ENC 3414 - Hypermedia
Fall 2020

Instructor: Victor Del Hierro, Ph.D. Office: Zoom
Email: vdelhierro@ufl.edu Office Hours: 2:00pm-3:30pm
Class Location: Canvas
Class Time: MWF 12:50pm-1:40pm

The first time I heard our voices playing back on tape, I realized that a recording captures you, but plays back distortion—a difference voice from the one you hear in your own head, even though I could recognize myself instantly. I saw it as an opening, a way to re-create myself and reimagine my world. After I recorded a rhyme, it gave me an unbelievable rush to play it back, to hear that voice.
-Jay-Z *Decoded*

If asked to identify the body part that is associated with listening, most people would point to their ears without hesitation. Despite the deeply entrenched association between ears and the act of listening, however, sound is not experienced exclusively through a single sense; other parts of the body can be engaged during a sonic encounter.
-Steph Ceraso "(Re)Educating the Senses: Multimodal Listening, Bodily Learning, and the Composition of Sonic Experiences"

Course Overview and Objectives:

This course will examine the relationship between writing, digital media, and sound. Contemporary cultures like Hip Hop have demonstrated that the link between writing, digital media, and sound can reimagine the world through engaged practice and mastery of technology, community, and expression. In this course, we will take up three main questions: How do critical understandings of writing impact the production of digital media? How does an emphasis on sound impact our understandings of writing? How does access to mass media technologies impact our responsibility to the production and consumption of texts?

Readings for the course will include both print and non-print-based texts including podcasts, videos, web-texts, and traditional articles. Subject areas will include sound studies, rhetoric, Hip Hop, internet studies, and writing. Course assignments will follow a project-based model including creating a variety of digital media including a critical playlist, a podcast, soundscapes and accompanying web-based texts. The

overarching goal for the course will be engage, understand, and utilize sound as an important rhetorical practice.

Course Texts:
All readings will be available via Canvas or the UF Library.

Class Policy
In my courses, I do my best to ensure that everything we do is purposeful and useful to students. I also come into the class with the assumption that everyone has something to offer. My assessment of the class and of myself is always in relationship to each other. If I assign something and a majority of the class is successful, then I perceive that to mean I have been successful at my job. If I find that most students are having a difficult time then I need reevaluate my approach and adjust accordingly.

ADJUSTING TO ONLINE
I will be treating this course as a fully online course. In my experience, teaching online should be a wholly different experience to what happens in a regular face to face courses. That said, my course will continue to focus on doing what I can to make the course as efficient and user-friendly for students. The course will be regimented with a similar routine happening every week. Units will be capped with a major project. All projects will build towards the final project. I will make myself available 5 days a week during regular hours from (9:00am-5:00pm) through email and hold live office hours through Zoom. So long as you keep with the weekly tasks and turning in all of your projects, you will have a successful semester.

If there is anything I can do to make the classroom environment more accessible to you for any reason, please come speak with me during the first week of class or at any point afterward so that we can ensure that you have everything you need to be successful in this course.

Grades and Assignments

All assignments must be submitted on time in order to pass the class. Grades will be assigned on each project and your final grade will be assigned cumulatively based on your scores on each assignment. If you are concerned with your grade at any point in the semester, please come see me during office hours. I will not discuss grades via email at any point. The table below outlines grade percentages and their corresponding point/letter grades.

Percent	Grade	Grade Points
90.0 - 100.0	A	4.00
87.0 - 89.9	A-	3.67
84.0 - 86.9	B+	3.33
81.0 – 83.9	B	3.00
78.0 - 80.9	B-	2.67
75.0 - 79.9	C+	2.33
72.0 – 74.9	C	2.00
69.0 - 71.9	C-	1.67
66.0 - 68.9	D+	1.33
63.0 - 65.9	D	1.00
60.0 - 62.9	D-	0.67
0 - 59.9	F	0.00

More information on UF grading policy may be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Overview:
Landscape Analysis (20%)
Landscape Analysis Revision (15%)
Mixtape Project (15%)
Group Podcast (10%)
Soundscape (10%)
Final Podcast (20%)
Reading Group Discussions (10%)

Landscape Analysis (20%) and Landscape Analysis Revision (15%)
A landscape analysis is a combination of a report and an essay. On the report side of it, you are conducting a study in which you survey the landscape of a particular site of study. Then on the essay side of it, you apply some sort of analysis to the research you did making some arguments about what you found.

For the Landscape Analysis, you will be surveying the world of podcasts. You may take a broad approach to let us know what is out there in general or you can take a more focused approach let us know what is out there in a specific genre/topic of podcasts like history, sports, etc. After you've done some research on what is out there you'll want to offer some analysis based on how you search and why you think you found what you found.

For the Landscape Analysis revision, you will be surveying the production of podcasts you found in your original Landscape Analysis. For this project you'll want to listen to a few different podcasts and analyze them for their production. Is there music? What's the sound quality? Are there segments? Does it seem like the podcast has a structure? In what ways does the production enhance or distract from the listening experience? Your paper should give us some sense of the different ways we might think about producing our podcasts and how we can think rhetorically about sound.

Mixtape Project (10%)
For this project, you will be creating a playlist of 7 songs along with a written rational for your decisions. While this seems like a simple task, the difficulty comes in how well you are able to convey meaning through a variety of texts. Your playlist will need to adhere to a theme that I will provide you.

Group Podcast (10%)
Early in the semester you will be assigned to a group and asked to produce a podcast. The topic of your podcast should involve in some way the University of Florida. The focus is up to you as well as how the podcast is put together.

Soundscape (10%)
A soundscape is an audio representation of a space. For this assignment, you will create a soundscape and provide a 500 word write up.

Final Podcast (20%)
Throughout the semester we'll work up towards everyone created (individually or collaboratively) a podcast. Your final podcast will only need to be one episode but it would improve your chances of scoring a high grade by practicing as the semester goes on. Along with your podcast you'll turn in brief write up about your podcast explaining the podcasts purpose, structure, and intention. Because we will also emphasize production in this class, you should have finished the audio recording well before the due date so that you can focus on production during revision.

Reading Group Discussions (10%)
Each week, we will hold small group discussions over Zoom. In these small groups we will discuss the readings for the week and make connections to assignments. We will also use this time to answer any questions you may have about projects or the class in general.

Inclusion, Safety, and Disability Accommodation at UF
No two people learn exactly the same way. If you find that the materials are difficult for you to absorb, don't assume right away that you don't understand the material! Perhaps you prefer to process information through speaking or listening, but all I am providing are written handouts, making it difficult for you to process.

Disabilities are visible and invisible, documented and undocumented: I do not distinguish between these designations. If you have a disability, or think you may have a disability, I encourage you to speak with me as soon as you can about your learning needs and how I can best accommodate them. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify me as soon as possible and/or contact Student Accessibility Services.

You may contact DS without notifying me if you wish; you may also speak with me without contacting DS at all. I do not require documentation for accessibility in my classroom.

ADA: The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. If you suspect that you have a disability and need an accommodation, please contact the UF Disability Resource Center (DRC) at
Voice: (352) 392-8565
Fax: (352) 392-8570
Toll Free: (877) 983-3326
Florida Relay Service: (800) 955-8770
Email at DRCAccessUF@ufsa.ufl.edu or DRCTesting@ufsa.ufl.edu

UF Resources:
U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392- 1575 so that a team member can reach out to the student.

Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161

Counseling and Wellness Center https://counseling.ufl.edu

UF George A. Smathers Library https://cms.uflib.ufl.edu/

Evaluation

Your feedback, both during and after our course, helps me improve my pedagogical practices and course accessibility. At UF, students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu/evals. 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/.