



Co

ENGE/ENGM515 — Digital Rhetoric

Semester: Spring 2022, Module 1

Dates: May 16th – July 8th, 2022

Credit Hours: 3

Location: Online

University Mission Statement

As a Catholic university rooted in the liberal arts, we are a welcoming community of learners challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion and peacemaking. We strive for academic excellence in all programs, preparing women and men to contribute to the world through service and leadership.

College of Education Mission

The mission of the College of Education is to prepare competent and caring educators who understand students, serve the community and develop professionally to become ethical decision-makers and leaders.

Contact Information

Faculty: Dr. Kevin Andrew Spicer, Associate Professor

Office Hours: Virtual by appt

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Required Texts

Douglas Eyman, *Digital Rhetoric: Theory, Method, Practice*. Ann Arbor: U of Michigan P, 2015.

Collin Gifford Brooke, *Lingua Fracta: Towards a Rhetoric of New Media* (Cresskill, NJ: Hampton Press, 2009).

Casey Boyle, *Rhetoric as a Posthuman Practice*. Columbus: Ohio UP, 2018.

All other miscellaneous or supplementary readings will be made available through Canvas.

Course Description

“Digital Rhetoric” provides students with an overview of rhetorical theory focused on the digital era. Given the explosion of different kinds of media, rhetoric has had to change and transform in order to keep pace with all of the auditory, visual, procedural, and interactive modalities on offer (modalities that range from the latest internet meme to the most recent videogame or simple blog post and so much more). This course will provide students with a robust theoretical framework (while also suggesting a number of practical tools) with which to help students think not only about all the different ways in which digital spaces function rhetorically, but also how the tools of rhetoric can be used to view life and learning in the digital age.

Course Outcomes (Compliance Standards can be found at www.stfrancis.edu/real/syllabus)

By the conclusion of the course, each participant will be able to do the following:

1. Develop a theoretical framework with which to understand the “digital” adjective in “digital rhetoric”—what precisely is digital rhetoric, what differentiates it from previous conceptions of rhetoric (both ancient and contemporary)
2. Recognize and understand how the space of the digital functions rhetorically—and understand this in both theoretical and practical ways;
3. Become more savvy users and wielders of digital rhetoric;
4. Develop methods and techniques to help one’s own students leverage the power of the digital and multimodal for rhetorical effect (in both academic and nonacademic ways).

Resources and Academic Policies

Resources and academic policies for candidates as listed below can be found [HERE](#)

<https://myusf.stfrancis.edu/portal/secure/content/8F295CCBB83C48C882D94A15B887B320>

The PDF documents may also be printed from this location for easy reference.

- Method of Instruction and Expectations of Candidates
- Academic Policies for Candidates
- Compliance Standards
- Resources and Assistance for Candidates

Institutional Policies

A complete listing of university policies and procedures can be found in the University of St. Francis Course Catalog. For the most current version of the catalog, please visit <http://stfrancis.edu/academics/university-catalog>

Course Assignments and Alignment of Outcomes

Discussion Posts & Responses

Candidates will complete assigned content readings and respond to weekly discussion/reflection prompts.

Course Outcomes: 1, 2, 3, 4

Digital Literacy Narrative

Candidates will compose a short narrative discussing their past experiences and relations to the digital world.

Course Outcomes: 1, 2, 3, 4

Final Project

Candidates will compose a final project (in a digital medium and platform of the candidate’s choosing) that illustrates the learning acquired in this course. The content of the project will also be fully determined by the student’s and the project’s needs and goals.

Course Outcomes: 1, 2, 3, 4

Course Evaluation and Weighting of Assignments

The following point values will be used and equated to a final grade. Scoring rubrics for discussions, assignments, and the final project will be provided in the Course Resources Module.

ASSIGNMENTS	POSSIBLE POINTS
Discussion Posts and Responses (7 at 10 points each; 1 at 5 points)	75
Digital Literacy Narrative	50
Final Project	100
TOTAL	225

GRADING SCALE POINTS AND PERCENTAGES	GRADE
100 - 93% (210-196)	A
92 - 85% (195-179)	B
84 - 77% (178-162)	C
76 – 0% (161-0)	F

Course Schedule

Start Date	End Date	Course Content/Topic	Required Reading/Activities and Tasks to Complete	Assignment Due Dates
MODULE ONE: Digital Rhetoric: Situating the Digital, Situating the Rhetorical, Part I				
5/16	5/22	What do we mean by “Digital”?	<ul style="list-style-type: none"> Week 0 Discussion Board: Introducing Ourselves Read Douglas Eyman’s <i>Digital Rhetoric: Theory, Method Practice</i> Week 1 Discussion Board Post 	5/18 5/22
MODULE TWO: Digital Rhetoric: Situating the Digital, Situating the Rhetorical, Part II				
5/23	5/29	Fashioning a Rhetoric of the Digital	<ul style="list-style-type: none"> Read Collin Gifford Brooke’s <i>Lingua Fracta: Toward a Rhetoric of New Media</i> Week 2 Discussion Board Post 	5/29
MODULE THREE: The Digital World and Design				
5/30	6/5	Thinking about what allows the digital to be—infrastructures, design principles, etc.	<ul style="list-style-type: none"> Read Kristen L. Arola’s “The Design of Web 2.0: The Rise of the Template, The Fall of Design” (pdf) Read Daniel Anderson and Jentery Sayers – “The Metaphor and Materiality of Layers” (pdf) James E. Porter – “Recovering Delivery for Digital Rhetoric” (pdf) Week 3 Discussion Board Post 	6/5
MODULE FOUR: Remediation/Moving across Media				
6/6	6/12	Moving across different media in a digital age	<ul style="list-style-type: none"> Read Ray David Bolter and Richard Grusin, <i>Introduction to Remediation: Understanding New Media</i> (pdf) Read Jody Shipka – Ch. 5 of <i>Toward a Composition Made Whole</i> (pdf) Digital Literacy Narrative Due 	6/12
MODULE FIVE: Digital Rhetoric and the Visualization/Production of Knowledge				
6/13	6/19	Especial focus on the digital age and the visual	<ul style="list-style-type: none"> Read Joanna Druckers, <i>Graphesis: The Visual Representation of Knowledge</i> Week 5 Discussion Board Post 	6/19
MODULE SIX: Digital Rhetoric and Research Methodologies				
6/20	6/26	Focus on the nature of research vis-à-vis digital rhetoric	<ul style="list-style-type: none"> Crystal VanKooten – “Methodologies and Methods for Research in Digital Rhetoric” (pdf) 	

			<ul style="list-style-type: none"> Sarah Riddick – “Deliberative Drifting: A Rhetorical Field Method for Audience Studies on Social Media” (pdf) John Gallagher – “A Framework for Internet Case Study Methodology in Writing Studies” (pdf) Week 6 Discussion Board Post 	6/24
MODULE SEVEN: Digital Rhetoric <i>tout court</i>				
6/27	7/3	Putting it all together: ancient rhetoric + design + infrastructure = digital rhetoric?	<ul style="list-style-type: none"> Read Casey Boyle, <i>Rhetoric as Posthuman Practice</i> Week 7 Discussion Board Post 	7/3
MODULE EIGHT: Wrapping It All Up				
7/4	7/8	Wrapping Things Up and Final Project Workshop Writing/Recording/Creation Week	<ul style="list-style-type: none"> Submit Final Project 	7/8