop: Proposal presentations

**Mar. 11**

Blog discussion/proposal voting

Introduce Site-Specific AR application project

*Week Eleven*

**Mar. 14**

Read: “An Introduction to Augmented Reality Development with Unity and Vuforia” Jacob Greene

Class prep: Follow the instructions in the tutorial for downloading and installing Unity on your laptop

**Mar. 16**

Craig Chapter 8 “Augmented Reality Applications”

Explore: <https://www.qualcomm.com/products/vuforia>

Class prep: What was the most compelling application of AR that you found on the Vuforia website?

Workshop: Adding multimedia overlays, create project completion time lines, assessing available technologies

**Mar. 18**

Blog discussion

*Week Twelve*

**Mar. 21**

“Will New Media Produce New Narratives” Marie Laure-Ryan

**Mar. 23**

Nathan Shafer “Augmented Wilderness”

Workshop: video and audio editing, linking scenes in Unity

**Mar. 25**

Blog discussion

*Week Thirteen*

**Mar. 28**

Workshop and finalize content for Wednesday filming/audio recording

**Mar. 30**

Filming

Workshop: Finish filming, work on editing raw video and audio content

**Apr. 1**

blog discussion/workshop in groups

*Week Fourteen*

**Apr. 4**

Project time line assessment meetings with instructor

Class Prep: Create a checklist of things that still need to be completed for your group.

**Apr. 6**

NO CLASS

**Apr. 8**

NO CLASS

Week Fifteen

**Apr. 11**

In class review of multimedia content

**Apr. 13**

In class review of multimedia content

Workshop: Revise media content, work in groups to complete remainder of project

**Apr. 15**

Due: Group contribution to site-specific AR application project

*Week Sixteen*

**Apr. 18**

Application usability testing on site

**Apr. 20**

App revisions/course evaluations