


Writing with Digital Technologies

- » WRIT 4662W | Fall 2015 |  (<https://github.com/Writing-with-Digital-Technologies-f15>)
- » Tuesdays, 4:00p-6:30p
- » Bruininks Hall, 420A
- » [Chris Lindgren](#) | PhD Candidate in Writing Studies
- » Office/Hours: [Nolte Center, #331](#) / Tu 10:30a-11:30a, 1:30p-2:30p

“[Computing technology] is best seen as an evolving and fluid but nonetheless powerful cultural system, a system that contains many ‘voices,’ some of them contradictory but all of them interested”.

—Christina Haas (1996, p. 165)

Lindgren, C. (Fall 2015). WRIT 4662W: Writing with Digital Technologies. [Syllabus]. University of Minnesota. Retrieved from <http://4662wf15.clindgencv.com/>

« Description »

WRIT 4662W is an advanced level Writing Studies course that explores digital writing technologies and provides opportunities to assess writing situations and make appropriate decisions about digital form and production. Students learn the basic building blocks of writing in Internet environments (text, sound, images, video, interactivity) as well as the vocabularies, functionalities, and organizing structures of Web 2.0 environments, how these impact understanding and use of information, and how to produce these environments (i.e., multimedia internet documents) for interactivity and use. This course includes design projects and practice with apps, markup language, content management systems, video, and social media.

In this class, you will learn some fundamental and some novel ways writing for Internet-based environments has modified professional and everyday literacy practices. You will learn and write semantically rich HTML and DITA markup. Putting such writing skills into action, you will:

1. Write [reading posts](#) in Markdown, publish them to the online "git" version control system, and use Github to coordinate [group responses](#);
2. Create a static website (HTML/CSS) that [historicizes](#) a Web-based writing technology; and
3. Architect and write a topic model (DITA) that will enable you to create [reusable, programmable content](#).

These writing skills will provide you the opportunity to learn writing processes involved in developing web content in tandem with how such content is programmable and reusable, delivering diverse user experiences across numerous document and device types.

We will frame our goals to learn such writing skills by reading research that will help us understand how written communication, its production and interpretation, is a fusion of old and new media. And, how such writing practices – the cultural knowledge, tech, and skills binding a literate task – is always historically-shaped and socially-packaged.

» Defining Writing

Perhaps, over the years, as you have taken more courses and written more types of documents in different contexts and domains, you have realized that writing for different stakeholders and audiences influences the types of writing you produce. And, even the process by which it is accomplished.

In this class, we take that initial insight and dig deeper into it. I ask you to consider the overarching claim that there is no such thing as big "W" Writing. Rather, writing can be best understood as linked to material technologies and socially organized, recurrent, goal-directed practices. Then, as individuals, who come from diverse backgrounds, we can begin to better identify, learn, and navigate such writing practices.

[illegible]

» Course Objectives



During this course, all of you will encounter insurmountable barriers to completing particular writing and design tasks. Accordingly, part of this course will ask you to identify, discuss, and reflect on resources and places with resources that help you complete your work with particular writing technologies.



There is no capital 'W' writing, because writing is intertwined with culture. Writing is a social-historical practice that individual's learn with particular uses of cultural sign systems. We'll take some time to understand what this means and how it should help you (re)think writing.



Technical communication is leading the way with how text is becoming even more malleable in networked, digital environments. Audiences often only need snippets of information related to your larger topic, so you will be introduced to a variety of ways content is being made to conform to particular audience needs and

situations. And, ultimately, how this changes *how* you write about your topic.

» Course Time Commitment

This is a 4-credit, senior-level, writing-intensive course with both undergraduate and masters-level students in it. Such a course requires approximately 12 hours of work per week. You should expect consistent, steady writing and reading work every week throughout the semester.

« Texts & Tools »

» Texts (required)

Duckett, John. (2011). *HTML & CSS: Design and build websites*. Indianapolis, IN. [Amazon.com](#) ()

Bellamy, Laura, Carey, Michelle, & Schlotfeldt, Jenifer. (2012). *DITA best practices: A roadmap for writing, editing, and architecting in DITA*. IBM Press. [Amazon.com](#) ()

» Texts (supplemental & free!)

Pilgrim, Mark. (2012). *Dive into HTML5*. Self-published, but also picked up by [O'Reilly Press](#) (<http://www.amazon.com/HTML5-Up-Running-Mark-Pilgrim/dp/0596806027>). Retrieved 10 Jul. 2015 from <http://diveintohtml5.info> (<http://diveintohtml5.info>).

Priestley, Michael. (29 Mar. 2006). Introduction to DITA Workshop. *DITA.XML.org*. Retrieved 30 Jun. 2015 from <http://dita.xml.org/node/1253> (<http://dita.xml.org/node/1253>).

Shafie, Hussein. (10 Jun. 2015). DITA for the impatient. *XMLmind.com*. Retrieved 30 Jun. 2015 from <http://www.xmlmind.com/tutorials/DITA/> (<http://www.xmlmind.com/tutorials/DITA/>).

Soueidan, Sara. (2015). CSS reference. *Codrops*. Retrieved 03 Sep. 2015 from <http://t.co/vvmqp5cXuA> (<http://t.co/vvmqp5cXuA>).

» Languages/Tools

- Laptop computer (during class; let me know if you do not have access to a laptop computer)
- Integrated development editor (IDE), or text editor
- [Github.com](https://github.com/) account (<https://github.com/>)
- [Markdown \(Github-flavored\)](https://help.github.com/articles/writing-on-github/) (<https://help.github.com/articles/writing-on-github/>)
- [Prose.io \(Github markdown editor\)](#)
- [Codepen.io account](#)
- Will learn to write with HTML & DITA markup languages + CSS (no previous knowledge or experience needed)
- [DITA Open Toolkit](#)

« Writing Projects »

» Overview of Projects

Reading Posts	Peer-Group Discussions
20% (UG), 15% (G) Due: See schedule	10% Due: See schedule

Graduate Workshops 10% (G) Due: See description	Historicizing Website 30% (UG), 25% (G) Due: 10/27 , 11/24
Reusable Content / DITA 40% Due: 12/23	

» **Markdown posts on Github / Prose.io (Undergraduate: 20% of total grade; Graduate: 15% of total grade)**

Deadlines: By 5pm on the Sunday before the class designated for the assigned readings

Part of being a writing and communication professional is constantly learning, growing, and developing new skills. To help you retain, synthesize, and integrate all of the conceptual and skill-building work, you will respond to a series of questions or a provided prompt about the readings for the week. These writings will guarantee a thorough and meaningful reading, priming our class time together. Overall, these writings will help us build a vocabulary for how to talk about writing in relationship to technology.

Rubric for conceptual reading responses

These responses are graded. I assess them by the quality and thoughtfulness of your responses. I will look for the following properties in your written responses:

- Response pushed to Github by the Sunday before the next class time. This ensures your reading peers have ample time to read, review, and respond to your post.
- Demonstrates understanding of the main arguments, claims, and important concepts.
- Responds directly to the prompt directions, which will sometimes ask for summaries, integration or synthesis work of concepts, or more closely pointed questions of the text.
- Concise, yet clear prose.
- Quotations & citations: cites page numbers or video timestamps of author claims/evidence, but no to little direct quotation, as you must put the arguments and claims of the work in your own words.
- Question-Responses: Your responses to my provided questions must demonstrate the aforementioned criteria above, so you must address the nature of the question in as much detail as possible, citing where you found the idea/information.

Rubric for skill-based responses

- Completeness: writing produces all of the elements asked of them.
- Creativity: Writing shows student thoughtfully crafted their response in coordination with the particular skills being developed that week. Creativity pushes beyond aesthetics by demonstrating intelligent choices in how the student completes the writing tasks.

How to deliver your responses

You will deliver your writings by using git version control on Github.com. See the "[responses \(https://github.com/Writing-with-Digital-Technologies-f15/responses\)](https://github.com/Writing-with-Digital-Technologies-f15/responses)" repo for further instructions.

» **Peer-group response discussions (10% of total grade)**

Deadlines: Before the class designated for the assigned readings

Reading groups & graduate-student boosters

For each response week, I will create reading groups to facilitate peer commentary of the responses on Github. For each group, I will appoint a graduate student as the group leader. In such a role, the grad student leaders will be responsible for "boosting" the response discussions by drawing connections and asking questions of their peers. This, of course, does not absolve undergraduates from doing such work, but the graduate students will also delegate tasks to their group members to synthesize and prepare a group synopsis and discussion for the entire class.

We will use Github's comment feature on a particular files version history to conduct this process. Within the responses folder, I will create weekly folders, which will also contain group folders. You will be responsible for pushing to your designated group folder for the week, so you peers can easily find your response.

Rubric

- Read every one of your peers' responses, commenting at least once to each post and responding at least once to the graduate-student booster(s).
- Complete the task(s) assigned to you for that week to prepare for the larger class discussion
- Demonstrate ability to write thoughtful and respectful comments and questions to help advance your's and your peers' thinking

Graduate-Specific Rubric

- Demonstrates ability to guide group discussions
- Coordinates class preparation tasks through correspondence with group (email, texting, etc.)

» **Historicizing a Web Technology Website (Undergraduate: 30% of total grade; Graduate: 25% of total grade)**

Deadlines: prototype (10/27), revised website (11/24)

A critical element to understanding any literacy technology is to understand how even the newest digital media is intertwined with older media and the cussedness of human (in)decision (See Fig. 2). In this writing project, I am asking you to *historicize* a *soft* Web technology and the complexity of human decision-making driving its development. To help define the shape of this assignment, let me explain what I mean by *historicizing* and *soft*.

Historicizing, according to Writing Studies researcher, Christina Haas (1996), is "the reciprocal process of placing computer literacy technologies into historical contexts and, in turn, using those historical contexts to more fully understand today's technologies" (p. 205). As Haas notes, this process is complicated, as is it a complicating process. By conducting this research process, you will need to address 1) the political and rhetorical movements motivating a soft web technologies development, and 2) how this particular technology is shaped by print media.

Soft technology, in the context of this assignment, is an HTML-minded element with a standards body making decisions about its development. Examples include HTML and CSS elements, as well as their respective attributes and properties. If you're interested in visual modalities and their links with written modes, you can historicize soft technologies such as image file formats (.gif, .jpeg, .png), video codecs (FFMPEG, H.264/MPEG-4, WebM), or HTML elements like <svg>, <picture>, , or <video>. Or, you could historicize a particular newer design technology, such as [flexbox](https://css-tricks.com/snippets/css/a-guide-to-flexbox/) (<https://css-tricks.com/snippets/css/a-guide-to-flexbox/>), tracing its cultural history and the implications of its use currently. Most importantly, historicizing a soft technology must be bounded by your desire to understand its link to print media and learning how to incorporate it into your web-based writing process.

Overall, your task is to research, analyze, and write in modalities akin to the soft-tech being examined. You will have until week 8 of the semester (10/27) to create a prototype website about this particular technology, discussing its links with print media and the "many 'voices'" (Haas, 1996, p. 165) driving its development. I say "prototype," because you must revise this project within 1 month after its first due date.

Grading rubric

- Demonstrates your ability to establish a lineage between old and new technologies and the properties of such a relationship
- Grounds the historical project within a particular community and culture, using the practice framework as your analytic framework. Such a task typically locates some point of conflict or (mis)appropriation of a particular tool within the bounds of a community's writing practice (cf. Dilger, 2010; or the semantics and motives behind git's "fork" feature).

- Constructs some preliminary core categories about the writing practices bound to the technology.
- Historicizing website incorporates the particular writing modes linked to the soft technology.
- File naming and folder hierarchy are clean and logical.
- HTML markup validates. Use the W3C online validator tool: <https://validator.w3.org/> (<https://validator.w3.org/>).
- HTML & CSS are clean with proper syntax and spacing, as well as an appropriate amount of commenting.

» Reusable content: Writing with DITA (40% of total grade)

Description

This final project builds on multiple elements from your historicizing project. Previously, you learned how to write semantically-rich, static websites—websites that critically engaged in the complex of human-tool relations about the development of a particular web technology. In this project, you will develop a help-focused, topic model about this web technology, writing reusable content in the DITA (Darwin Information Typing Architecture) markup language.

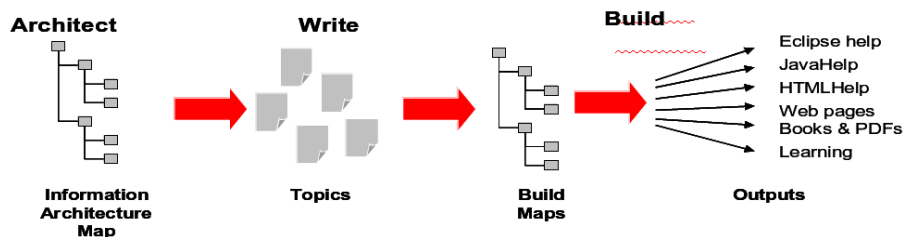


Fig. 3. src: Priestley (2006), "A short introduction to DITA"

Usually, when tasked to write, we often ground our ideas about how to write something in tandem with its material form and configuration. For example, a technical communicator writes user documentation for a coffee pot as, perhaps, a pocket guide, website, and/or a user manual. These different material configurations call for different writing decisions, practices, and even division of labor. Writing with DITA alters this process, and this final project is meant to introduce you to how it is indeed a similar but distinct form of digital written communication.

Even though DITA is another form of markup, akin to HTML, the writing process in DITA will go differently than when you wrote your static website. Writing with DITA means that you will develop and write content into modular, topic-based information units that can become numerous types of documents. In each modular unit, you describe a single concept, task, or reference item. Think of it like you are writing little Ikea-like content pieces that you can integrate into multiple types of "furniture." Accordingly, you must architect your own topic model for the web technology that you historicized, developing at least 3 maps, i.e., 3 different doctypes, using DITA content derived from anticipated user goals.

Grading rubric

- DITA project addresses a set of particular user goals and needs within the community of practice identified in the historicizing project.
- Topic model demonstrates user audience awareness and their levels of expertise.
- Topic model focuses on user goals and not reductive product functions.
- DITA markup follows the guidelines provided in our book: Bellamy *et al.*, pp. 36 (topics generally), 55-56 (tasks), 66 (conceptual), 77 (reference), 119 (mapping).
- DITA markup is clean with proper syntax and spacing.
- File naming and hierarchy is clean and logical.
- Topics are self-contained with only 1 type of information (task, conceptual, or reference).

» Workshop (Graduate only: 10% of total grade)

Deadlines: For available dates, see weeks [3 \(week-3\)](#), [4 \(week-4\)](#), [5 \(week-5\)](#), [7 \(week-7\)](#), [10 \(week-10\)](#), [12 \(week-12\)](#), [13 \(week-13\)](#), & [14 \(week-14\)](#).

Description

This project is in keeping with presentation/workshop situations common to professional and academic conferences. Each graduate student must research and lead an approximately 25-minute teaching session on a particular writing practice or

technology pertinent to the class for that week. In short, based on what we are covering for that week, consider what technology or best practice your peers will need and want to learn.

You must provide me with at least 2 weeks notice, so we can decide what might work best for everyone. Also, after choosing your week and talking to me, you can poll your peers about what tech / practice is most desirable.

The session must include a:

1. Short history of the tech / practice (2-3 minutes),
2. Short, high-level description about the purpose and functional properties of the tech / practice (5 minutes),
3. Tutorial-workshop component to help your colleagues learn how and when to use this tech / practice (15-18 minutes), and
4. "Best practices" and resources handout for everyone.

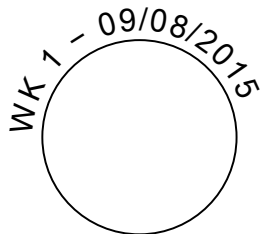
Grading rubric

- Adheres to the required components and time constraints noted above.
- Demonstrates audience awareness, e.g., provides access to manageable slides and notes, responds to prior and *in situ* audience needs/questions,
- Workshop / tutorial addresses 1 - 2 particular tasks. If workshop is on particular technology, then it should focus on 2-3 features that support tasks that ally with the goals of your peers.
- Handout includes sources and resources, as well as condensed "rules of thumb"

« Course Schedule »

The schedule is subject to change.

Phase 1 of the course: In this first of 2 phases, we will learn some of the fundamental components of Web-based documents, develop new theoretical understandings about human-technology relations, and learn how to use git version control.



Course Introduction

A practice account of writing + Setting up our writing environments: Text editors, Github, & Markdown

Readings

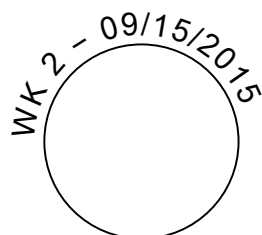
- None due before class. What follows are readings/videos that we will review in class.
- Course syllabus
- "A practice account of writing" handout
- Github setup (<https://help.github.com/articles/set-up-git/>), Responses repo (<https://github.com/Writing-with-Digital-Technologies-f15>), & Prose.io (<https://prose.io>)
- If time allows, Berners-Lee, T. (1995). Response to Vannevar Bush's 'As we may think'. *The Brown/MIT Vannevar Bush Symposium*. Retrieved 30 Apr. 2015 from https://archive.org/details/XD1941_4_95VannevarBushSymTape5_TimBerners-Lee (https://archive.org/details/XD1941_4_95VannevarBushSymTape5_TimBerners-Lee).

Writings

- None due today, since it's the first class.

Other directions / comments

We will prepare our computers for web-related work: Sign up @ Github, learn basic git commands, and how to write in Markdown for your course series of writing.



Mediation: Relationships between old & new tech

Learn about human-tool relations, & how tech is culturally constructed

Readings

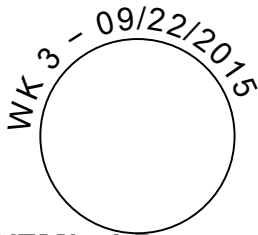
- Keim, Brandon. (Oct. 2013). The science of handwriting. *Scientific American Mind*, pp. 54-62.
- Haas, Christina. (1999). On the relationship between old and new technologies. *Computers & Composition*, 16, pp. 209-228.
- Dilger, Bradley. (2010). <table>ing the grid: In B. Dilger & J. Rice (Eds.), *From a to <a>: Keywords of markup*, (pp. 213-227). Minneapolis, MN: University of Minnesota Press.
- Brosset, Patrick. (26 Aug. 2015). The future of layout with CSS: Grid layouts. *Medium.com*. Retrieved 03 Sep. 2015 from <https://medium.com/@patrickbrosset/css-grid-layout-6c9cba6e8a5a> (<https://medium.com/@patrickbrosset/css-grid-layout-6c9cba6e8a5a>).

Writings

In one response, write the following:

- Under the <h2> heading of "Summaries," summarize each reading.
- Under the <h2> heading of "Connections," discuss some of the connections you can make between and across these readings.
- Be sure to publish your post in the correct directory on github. If you are not sure, please check the roster within the weekly responses folder.

Other directions / comments



HTML / Browser Primer

An introduction to writing static, semantic websites + Grad workshop opp

Readings

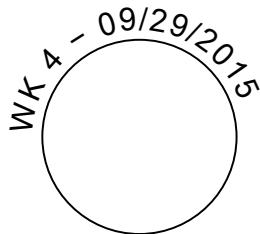
- Duckett (2011): Introduction, Chps. 1 & 4
- Pilgrim (2011) "How did we get here [HTML5]"
- Hansa (2014). An introduction to browser rendering (<https://www.youtube.com/watch?v=n1cKIKM3jYI>).

Writings

- Summarize each reading; each as in each chapter in Duckett and Pilgrim's chapter. Post it as a gh-page in your "posts" folder on Github.
- Literally hand-code, i.e., write out with your hands, paper, & pencil, a webpage with at least the following elements:
 - the MIME type declaration
 - In the <head>, at least 3 <meta>, the <title>, and 2 resource <link> tags
 - In the body, use an HTML5 structure, using <nav>, <article> and <section>, and <footer> elements. Also, the following: <p>, <figure>, and /.
 - Choose 2 more HTML elements.
 - For each element, provide proper attributes and write content that is "meta," describing its purpose.
- Now, scan your hand-coded site as a <jpg> and "post" it at the end of your post for the week in your posts folder.

Other notes

- Use your readings, this weeks and selected previous readings, to discuss each element in more detail beyond the mere technical.



CSS & the Bootstrap library

Responsive design strategies + Grad workshop opp

Readings

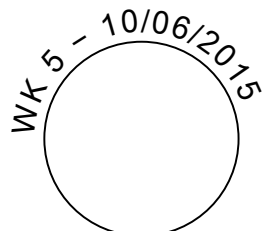
- Duckett (2011): Chps. 10, 13, & 15
- Bootstrap library documentation: Getting Started (<https://getbootstrap.com/getting-started/>) & CSS (<https://getbootstrap.com/css/>) pages; or Pure.css
- Responsive vs. Adaptive design

Writings

- Write some basic CSS for your site that you hand-coded last week in 2 ways: 1) without Bootstrap, 2) with Bootstrap. Take notes as you develop the two, noting differences, difficulties, insights into writing CSS.
- Write a post, documenting insights gleaned from this assignment. I expect you to apply the conceptual framework surrounding mediation and a *practice account of writing* to

your understanding of writing HTML and CSS.

Other notes



Writing HTML5

More about web writing and design + Grad workshop opp

Readings

- Duckett (2011): Chps. 17 & <HTML5> boilerplate (<https://html5boilerplate.com/>)
- Find 2 credible sources on some web technology/writing practice. The goal is for you to identify a possible interest to pursue for the historicizing project.

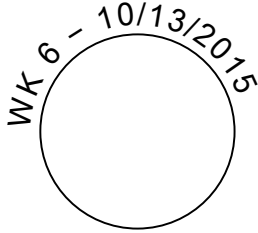
Writings

- Based on the 2 HTML5 resources (Duckett & your own), convert your site from the previous week into a valid HTML5 document.
- Divide your post into the 2 following sections:
 1. HTML5: Discuss the implications for using HTML5 on older browsers, which Duckett addresses and possibly some aspect of your chosen source.
 2. Historicizing Pitch: Pitch 2-3 web technologies that you are considering to historicize. Each of them must be connected to a particular writing and design practice. Address the following questions: What practices are linked to this technology? What issues or trends are you interested in investigating in more detail? Why?

Other notes

Historicizing pitches and peer reviews, or STC-TC Meeting on DITA

Give short 2-3 minute pitch on your project to a group of your peers. Or, we will attend the local STC-TC



(<http://www.stctc.org>) monthly meeting.

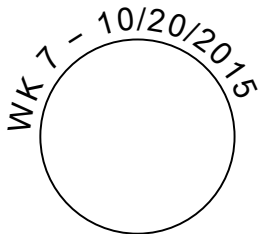
Readings

- Locate and read at least 3 major sources for your historicizing project.
- Skim Duckett, chp. 18, focusing on sections related to the aim of a site and how to group content together as "chunks"

Writings

- In your response post:
 1. Annotate each source
 2. Write a memo (as a post) about the aim(s) of your historicizing project. A question to consider for this section would be: What narrative are you telling about X? Why? Considering those aims, discuss what content building blocks, i.e., major claims, that you see developing. **NOTE:** These blocks will and must change throughout this project, so don't get too attached to them. :-)

Other notes



Building a history: Writing your content blocks

Developing your content, wireframing, + Grad workshop opp

Readings

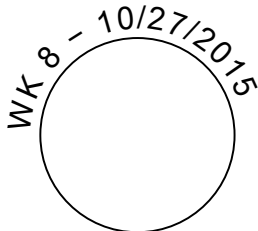
- Locate and read at least 2 more sources for your historicizing project
- Be sure to use Duckett as a resource throughout, too

Writings

- Develop content for the blocks by first creating a content tree (see Duckett, chp. 18). To do so:
 1. Use the provided large sheet of paper to plot out a structure.
 2. Write draft content for the pieces of those structural blocks.
 3. Publish this material as a post, including a good picture of your larger structure at the top and rationale for this structure underneath the picture. And, of course the draft material for each block as its own dedicated section, so your peers can review and comment on it.

Other notes

We'll also cover webdev tools and wireframes, if we haven't already.



½ Prototypes + ½ Intro to DITA

Prototypes due by the halfway mark in class and introduce next project

Readings

- Whatever's needed for your project; be sure to keep using Duckett as a go-to source
- Read Reusable Content project description

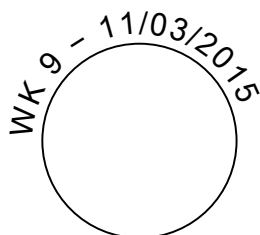
Writings

- Prototype of your site is due. Submit it by pushing it as its own [gh-page](https://pages.github.com/) (<https://pages.github.com/>) branch to your own repo on your github account. Name the

- repo: "lastname-firstInitial-historicizing".
- Then, add a link to your site in the README file of the "historicizing (<https://github.com/WRIT-4662W/historicizing>)" repo on Github. Maintain alphabetical order, please.

Other notes

Phase 2 of the course: During this latter phase of the course, you will build on your HTML and CSS writing skills by learning about the benefits and differences of writing DITA markup with the DITA Open Toolkit.



DITA primer, part 1

What is DITA? + Topic-Modeling and Task Topics

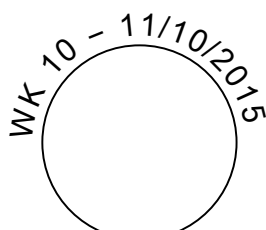
Readings

- *DITA Best Practices*, Chps. 1-2

Writings

- Conduct a task analysis, when considering the use of this course's syllabus. Publish it as a response post on Github, and review your peers' analysis using the following review rubric:
 - TBA

Other notes



DITA primer, part 2

Concept & Reference Topics + Grad workshop opp

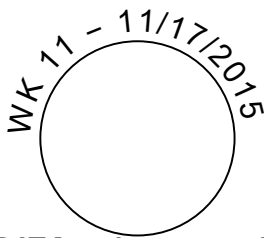
Readings

- *DITA Best Practices*, Chps. 3-4

Writings

- TBA

Other notes



DITA primer, part 3

Short Descriptions & DITA MAPS

Readings

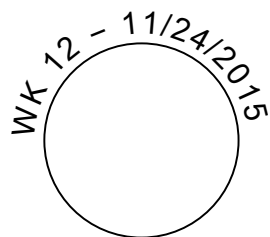
- *DITA Best Practices*, Chps. 5-6

Writings

- TBA

Other notes

DITA primer, part 4



Links & Conditional Processing + Grad workshop opp

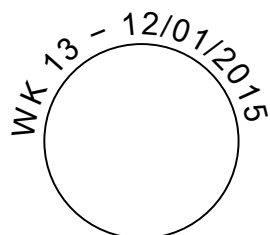
Readings

- *DITA Best Practices*, Chps. 7 & 9

Writings

- TBA
- Revised Historicizing Project web site is due

Other notes



Studio + Graduate student workshop opp

Studio Time

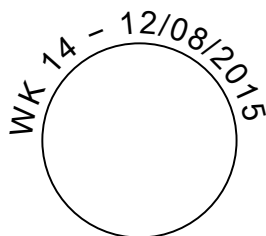
Readings

- *TBA*

Writings

- TBA

Other notes



Studio + Graduate student workshop opp

Studio Time

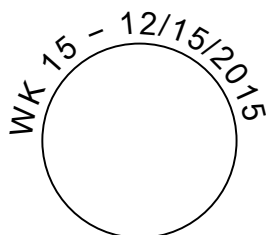
Readings

- TBA

Writings

- TBA

Other notes



Studio

Studio Time

Readings

- TBA

Writings

- TBA

Other notes

« Grading & Policies »

» University Writing Intensive Requirement

The writing in this advanced-level course takes up fundamental and novel markup languages to help students understand the complexity of how texts operate on the Web. As a result, much of the writing will be conducted in tools estranged from typical academic publishing editors, such as word processors with page counts. Despite these differences in document production, this course requires students to produce a significant amount of text that fulfills UMN's following WI criteria:

- Writing is comprehensively integrated into the course
- The writing in the course must be tied to the course objectives and course outcomes. The syllabus must reflect the critical role that writing plays in the course. Writing assignments in a WI course may be designed as a means to achieving mastery of course content, as a means to enable students to develop professional output, or as a balance between the two.
- Writing is a significant part of the course work
- Students must write at least 2,500 words or the equivalent of finished writing, in genres and modes of production appropriate for the course and discipline. The written products may be distributed over a variety of assignments or through a single major assignment; both are encouraged. Group-authored documents may be part of a WI course, but each student must meet the minimum word count.
- Writing is a significant part of the course grade
- Writing must be a major component of the final course grade, with this relationship detailed explained in the syllabus.
- Writing is learned through revision
- Instructors should provide substantial feedback on writing assignments, and allow revision in response to that feedback. Continuous, focused feedback building systematically over the course of the class is encouraged, as is a variety of modes and purposes of feedback.
- Writing is explained and practiced in the course
- Explicit writing instruction must be integral to the course, as part of the course content and as a significant, recurring activity. Through instruction, students should learn about writing, including its disciplinary structures and functions, and should practice writing in a variety of modes and settings appropriate to the discipline. The forms and types of writing instruction that will be used in the course should be explained in the syllabus or supporting teaching materials.
- Instructors should understand the practice of writing instruction
- Those responsible for teaching and assessing writing in a WI course should recognize the importance of writing instruction. If teaching assistants participate in teaching and assessing writing, they must be trained and supervised. If multiple faculty members are teaching a WI course, all must ensure that writing intensive requirements are met.

» Attendance Policy

Unlike many courses at the University, WRIT 4662W is a small, discussion-oriented class. Your attendance is required and will benefit your progress in the course. Please note the following policies:

- Missing the equivalent of one week or more of class with unexcused absences will result in a lower grade. Missing the equivalent of three weeks or more with unexcused absences will result in failing the course. In some cases, an excessive number of absences, even if they are excused, may result in a lower grade.
- Students are responsible for coming to class on time. Tardiness may be considered equivalent to unexcused absences. In addition, a student who is unable to function adequately in class (e.g., falling asleep or attending

without appropriate materials or assignments) may be considered to have unexcused absences.

- Absences will be excused only with verification. Excused absences include illness as verified by a doctor's note, death in the immediate family, jury duty, military service, religious observances, and participation in officially scheduled university student organization events (e.g., inter-collegiate athletics, ROTC, school sports events; see the [CLA policy](#)). Excused absences do not include vacations, transportation problems, or employment. In case of an excused absence, you must notify your instructor of your excuse preferably before you miss class, but no later than 24 hours after the absence.
- A student who is absent for any reason is responsible for all material and activities missed in class. Students must check with the instructor to find out what was missed.

» Academic honesty & integrity

When you use the citable work of someone else, document your source. If you have questions about plagiarism as you complete your work, please ask me. I reserve the right to fail a student in the course for plagiarism, i.e., using other people's work without proper documentation and citation. See the [UMN Student Conduct Code \(http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf\)](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf) for more information.

For resources on how to appropriately use and cite sources, and to avoid plagiarism, see UMN's "[Quick Help \(http://writing.umn.edu/sws/quickhelp/sources.html\)](http://writing.umn.edu/sws/quickhelp/sources.html)."

» Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult [Board of Regents Policy \(http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html\)](http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html).

Equity, diversity, equal opportunity, & affirmative action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult [Board of Regents Policy \(http://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EO_AA.html\)](http://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EO_AA.html).

» Students with Disabilities

The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course's content, methods, and essential components. The combination of this information will be used by Disability Services to determine appropriate accommodations for a particular student in a particular course. For more information, please reference [Disability Services \(http://ds.umn.edu/information-for-students.html\)](http://ds.umn.edu/information-for-students.html).

» Mental health services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the [Student Mental Health Website \(http://www.mentalhealth.umn.edu\)](http://www.mentalhealth.umn.edu).

» Academic freedom and responsibility

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students."

« Resources »

This section includes course resources for you to utilize throughout the course. If you have any tools or resources to share, feel free to contact me, since I will be adding resources as the course progresses.

» Technology and standards resources

- [Lynda.com playlist for WRIT 4662w](#): HTML & CSS resources. (You will need to log into your UMN account.)
- [Dive into HTML5 online book](#)
- [WHATWG HTML Specification \(https://html.spec.whatwg.org/\)](https://html.spec.whatwg.org/)
- [World Wide Web Consortium \(W3C\)](#)
- [WebAIM: Web accessibility in mind](#)
- [Webaxe: Blog and podcast on web accessibility](#)
- [Paciello Group: Web accessibility resources page](#)
- [Tink: An AUX \(Accessibility User Experience\) engineer's blog](#)
- [HTML5 Weekly](#)
- [Stackoverflow.com](#)
- [Mozilla Developer Network \(https://developer.mozilla.org/en-US/\)](https://developer.mozilla.org/en-US/)
- [HTML5 Weekly Newsletter](#)
- [SVG Weekly Newsletter](#)
- [Web Animation Weekly Newsletter](#)
- [CSS Tricks \(https://css-tricks.com/\)](https://css-tricks.com/)
- [Codepen.io](#)
- [Github.com](#)
- [JSFiddle.net](#)
- [Internet Society](#)

» Technical communication & rhetoric resources online

- [UMN Library Tech Comm & Writing Database List \(https://www.lib.umn.edu/subjects/rqs/36\)](https://www.lib.umn.edu/subjects/rqs/36)
- [UMN Library Peer Research Consultants \(https://www.lib.umn.edu/services/prc\)](https://www.lib.umn.edu/services/prc)
- [Technical Communication Quarterly](#)
- [Communication Design Quarterly](#)
- [Written Communication](#)
- [Rhetoric Society Quarterly](#)
- [Present Tense: A Journal of Rhetoric in Society](#)
- [Enculturation: A journal of rhetoric, writing, & culture](#)
- [Kairos: A Journal of Rhetoric, Technology, and Pedagogy](#)
- [Silva Rhetoricae: Basic rhetorical analysis questions](#)
- [Perseus Digital Library - An archive of classical rhetoric texts/translations](#)
- [The Cicero Homepage - A site dedicated to Cicero](#)

» Other related academic & public journals

- [Disability Studies Quarterly](#)
- [Surveillance & Society](#)
- [ACM conference proceedings](#)
- [ACM Digital Library](#)
- [ACM Guide to Computing Literature](#)
- [Computational Culture](#)
- [Model View Culture](#)
- [UMN's Charles Babbage Institute / Archives](#)
- [tripleC: Communication, capitalism & critique](#)

- computerphile Youtube channel (<https://www.youtube.com/user/Computerphile>)