Digital Writing and Cultural Rhetorics

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Office Hours: Tuesday 4-6pm & by appt.
Class location: TUR 4112
Class meets: Tuesday 12:50-3:50pm

Description

This class is intended to help guide you as you interrogate the connections and intersections between digital and cultural rhetorics. Coming into this work with an understanding that all technologies are inherently culturally and rhetorically situated, we will discuss and build on contemporary emerging frameworks for understanding how humans design and use technologies to make meaning in and across rhetorical and cultural contexts. In turn, in this course, we will develop questions and possibilities for how we can continue connecting, building, theorizing, and making rhetoric(s) and technologies that recognize and value diverse cultures and communicative practices.

Goals and Structure

Drawing on the work of Angela Haas (2012), this course is designed as a hypertext. This means that any reading or project that I assign is intended to be just one node in a broader network of connections and relations that I hope you build throughout our time together. Rather than being situated in one discipline or sub-discipline (e.g., Technical Communication, User-Experience, Computers and Composition, Digital Humanities, English Education), this course provides nodes to different disciplinary conversations that I hope you continue to engage with based on your own interests.

Because this is a graduate course at the Ph.D. level, my expectation is that you will use our discussions and assigned work as a building point for your own interests, research, and work in the discipline. To this end, you will note that I am asking you to read 6-8 articles or chapters before class meeting. **In addition** to these assigned texts, I am asking you to read at least one additional article, chapter, or webtext per week, to add and keep track of these texts in relation to our assigned readings (using our Notebook of Relations project described in the next section), and to be ready to share your thoughts on these additional texts during each class session. In this way, we will all have a chance to read some similar texts together, while continuing to build our networks based on the readings that each of our class members selects and shares. Because you are likely taking this course in the context of other classes and activities, I

encourage you to use this space as an opportunity to draw connections between the many factors that are contributing to the building and sustainability of your trajectory in (and through) the academy.

Materials

It is especially important that you check the Course Schedule before every class meeting, as our assignments and readings will definitely change throughout the course. Most of our required materials will be available through our course website. The two required texts that you will need to acquire before the course begins are as follows:

Noble, S. U. (2018). *Algorithms of Oppression*. New York: NYU Press: https://nyupress.org/9781479837243/algorithms-of-oppression/

Haas, A. M., & Eble, M. F. (2018). *Key Theoretical Frameworks: Teaching Technical Communication in the Twenty-First Century*. Logan: Utah State University Press: https://upcolorado.com/utah-state-university-press/item/3425-key-theoretical-frameworks

Because this course focuses on the connections between rhetoric(s) and technologies, you will need access to online materials during our class time. Please bring your laptops to every class meeting. If you cannot access a lap top, please reach out to me during the first week of class so that I can help secure one for you. You are not required to purchase any additional materials.

Projects

Our work will be threaded through the following major projects:

PROJECT	DESCRIPTION
COLLABORATIVE NOTEBOOK OF RELATIONS (100 POINTS)	Instead of traditional reading responses, we will build a collaborative document that traces the connections that we're making across our readings. Each week, you will be responsible for adding 500 words total to this document using a color font of your choice. You are encouraged to **not** add all 500 words in one place, but rather to disperse your contributions across sections as you converse with your peers within the document. In this document, you can also incorporate your own individual readings, discussing connections that you're making both within and outside of our course. Toward

	the end of the semester, we will polish up our document and submit it for publication.
INDIVIDUAL CONFERENCE PRESENTATIONS (100 POINTS)	Every week, one student will prepare a short (15-20 minute) conference presentation that synthesizes the readings for that day. Imagine that this is an extension of a weekly reflection. The purpose of this assignment is to balance out the Class Facilitation assignment to help us see the difference between research and pedagogy. This is meant to be a low-stakes chance to practice presenting. The presentation should focus on the week's readings and work to synthesize the readings in some way. Like any conference paper, you should argue for something or raise a question. Raise a critique, talk about how this work can help us do X. As your audience, the class will then be responsible for asking questions and engaging in a discussion following each week's presentation. This will give us all an opportunity to practice engaging with conference attendance and participation.
CLASS FACILITATION (100 POINTS)	Every week, one student will lead us through a pedagogical exercise, discussion, and/or activities related to that week's readings. These pedagogical exercises should take 25-30 minutes, and should engage the class in practical applications to be learned from the week's assigned readings. Your presentation should include a set of discussion questions that will serve as a springboard to class discussion – you may include questions involving a critique of the theorists' argument(s), the way that your theorists relate to others whom we have read, and/or anything else you find interesting about the texts.
THREADING CONVERSATIONS (100 POINTS)	Using the connections that you make through our Notebook of Relations, this assignment asks you to synthesize and identify gaps in the conversations you've been tracing through our readings and conversations. We will complete part of this project together in class, so that we can develop practices for connecting and building on disciplinary conversations based on your own research interests. This assignment will have both a written and a digital component to help us practice working with technologies.
DIGITAL PROJECT (100 POINTS)	Building on the midterm project and as we read and discuss the connections between rhetoric and technology across disciplines and contexts, I will ask you to think of a contribution that you can make to emerging conversations about rhetoric and technology. About a third of the way through the semester, you and I will meet individually to discuss what this project and contribution might entail. Some ideas include a set of blog posts for the Sweetland Digital Rhetoric Collaborative, A video or webtext that can be

	submitted to Kairos, a set of pedagogical materials that you can use in future classes, or anything else based on your specific goals and interests. This will be the final project that you submit at the end of the course, though I will ask for several in-progress pieces throughout the semester.

Total Possible Points: 500

$\mathbf{C}$lass $\mathbf{P}$olicies

In my opinion, the purpose of a graduate course at the Ph.D. level is to support and help build your broader research and teaching trajectories. Everything that I assign in class comes with the intention of helping you identify your areas of research, and with the purpose of helping you find and fulfill career opportunities. At the Ph.D. level, I perceive everyone in class not as a student, but as a colleague. As such, my evaluation of your work in this class will be based not only on the materials that you submit, but also on your broader engagement with your colleagues in our classroom community.

My hope is that you use this class as an opportunity to develop your research and teaching, and to build sustainable relationships with your colleagues by providing helpful feedback and by engaging in rigorous conversations. My expectation is that all members of our class community will attend every class session and will submit all work on time, so that we can build and sustain a reciprocal and collegial relationship. I will take attendance during every class period, so please come speak with me immediately if you anticipate not being able to attend class and/or to submit your work on time. Excused absences must be consistent with university policies in the Graduate Catalog (http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance) and require appropriate documentation. Additional information can be found here: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

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 so that we can ensure that you have everything you need to be successful in this course and in the graduate program.

$\mathbf{I}$nclusion & $\mathbf{A}$ccessibility

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. Please come

speak with me if you would like to think through other options for engaging with the material and activities in the course.

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 speak with me and register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) as soon as possible.

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.

Counseling and Wellness Center: https://counseling.ufl.edu/, 392-1575

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

Grading

Because this is a graduate course at the Ph.D. level, **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	E	0.00

More information on UF grading policy may be found at:
http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades

Evaluation

Your feedback, both during at 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/.

Schedule (subject to change)

WEEK	DATE	READINGS AND ASSIGNMENTS DUE BEFORE CLASS
		DEFINING AND CONNECTING DIGITAL AND CULTURAL RHETORICS
1	8/20	Haas, "Race, Rhetoric, and Technology" Ríos, "Cultivating Land-Based Literacies and Rhetorics" Crenshaw, "Mapping the Margins" Cobos et al., "Interfacing Cultural Rhetorics"
2	8/27	Selfe & Selfe, "The Politics of the Interface" Jones, "The Technical Communicator" Dragga, "Cruel Pies" Evia and Patriarca, "Beyond Compliance" Young, "Five Faces of Oppression"
		PARTICIPATORY BUILDING & DESIGN THROUGH DIGITAL AND CULTURAL RHETORICS
3	9/3	Rogal, "Design for Development" Rose et. al., "Community-Based User-Experience" Price and Kerschbaum, "Interviewing Sideways, Crooked, and Crip" Leon, "Chicanas Making Change" Johnson, Pimentel, & Pimentel, "Writing New Mexico White" Pimentel and Blazhiser, "Double Occupancy"
4	9/10	Sun, "The Triumph of Users" Gonzales & Zantjer, "Translation as a User-Localization Practice" Walton, "Supporting Human Dignity and Human Rights" Quesenbery and Brooks, *Storytelling for User Experience*

		Tuck & Yand, "R-words: Refusing Research"
5	9/17	Risam, "Beyond the Margins: Intersectionality and the Digital Humanities" Wernimont and Losh, *Bodies of Information: Intersectional Feminism and Digital Humanities*: https://dhdebates.gc.cuny.edu/projects/bodies-of-information Gold and Klein, *Debates in the Digital Humanities 2019*: https://dhdebates.gc.cuny.edu/projects/debates-in-the-digital-humanities-2019
6	9/24	Selections from http://seanzdenek.com/ Henry, "Accessibility in User-Centered Design" Butler, "Where Access Meets Multimodality: The Case of ASL Music Videos" Redish "Content Strategy" Andersen, "Rhetorical Work in the Age of Content Management" Shivers-McNair & San Diego, "Community Strategy" Del Hierro, "Hip Hop and Technical Communication"
7	10/1	Noble, *Algorithms of Oppression* Johnson, "Markup Bodies" Miles, "Butch Rhetorics"
DEVELOPING PEDAGOGIES THROUGH DIGITAL AND CULTURAL RHETORICS		
8	10/8	**TBD;** Threading Conversations Drafts Due
9	10/15	Special issue of *English Education*: From Racial Violence to Racial Justice: Praxis and Implications for English (Teacher) Education: http://www.ncte.org/journals/ee/issues/v49-2
10	10/22	Haas & Eble, *Key Theoretical Frameworks*
11	10/29	Gonzales, *Sites of Translation* Pritchard, "For Colored Kids Who Committed Suicide" De los Rios, "Toward a Corridista Consciousness" Alvarez & Alvarez, "La Biblioteca es Importante"
12	11/5	Ruiz & Sanchez, *Decolonizing Rhetoric and Composition Studies*
13	11/12	**TBD** based on final project trajectories
14	11/19	**TBD** based on final project trajectories
15	11/26	**Thanksgiving week**
16	12/3	**Last Class**
17	12/10	**Final exam day**