

# ENG 1131: Writing Through Media-Augmented Reality

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**Meeting Times:** M W F period 8 (3:00-3:50), T E1-E3 (7:20-10:10)  
**Office:** TBA  
**Office Hours:** Wednesday-1:45-2:45 and by appointment

## COURSE DESCRIPTION

ENC 1131 Writing Through Media: Augmented Reality focuses on the emergence of augmented reality technologies (Google Glass, Microsoft Kinect, smartphone augmentation, etc.), exploring their technical, biological, and cultural impact on a contemporary society that continues to collapse the barrier between the real and the virtual. We will focus primarily on changes underway within the human-technology relationship, and we will explore such topics as avatars and digital identity, the perception of artificial intelligence, visual rhetoric, bodies in digital space, and the narratology of augmented reality tours, among others. As we progress through readings and assignments, students will gain a clearer understanding of the way in which human experience of “reality” has always been “augmented” in some sense, from the development of language and early writing systems to the latest digital composition technologies

## Course Objectives

By the end of ENG 1131, students will be able to:

- Analyze the rhetorical characteristics of augmented reality applications
- Design a basic website with a WYSIWYG (What You See Is What You Get) editor
- Layer and edit images in a photo editor
- Create rhetorically effective digital overlays using still and moving images
- Conduct original research about cultural phenomena incorporating primary and secondary sources

## Course Structure

The writing assignments for the first half of this course will come from contribution to our course blog and a researched writing assignment. Students will contribute to the course blog on a weekly basis to apply the class material to a specific cultural object/or phenomenon. Our first major writing assignment will have the students expand their thinking from one of these blog posts.

As a final project, students will create their own multimodal augmented reality narrative using the software available for free at Aurasma Studio and Wix.com. Wix is a web based product and should be accessible through most standard laptops with up to date OS. The use of Aurasma will require access to a smartphone or tablet running Android 4.0+ or IOS 6.0+. Students without access to a networked mobile device can use one of the iPads available for 7 day loan from Library West.

Screening times will be used for two main purposes: 1) screening for films/documentaries related to augmented reality and 2) workshopping with the software for the final project.

### Required Texts

Calvino, Italo. *If On a Winter's Night a Traveler*. San Diego: Harcourt, 1981.

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

McLuhan, Marshall and Quentin Fiore. *The Medium is the Massage* 9<sup>th</sup> ed. Ginko, 2001.

\*All other texts/videos will be available in PDF format/linked on our class E-Learning portal.

### ASSIGNMENTS AND GRADING

### POINTS

#### **Discussion Posts (6 @ 250 words each)**

150

Students will be expected to contribute to our course blog, applying ideas brought up in class or the readings when appropriate.

#### **Object Paper (1000 words)**

150

For this assignment, students will perform a close analysis of a particular cultural object that was mentioned in class, readings, or a discussion post. Students must apply theoretical concepts related to AR/VR that come from class readings. No outside research required.

#### **Annotated Bibliography of 8-10 sources**

75

In preparation for the Research Paper, students will gather and annotate primary and secondary sources emphasizing their value for a particular research project related to an idea or topic generated in the discussion posts, class discussion, or Augmented experience assignment.

#### **AR Proposal Research Paper (2250 words)**

250

Present a researched proposal for an augmented reality application to a hypothetical institution or company: an historic site considering adding augmented tours, a company considering the pursuit of AR marketing strategies, a museum curator interested in adding digital artists, etc.

#### **Multimodal Augmented Reality Proposal (1250 words)**

100

Students will present a detailed proposal for a multimodal augmented reality narrative to be developed in the final project for the course.

**Multimodal Augmented Reality Narrative** 150

Students will develop and present an original AR narrative based on the AR proposal research paper or Italo Calvino’s experimental novel *If On a Winter’s Night a Traveler*. Students must take into account technical concepts related to the creation of rhetorically effective AR applications discussed in the class such as proper lighting and formatting for trigger images; size, shape, and color of digital overlays; appropriate mix of visual, textual, and audio elements, etc. In addition, students should feel free in this assignment to explore the theoretical concepts related to virtual/augmented reality discussed throughout the class.

**Revisions**

Your revisions for this course will only focus on the Research Paper assignment. For the revision assignment, I am asking that you write a detailed explanation for why you accept or reject each revision I suggest for your paper. Suggested revisions come in two forms: 1) formal revisions related to grammar, punctuation, and style and 2) content revisions based on your thinking, ideas, and/or overall arrangement of your argument. Formal revisions will appear in or next to the actual text of your paper, and content revisions will appear at the end. Both must be addressed in your revision assignment. Formal revision acceptances/rejections must be at least one sentence in length. Content revision/acceptances must adequately address all issues mentioned.

**Minor Assignments (quizzes, in class writing, etc.)** 50

**TOTAL** 1000

**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
<b>A</b>	<ul style="list-style-type: none"> <li>• Follows ALL instructions specific to the assignment rubric</li> <li>• Generates and elaborates on original ideas relevant to the course content</li> <li>• Assignment is mechanically sound and free of distracting grammatical, stylistic, and/or technical errors</li> <li>• Assignment displays clear organizational forethought including attention to transitions, introduction, and conclusion.</li> <li>• Assignment is properly formatted in MLA or other style guide approved by instructor</li> <li>• Assignment incorporates source material appropriately and effectively</li> <li>• Assignment provides evidence to support claims</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• Follows most instructions specific to the assignment rubric</li> <li>• Incorporates and elaborates ideas relevant to the course content</li> <li>• Assignment may have a few minor errors but is free of distracting grammatical, stylistic, and/or technical errors</li> <li>• Assignment has an identifiable organizational structure</li> <li>• Assignment has a few minor formatting issues</li> <li>• Assignment incorporates source material appropriately</li> <li>• Assignment provides evidence to support most of its claims</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>• Follows some instructions specific to the assignment rubric</li> <li>• Incorporates ideas relevant to the course content</li> <li>• Assignment has a few distracting grammatical, stylistic, and/or technical errors</li> <li>• Assignment has an identifiable organizational structure</li> <li>• Assignment has a few minor formatting issues</li> <li>• Assignment incorporates source material</li> <li>• Assignment provides evidence to support some of its claims</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>• Follows very few instructions specific to the assignment rubric</li> <li>• Incorporates ideas irrelevant to the course content</li> <li>• Assignment has numerous distracting grammatical, stylistic, and/or technical errors</li> <li>• Assignment has an unclear organizational structure</li> <li>• Assignment has formatting issues</li> <li>• Assignment incorporates no (or very little) source material</li> </ul>

	<ul style="list-style-type: none"> <li>• Assignment provides little to no evidence to support its claims</li> </ul>
<b>F</b>	<ul style="list-style-type: none"> <li>• Does not follow instructions specific to the assignment rubric</li> <li>• Incorporates no ideas relevant to the course content</li> <li>• Assignment has numerous distracting grammatical, stylistic, and/or technical errors</li> <li>• Assignment has no identifiable organizational structure</li> <li>• Assignment has numerous formatting issues</li> <li>• Assignment incorporates no source material</li> <li>• Assignment provides no evidence to support its claims</li> </ul>

**Attendance**

Attendance is required. I reserve the right to lower your grade by 20 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](#).

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/Sakai. 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

Unit 1: Augmented Culture	
<i>Week 1</i>	
<b>M (8/25)</b>	Course overview and introductions
<b>Screening (8/26)</b>	TBD
<b>W (8/27)</b>	Selections from Neil Postman's <i>Amusing Ourselves to Death</i>
<b>F (8/29)</b>	<b>Discussion Post 1 Due</b> Craig, Chapter 1-What is AR?
<i>Week 2</i>	
<b>M (9/1) No Class-Labor Day</b>	
<b>Screening (9/2)</b>	Short AR film <i>Sight</i> ; Zizek, <i>The Reality of the Virtual</i> ; <i>Atheetham</i>
<b>W (9/3)</b>	Selections- Rob Shields <i>The Virtual</i> "Digital Virtualities"
<b>F (9/5)</b>	<b>Discussion Post 2 Due</b> McLuhan, <i>Medium is the Massage</i>
<i>Week 3</i>	
<b>M (9/8)</b>	McLuhan cont'd
<b>Screening (9/9)</b>	Post a link your favorite alternate/virtual reality film on our class blog
<b>W (9/10)</b>	Trailers/McLuhan cont'd
<b>F (9/12)</b>	<b>Discussion 3 Due</b>
<i>Week 4</i>	
<b>M (9/15)</b>	Selections from <i>Introduction to New Media and Cybercultures</i> - "Bodies"
<b>Screening (9/16)</b>	<i>eXistenZ</i>
<b>W (9/17)</b>	<b>Discussion 4 Due</b> Film Discussion
<b>F (9/19)</b>	Craig, Chapter 2-AR Concepts

<b>Week 5</b>	
<b>M (9/22)</b>	Selections-Nora Young <i>The Virtual Self</i> - “An Accountant for the Body”
<b>Screening (9/23)</b>	TED Talk : <i>Why Privacy Matters</i>
<b>W (9/24)</b>	Video discussion
<b>F (9/26)</b>	<b>Discussion 5 Due</b> Atlantic article- “The Public-Private Surveillance Partnership Is Still Going Strong”
<b>Unit 3: Augmented Reality Technologies</b>	
<b>Week 6</b>	
<b>M (9/29)</b>	Craig, Chapter 3-AR Hardware
<b>Screening (9/30)</b>	Aurasma introduction/account set up, online tutorials
<b>W (10/1)</b>	Craig, Chapter 4-AR Software
<b>F (10/3)</b>	<b>Object Paper Due</b> Craig, Cont’d
<b>Week 7</b>	
<b>M (10/6)</b>	Craig, Chapter 5-Content is Key
<b>Screening (10/7)</b>	Make your first Aura
<b>W (10/8)</b>	Research Paper Conferences
<b>F (10/10)</b>	<b>Discussion 6 Due</b> Craig, Chapter 6-Interaction in AR
<b>Week 8</b>	
<b>M (10/13)</b>	Craig, cont’d; Academic Research Techniques
<b>Screening (10/14)</b>	Photoshop Basics I-cropping and layering
<b>W (10/15)</b>	
<b>F (10/17) NO CLASS-Homecoming</b>	
<b>Week 9</b>	
<b>M (10/20)</b>	Craig, Chapter 7-Mobile AR
<b>Screening (10/21)</b>	Photoshop Basics II-color and contrast
<b>W (10/22)</b>	<b>Annotated Bibliography Due</b> Craig, Chapter 9-The Future of AR
<b>F (10/24)</b>	Craig, cont’d
<b>Unit 4: Augmented Narratology</b>	
<b>Week 10</b>	
<b>M (10/27)</b>	Selections Ryan <i>Narrative Across Media</i> “Will New Media Produce New Narratives?”
<b>Screening (10/28)</b>	Wix basics I-Accounts and Templates; <i>Clouds</i> interactive AR film project
<b>W (10/29)</b>	Calvino, 1-33
<b>F (10/31)</b>	Calvino, 34-53
<b>Week 11</b>	
<b>M (11/3)</b>	Calvino, 54-90
<b>Screening (11/4)</b>	Video and animation overlays
<b>W (11/5)</b>	<b>Research paper Draft Due</b>

	Peer Review
F (11/7)	Calvino, 91-114
<i>Week 12</i>	Calvino, 115-139
M (11/10)	
No Screening – Veterans Day	
W (11/12)	<b>Research Paper Due</b>
F (11/14)	AR Project Conferences
<i>Week 13</i>	
M (11/17)	Group discussion for project ideas
Screening (11/18)	Green screen filming for AR introduction
W (11/19)	Read “Transmedia Futures: Situated Documentary via Augmented Reality” from <a href="http://personalizemedia.com">personalizemedia.com</a>
F (11/21)	Outlining for AR
<i>Week 14</i>	
M (11/24)	Storyboard peer review
Screening (11/25)	Storyboard presentations/workshop
W (11/26) NO CLASS- Thanksgiving	
F (11/28) NO CLASS- Thanksgiving	
<i>Week 15</i>	
M (12/1)	Calvino-“Cybernetics and Ghosts”
Screening (12/2)	Project Workshop
W (12/3)	Calvino cont’d
F (12/5)	
<i>Week 16</i>	
M (12/8)	Project Presentations
Screening (12/9)	
W (12/10)	Project Presentations