

ENC 1145: Writing about Screens (Inside and Out)

Jacob W. Greene

Location: MAT 0115

MWF-Period 7

Office hours: M, 3-4:30

Office: 4413 Turlington Hall

Course Overview

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 and media theorists, we will analyze the role of a variety of digital technologies within our culture including augmented reality software, natural/kinetic user interfaces, and mobile/ubiquitous computing, among others.

In addition to these “inside” components of the screen (software, apps, websites, etc.) we will also focus on its “outside” effects by looking at its biological and social impact on areas such as the human brain, education, foreign labor, the mainstream media, protests, and revolutions.

Although we will spend time reading, viewing, and talking about screens, the course assignments, daily activities, and homework all focus on enhancing students’ ability to craft rhetorically effective writing. Moreover, due to the constantly shifting definitions of what constitutes “writing” in our screen saturated culture, we will be analyzing and producing within the new modes and genres of “writing” which have emerged alongside the proliferation of the screen such as tweets, vines, videos, Facebook posts, memes, hyperlinked articles, etc. In so doing, students will not only gain greater acuity in operating within a variety of rhetorical situations but also gain greater understanding of the strategic and dispersed nature of 21st century writing.

Theoretical Rationale

As emerging Rhetoric and Writing Studies’ scholarship argues, it is becoming increasingly apparent within our current cultural moment that what we refer to as “writing” is not entirely reducible to the conscious actions of writers and readers.

Rather, writing is an ecological, emergent phenomenon influenced by a variety of human and nonhuman actors including, but not limited to, communication technology, social movements, and cultural trends. As a result, this course takes a twofold approach in preparing students for these changes in writing by teaching them 1) how to engage *rhetorically* with the new modes and genres wrought by emerging communication technologies and 2) how to engage *critically* with the social, biological, and cultural impacts of such technologies.

Course Goals

By the end of this course, students will be able to:

- Identify and communicate clearly how society is affected collectively and individually by our interactions with 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

Required Texts

- All texts will be available as PDFs or links through our course wiki.

****Bring your laptop 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 to procure one. ****

Unless otherwise stated, all assignments will be turned in on your personal blogger site and minor assignments will be turned in through a Google Doc you have shared with me. Create (or use an already existing) accounts for the following:

- Google account (for Google docs)
 - Blogger (use your google account for these)
 - YouTube
- Twitter

- Vine
- Facebook

Assignments (Before you begin any assignment, consult its page on the course wiki)	Points
<p><i>In class writing/ activities</i></p> <p>All in class writing and activities will be assigned during class and cannot be made up. Use your google account to create a Google Document labelled “[Your Name]’s In Class Work” and share it with me via a link to jacobwgreene@ufl.edu.</p>	50
<p><i>Blog Posts</i></p> <p>All blog posts are due on the day that they are listed on the schedule and readings page. Be sure to completely answer all questions in each prompt. A free account to blogger.com is included when you sign up for a Google account. Log in with your same Google username and password. Once you set up your blog, send me a link (jacobwgreene@ufl.edu) and I will create a list of all of our class blogs below.</p>	100
<p><i>Online Tech Critique Article</i></p> <p>Write an online tech article of at least 900 words in which you evaluate the potential uses of a future technology. Look over the blogs we read from Paleofuture, Daily Dot, and The NY Times as models and follow the general style guidelines presented in “How to Write Successfully for the Web” and “Writing Hyperlinks: Salient, Descriptive.”</p>	150
<p><i>Tweets</i></p> <p>For this blog post, you must attend (present or tele-present) and live-tweet a public event related to the focus of your screen story project.</p>	100

<p><i>Annotations and Abstract</i></p> <p>Write annotations in MLA or APA format for at least 6 secondary 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. Explain specifically how each video will inform your own.</p> <p>Finally, write a short (250 word) abstract describing your video.</p>	<p>100</p>
<p><i>Screen Story</i></p> <p>Create a 3-5 minute YouTube video which portrays the hypothetical journey of an electronic screen (phone, television, laptop, etc.) impacting a particular sector of society such as education, news media, e-waste, child development, social interaction, etc.</p> <p>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. Also, gather primary research on any of the advertisements associated with this particular device. You might also include an ending that shows the inevitable “death” (recycled, etc.) of the device.</p> <p>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.</p>	<p>200</p>
<p><i>Screen Story Rhetorical Rationale</i></p> <p>Write a detailed blog post explaining the rationale guiding the various rhetorical choices you made in your project. Questions to consider: Why did you arrange your narrative in this manner? Why did you choose to portray your narrative in a primarily</p>	<p>150</p>

textual/imagistic/auditory mode?	
<p><i>Viral Links</i></p> <p>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:</p> <ul style="list-style-type: none"> • 5 vines • 5 Facebook posts • 10 tweets • 3 memes • 1 Infographic 	150
Total number of points possible	1000

Grading Scale

A	93-100	930-1000		C	73-76	730-769
A-	90-92	900-929		C-	70-72	700-729
B+	87-89	870-899		D+	67-69	670-699
B	83-86	830-869		D	63-66	630-669
B-	80-82	800-829		D-	60-62	600-629
C+	77-79	770-799				

Assessment Rubric

Letter grades will be given for each major assignment and correspond to the following criteria.

Grade	Description
A	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • 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
F	<ul style="list-style-type: none"> • 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

Attendance

Attendance is required. I reserve the right to lower your grade by 10 points for each unexcused absence after 5 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>. 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](#). 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](#).

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 online 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. 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.

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.

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.

Unit 1: Screens: Past and Future

W: 1/7

Introduction and Syllabus

F: 1/9

Sherry Turkle- "Are we connected but alone?" (Video below)

[Charles Yu-“Happiness is a Warm iPhone”](#)

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”](#)

[Matt Novak, Paleofuture- “A Brief History of Tomorrow’s High Tech Living Room”](#)

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.

W: 1/14

[“How to Write Successfully for the Web”](#)

[“Writing Hyperlinks: Salient, Descriptive”](#)

Writing workshop

F: 1/16

McLuhan-



[McLuhan Television.pdf](#)

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

General intro for screen story and live tweets

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?”](#)

Blog Post: 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?

F: 1/23

Writing Workshop

M: 1/26

ONLINE TECH ARTICLE DUE

W: 1/28

[Podcast- “Are Brick and Mortar Colleges Obsolete?”](#)

Twitter Debate on online education and MOOCS

F: 1/30

Wendy Austin- “Text Messaging: Rhetoric in a New Keypad”

[Farhad Manjoo-“Twitter’s Digital Body Language”](#)

Live tweeting

Unit 3: Screened from View

M: 2/2

Introduce annotations and abstract assignment

[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”

Blog Post: Can you think of any cultural or social trends that actively work against attempts to encourage electronics repair and/or mitigate e-waste? How often do you upgrade your own electronic devices? What do you do with your old electronics? Do you believe the problem of e-waste will get better or worse? Use your responses to these questions and the readings above to write a blog post describing your thoughts on the issue of e-waste.

W: 2/4

LIVE TWEETS DUE

Ian Bogost-*Persuasive Games* “Procedural Rhetoric”-selections

Homework: Using Ian Bogost’s definition of “procedural rhetoric,” analyze the persuasiveness of Molleindustria’s Phone Story.

F: 2/6

Sugata Mitra: The Child-Driven Education (Video below)

[Matthew Yglesias- "Giving Poor Kids Computers Does Nothing"](#)

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

M: 2/9

[Podcast- "Is the internet closing our minds politically?"](#)

[Pew Center- "What Facebook and Twitter mean for news"](#)

Homework: Search for a recent 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](#)

[2012 DoGooder award winners](#)

Blog post: Analyze the rhetorical effectiveness of one of the above [award winning](#) 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

Topic Conferences -Turlington 4413

M: 2/16

Research methods, primary vs. secondary, databases

W: 2/18

Kevin Allocca- "Why videos go viral"

In class research for video examples and sources

F: 2/20

ANNOTATIONS AND ABSTRACT DUE

M: 2/23

Video editing software and available technology

Importing and editing audio and video

W: 2/25

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

Video workshop-peer review

F: 3/13

FIRST DRAFT OF SCREEN STORY DUE

Conferences

M: 3/16

In class work on screen story revisions

W: 3/18-NO CLASS

F: 3/20-NO CLASS

Unit 5: Viral Media and Circulation

M: 3/23

Introduce Viral Link assignment

["How to 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"](#) (Read "intro" and "velocity" only)

[Gizmodo infographic- "What exactly is a meme"](#)

F: 3/27

Infograph software

Blog Post: Post a link to an application (online or standalone) that is used to make infographs and evaluate its usability (e.g. ease of use, design capabilities, etc.).

M: 3/30

SCREEN STORY AND RHETORICAL RATIONALE DUE

Screenings

W: 4/1

Screenings

F: 4/3

Screen Story revisions workshop

M: 4/6

[Jay Baer- "The 6 Dangerous Fallacies of Social Media"](#)

[John Rampton- "Why Most Social Media Strategies Fail"](#)

[Heike Young- "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.

W: 4/8

["11 Ways to Promote Your Brand or Product through Vine"](#)

["6 Ways to Use Vine Videos to Promote Your Film"](#)

["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](#).

F: 4/10

Viral links/Screen Story revisions workshop

M: 4/13

Workshop

W: 4/15

Workshop

F: 4/17

Workshop

M: 4/20

Viral links data presentations

W: 4/22

data presentations, course evaluations