

HYPERMEDIA and Digital Rhetorics

ENC 3414
section 39F2
class#21757
Spring 2019

Instructor: Jason Crider
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Office: TUR 4341
Hours: T/Th 2:00 - 3:00/4:00 p.m.

Tuesday 8-9 (3:00-4:55 p.m.)
ARCH 0116
Thursday 9 (4:05-4:55 p.m.)
Anderson 0116

Course Description

“The ancient civic space that led to the emergence of rhetoric has been replaced by contemporary network space”
—Byron Hawke, “Toward a Rhetoric of Network (Media) Culture”

This course will familiarize students with the emerging academic field of digital rhetoric. Digital technologies have profoundly affected the ways in which we produce and circulate writing, and digital networks create new possibilities and obstacles for writing that require new theories, methods, and rhetorical practices. This course will examine the history of writing as a technology, looking to contemporary scholarship on digital rhetoric and multimodal composition in order to theorize and invent new methods for networked writing. Readings will challenge students to consider how digital media reshape the ways we research, compose, and distribute knowledge. Course readings will tap a variety of media, including linear text, video essays, podcasts, and videogames (all of which will be available for free online).

Students will study and use emerging writing technologies as they address the new ethical challenges facing contemporary writers in digital media environments. Students will learn digital research methods and create critical multimedia projects as they consider how new media affect the rhetorical frameworks through which we communicate and think. Assignments will follow a project-based learning model and include print media writings, a digital image-tracking project, and a location-based augmented reality installation. Students will learn digital rhetoric practices that bolster their ability to better describe the effects of digital media as they familiarize themselves with emerging tools for digital writing.

Writing Requirement Objectives

Composition courses provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing intensive. They require multiple drafts submitted to your instructor for feedback before final submission.

The University *Writing Requirement (WR)* ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the

course. This means that written assignments must meet minimum word requirements totaling 6000 words.

Required Texts and Links

All of the readings for this course will be available for free online or distributed via Canvas.

Lowe, Charlie and Pavel Zemliansky. [*Writing Spaces: Readings on Writing*](#). Parlor Press: 2016.

Eyman, Douglas. [*Digital Rhetoric: Theory, Method, Practice*](#). University of Michigan: 2015.

A personal website built through a free WYSIWYG (What You See Is What You Get) platform such as [Wordpress](#), [Wix](#), or [Weebly](#). This will serve as your portfolio for the course. All assignments will be uploaded to this site and submitted via hyperlink on Canvas.

Recommended Texts and Links

Williams, Joseph M. and Bizup, Joseph. *Style: Lessons in Clarity and Grace (12th Edition)*. Pearson: 2016.

The [DiRT Directory](#)

All other assigned readings will be made available via Canvas

Assignments

1,000 possible points

Iconographic Tracking - 150 points

For this project, students will use Laurie Gries' iconographic tracking methodology and the open-source reference software Zotero to track the circulation of a digital icon or image. Students will submit a paper describing their research, methodology, and analysis. Prior to their iconographic tracking report, students will write an "Icon Analysis" blog post that rhetorically analyzes their chosen icon. **1,250 words**

Flat Earth Dissoi Logoi* - 150 points

The Ancient Greek sophist Gorgias was famous for the practice of "dissoi logoi," the exercise of arguing both sides of an argument in order to demonstrate rhetorical proficiency. For this assignment, students will choose an obvious falsehood or pseudoscientific claim and create a video essay arguing in defense of it. Students will study and practice the composition and circulation of false arguments and "fake news," and use these tactics to create and deliver a compelling and "professional" lie. In addition to the video essay, students will write a short "Flat Earth Epistemology Report" blog post detailing the rhetorical strategies and "research" methods used to create your video essay. **1,000 word transcript + video**

*Adapted from Jacob W. Greene's "Dissoi Blogoi"

Research Paper - Issues in Digital Rhetoric - 150 points

For this assignment, students will take up a current debate within the field of digital rhetoric and research the major discussions surrounding it in order to develop their own contribution to this debate. In doing so, students will develop research skills, gain experience writing a literature review, and practice locating an argument within an emergent discipline. **2,000 words**

Spatial Writing - 150 points

For the final project, students will use digital tools to create a multimodal exploration, analysis, critique, or new understanding of a location of their choosing. Students may choose from the following options: a location-based audio tour, an augmented-reality criticism, a MEMorial (as described by Gregory L. Ulmer in *Electronic Monuments*), or an interactive map. The goal of this assignment is to address a spatial problem through the affordances of hypermedia, and to apply our critical readings to rethinking a space. Ultimately, students will practice writing through their chosen digital modality as they develop skills in proposal writing, technical documentation, usability, and information design. **2,000 words or equivalent**

Critical Blog Posts - 200 points (20 points each)

In addition to the longer writing assignments, you will also write regular responses to various topics discussed in the course. These will vary from analytical reflections on topics covered in the course, to critical examinations of our readings, to formal proposals for the major assignments. **3,000 words total (300 words per post)**

Discussion Leader - 100 points

In pairs, students will lead a brief (15 minute) in-class discussion of one of our weekly readings. Students will include one hypermedia text (video, image, sound, etc.) to pair with, and help unpack, the reading. One or two weeks prior to their presentation, students should meet with me during office hours or before/after class to discuss their presentation. No later than two weeks after their presentation, students will individually submit a brief presentation reflection as a blog post.

Participation - 100 points (50 mid-semester, 50 final)

You must be an active and engaged part of the class to not only receive participation credit, but to ensure that our course will be an academically fruitful experience. This grade will be gauged by not only your attendance, but your contribution to in-class group activities and larger discussions. **To guarantee receipt of a full grade, you must meaningfully contribute at least once per class period.**

Grading Scale

A	4.0	1000-930
A-	3.67	929-900
B+	3.33	899-870
B	3.0	869-830
B-	2.67	829-800
C+	2.33	799-770
C	2.0	769-730
C-	1.67	729-700
D+	1.33	699-670
D	1.0	669-630
D-	0.67	629-600
E	0.0	599-0

Course Policies

1. *Assignments:* You must complete all assignments to receive credit for this course.

2. *Attendance:* Attendance is mandatory. Students are allowed three unexcused absences. Missing Tuesdays counts as two absences. If you miss more than three classes during the semester, each additional absence will lower your overall grade by 100 points. **If you miss more than five classes, you will fail the course. Our Tuesday class period counts as two classes.** Exempt from this policy are only those absences involving university-sponsored events, such as athletics and band, and religious holidays, family emergencies, and health issues for which you must provide appropriate documentation in advance of the absence. In addition, if you are tardy for three class periods, you will receive an unexcused absence.
3. *Email:* As this course is focused on rhetoric and writing, students will be expected to be critical and sensitive writers in all their communication, including email. As such, I will only respond to emails that demonstrate a professional tone and style. This means that your emails must display a subject line, greeting, and writing that is edited, clear, and demonstrates that the student has already consulted all necessary documentation (such as the course syllabus) prior to writing. Furthermore, I will only reply to emails during “normal” business hours: M-F, 9:00-5:00pm. I will not discuss the following over email: grade disputes, feedback on papers, or course policies. **It’s more effective to discuss these matters during my office hours or by appointment.**
4. *Classroom behavior:* Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Many 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.
5. *Class work:* All written assignments are due at the beginning of class on their assigned deadlines via Canvas. I will not accept hard copies of your work. Late work will be docked ten points for every day it is late until it loses all credit. In-class assignments will consist of group activities and larger classroom discussion. Be prepared for each class by doing the assigned reading and being ready to contribute to class in a meaningful way each day.
6. *Assignment Maintenance:* Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
7. *Plagiarism and Academic Honesty:* Plagiarism of any kind will not be tolerated. Any plagiarized assignment will receive a zero, and may result in your automatically failing my class. Plagiarism also violates the Student Honor Code and requires reporting to the Dean of Students. All students must abide by the Student Honor Code:
<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.
8. *Students with disabilities:* If you are requesting accommodations you should first register with the Disability Resource Center (352-392-8565 and at www.dso.ufl.edu/drc/), which will provide appropriate documentation to give to your instructor.
9. *Harassment:* UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. For more about UF policies regarding harassment, see: <http://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/resources/harassment/>.
10. *Course Evaluations:* Toward the end of the semester, you will receive email messages asking you to go online and evaluate this course: <https://evaluations.ufl.edu/evals/Default.aspx>.
11. *Mental Health and Wellness:* 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, or contact them online:

<http://www.counseling.ufl.edu/cwc/Default.aspx>.

12. *UF's Policy on Harassment*: UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty:
<http://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/resources/harassment/>.
13. *Environmental Sustainability*: Whenever possible, I will use paper-sparing electronic media to distribute our course materials. Consider purchasing electronic editions of assigned texts when they are available, or used copies of print texts. If you do not elect to keep your print books, consider sharing them with others after the semester ends (for example, you could donate them to the Alachua County Friends of the Library annual book sale).

Tentative Course Schedule

Week 1

- 1/8 Course Introductions
Introduction to rhetoric
- 1/10 Alex Reid, "[Why Blog? Searching for Writing on the Web](#)"
Set up class blogs
No class meeting - I will be attending a conference
Blog #1 and class blog link due 1/11
Last day to add/drop is 1/11

Week 2

- 1/15 Plato, *Gorgias*
Online discussion activity via Canvas
No class meeting - I will be attending a conference
- 1/17 Eyman, *Digital Rhetoric*, [Introduction](#)
Blog #2: Technoliteracy Narrative due 1/18

Week 3

- 1/22 Gries, "Iconographic Tracking" (Canvas)
Optional: Gries, "[Mapping Obama Hope](#)"
Optional: Gries, "[Swastika Monitoring](#)"
In class: Zotero workshop
- 1/24 Eyman, *Digital Rhetoric*, [Chapter 1](#)
Blog #3: Define Digital Rhetoric due 1/25

Week 4

- 1/29 Ridolfo and DeVoss, "[Composing for Recomposition: Rhetorical Velocity and Delivery](#)"
Blog #4: Icon Analysis due 1/30
- 1/31 Van Horn, Beveridge, Morey,
["Attention Ecology: Trend Circulation and the Virality Threshold"](#)

Week 5

- 2/5 Jones, "[Finding the Good Argument OR Why Bother With Logic?](#)"

In class screening: *In Search of the Edge*
Iconographic Tracking Report due

- 2/7 *Wired* article, "[Don't Want to Fall for Fake News? Don't Be Lazy](#)"
Reid, "[fake news and the distribution of critical thinking](#)"
In class: Digital research

Week 6

- 2/12 Kuhn, "[The YouTube Gaze: Permission to Create](#)"
In class: Video editing workshop
- 2/14 Stedman, "[Annoying Ways People Use Sources](#)"

Week 7

- 2/19 Bogost, *Persuasive Games* excerpt (Canvas)
In class: *Passage* and *The Stanley Parable*
- 2/21 Isbister reading, *TBD*
Optional: Eskelinen, "[The Gaming Situation](#)"
Blog #5: Rhetorical Gaming due 2/22

Week 8

- 2/26 Holmes, "[Ethos, Hexis, and the Case for Persuasive Technologies](#)"
Flat Earth Dissoi Logoi due
- 2/28 **Blog #6: Flat Earth Epistemology Report due 3/1**

Week 9

Spring Break

Week 10

- 3/12 Eyman, *Digital Rhetoric*, [Chapter 2](#)
Individual conferences - no class meeting
- 3/14 Eyman, *Digital Rhetoric*, [Chapter 3](#)
Optional: [Chapter 4](#)
Individual conferences - no class meeting

Week 11

- 3/19 **Blog # 7: Issues in Digital Rhetoric Proposal due**
Greene, "[From Augmentation to Articulation](#)"
View: [Trace ARCs](#) page
In class: AR workshop
- 3/21 Greene and Jones, "[Augmented Vélorationaries](#)"

Week 12

- 3/26 Jurgenson, "[Always Already Augmented](#)"
Starosielski, "Beaches, Fields, and Other Networked Environments" (Canvas)
- 3/28 Rice, *Digital Detroit* excerpt

Blog #8: Augmented Rhetorics due 3/29

Week 13

4/2 Research Paper due
Ulmer, "Preface" and "Introduction" from *Electronic Monuments* (Canvas)

4/4 Morey, "[Roadkill Tollbooth](#)"

Week 14

4/9 Hodgson reading, TBD

4/11 Boyle reading, TBD
Blog #9: Spatial Writing Proposal due 4/12

Week 15

4/16 In class: Workshop

4/18 In class: Workshop

Week 16

4/23 Last day of class

Blog #10: Course Reflections
Final Spatial Writing Installations due April 30 by 11:59 p.m.
Grades posted: May 6

"The students are helping to invent the future of writing. This attitude and relationship to learning has to be made explicit and encouraged, since students are unaccustomed to working in an experimental way"

—Gregory L. Ulmer, *Internet Invention*