

## English 2269: Digital Media Composing

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### Course Information:

Time: WF 9:35-10:55am

Location: Denney Hall 343

### Instructor Information

Dr. Paige Banaji

Office Hours: Monday, 9:30-11:00am; Tuesday, 1:00-2:30pm; or by appointment

Office Location: Denney 456

Email Address: banaji.1@osu.edu

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### English 2269 is an Arts and Humanities Visual and Performing Arts GEC:

GEC Goals: Students evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

GEC Expected Learning Outcomes:

1. Students analyze, appreciate, and interpret significant works of art.
2. Students engage in informed observation and/or active participation within the visual, spatial and performing arts.

We achieve these goals through a variety of course work, including composing and analyzing complex, multimodal texts. You do not need previous experience with video, audio, or image editing technologies in order to complete class projects; you will receive necessary instruction and practice during the course of the semester.

### Course Description

Twenty-first century rhetorical production includes more than pen and paper, more than just keyboards and screens; to communicate today means to be able to wield rhetorical know-how using a variety of media. In this class, we will examine and produce rhetorical texts for public consumption using textual, aural, visual, and video modalities and multimodalities. Through the analysis and production of multimodal texts, you will develop a refined rhetorical understanding of how the components of rhetor, audience, context, and media inform both the production as well as the reception of a text. You will also develop technical abilities and familiarity in a variety of software (including WordPress, GarageBand, Photoshop, iMovie, Prezi, among others) and hardware (including digital audio recorders, digital still cameras, and digital video cameras).

As this class focuses on the topic of public rhetorics, we will pay particular attention to the rhetoric of current debates and the various media in which people engage in those debates. For your own work in this class, you will focus on an issue that interests you. You will engage in conversations about this issue using different genres: a research blog, video composition, audio essay, and digital video.

## Course Goals and Outcomes:

The course outcomes for this class are framed around five key stages in the life cycle of any text. We will always begin with reception, as each assignment unit begins with the reading and analysis of other, already-produced texts. The remaining four stages will shape your creation of texts. At the completion of this course, you should be cognizant of and able to perform the tasks involved in the following steps:

**Reception:** Students should be able to use rhetorical and design principles to analyze texts that include alphabetic print, still image, audio, and video and use theories of participatory culture to understand the circulation of texts.

**Pre-Production:** Students should be able to identify appropriate media and recognize the rhetorical affordances and constraints of various media, as well as the conventions of various genres. Students should be able to utilize inventional tools and heuristic strategies to develop ideas and to storyboard. Students should be able to anticipate issues of fair use and copyright before collecting digital media assets.

**Production:** Students should be able to use digital audio recorders, still cameras, and video cameras and be able to make rhetorical choices about framing, lighting, sound quality, timing, location, and technology when collecting digital assets.

**Post-Production:** Students should be able to use software programs to perform image, audio, and video editing for a specific purpose, context, and audience.

**Distribution:** Students should be able to use a content management system to upload digital pieces for public reception.

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## Requirements

### Materials:

You are responsible for having all of the following materials:

- Readings on Carmen: There is no textbook for this class, and the majority of the work in this course will be in the form of textual production. However, you will also engage in a number of reading assignments designed (1) to increase your theoretical knowledge of the rhetoric of multimodal composing and (2) to inform your technical knowledge of the genres, technologies, and media you take up in textual productions.
- External Hard Drive for backing up work (at least 40GB of space for class projects).
- Headphones (preferably sound-isolating headphones)

### Assignments:

The major assignments of this course include an ongoing research blog and three digital compositions. The digital compositions will be graded on a portfolio system. That is, you will receive preliminary grades on each of the assignments as they are due, but you will have the opportunity to continue working on and revising these compositions throughout the semester to improve your grades. The final assignment will be a portfolio of your work—delivered via Prezi—which will contain the final drafts of all the digital compositions you have made for this class. In addition to providing you opportunities to compose multimodal texts, this course also intends to provide you with the skills to analyze such texts. In order to practice your skills in rhetorical analysis, you will compose four short analysis essays. For all of the compositions and written assignments in

this class, as well as for reading assignments, you will be expected to share, read, discuss, and provide your own insights during class discussions and small group activities. Your participation in our classroom work is an important part of the learning that will take place in this class and will be given a grade.

I have included short descriptions of each of the graded components of our class. Longer prompts are available on Carmen and on our course site. We will also discuss each of these assignments in class as they arise. All assignments are graded holistically on the standard OSU A-E scale. There are no traditional exams in this class.

### **research blog–**

#### **20%**

Throughout the semester you will keep a research blog on your focal topic. I will be showing you how to use WordPress.com to keep a blog, but if you're familiar with another blogging site (e.g., Blogger) or if you host your own domain and prefer to use that, you may. I expect you to post at least once a week. These posts need to demonstrate reflective summary and analysis of your ongoing research, as well as your evolving thinking about your issue. Specific criteria for some weekly posts may also be announced in class. Your research blog will be given a midterm as well as a final assessment (each worth 10%).

### **visual remix–**

#### **10%**

The visual remix allows you to communicate a key lesson, question, or irony relating to your focal topic using primarily images with minimal text. Using photo-manipulating programs, you will create two remixed images. The two images should work together as a set (like a diptych), and one of the two images must contain an imaged photographed by you. All images used must be licensed for your use through creative commons.

### **audio essay–**

#### **15%**

Still pursuing your chosen issue, you will re-imagine the ways in which you engage in your topic through the production of a 3-5 minute audio essay. This assignment calls on you to take into consideration the unique affordances and constraints of aural-mediated texts and audio assets (including spoken text, music, sounds, and silence). You will demonstrate rhetorical know-how, a development of production skills through the ethical collection of audio assets, and new skills in postproduction using GarageBand.

### **digital video–**

#### **20%**

Your final project—4-6 minute digital video—will include video, still image, and audio; you will use iMovie for postproduction. The digital video is the final project for the semester, and as such, it engages with the most modalities. In this final project you will demonstrate the full range of the rhetorical and technical knowledge you have developed throughout the semester.

### **prezi portfolio–**

#### **5%**

The final assessment of your digital compositions will be based on the final drafts that you include in your digital portfolio. A portion of this digital portfolio grade will be your use of Prezi to frame, explain, and share your work to a public audience. You will demonstrate your rhetorical and technical know-how with the fifth stage of the lifecycle of a text: distribution.

**reflections–****10%**

When you turn in your final portfolio, you will also be asked to write short reflection(s) (850-1000 words or the equivalent) describing your process working on each of your compositions and your ongoing learning and development over the semester. The reflective writing must be incorporated into your prezi portfolio and you're welcome to be creative with how you do this.

**analysis essays–****4 @ 4% each = 16%**

You will compose four, short (1-2-page) analysis essays. In these essays, you will demonstrate your critical reception skills when reading, viewing, or listening to multimodal pieces. Each essay will focus on the type of modality we will be studying that week. You will choose a rhetorical artifact demonstrating that modality and provide an analysis that demonstrates your understanding of the rhetorical constraints and affordances of the modality, audience, and context of your artifact. Ideally, your chosen artifact will be related to your chosen focal topic, but this is not a requirement.

**participation–****4%**

Your general participation grade includes your involvement in class discussions, your informal work done during class, your contributions to small group work, and your general demonstration of civility and respect for others in our class discussions and activities. Of particular importance to your participation grade is your contribution to peer-review workshops and your productive use of studio time.

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**Course Policies**

**Attendance** is important to the success of this class and to your development as a writer. Therefore, each unexcused absence after **two** will result in the lowering of your final grade by a third of a grade (for example, B+ to B). Excused absences—which include absences resulting from documented illness, family tragedy, religious observance, or travel for inter-collegiate athletics—will not affect your grade. It is your responsibility to contact your instructor as soon as possible if you miss class. **Five or more unexcused absences will automatically result in failure for the course.**

**Tardiness** is disruptive to the classroom environment, and prevents you from fully participating and assimilating the information and materials discussed in class. Excessive tardiness will lower your participation grade.

**Plagiarism** is the unauthorized use of the words or ideas of another person. It is a serious academic offense that can result in referral to the Committee on Academic Misconduct and failure for the course. Faculty Rule 3335-5-487 states, “It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term ‘academic misconduct’ includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee.” In addition, it is a violation of the student code of conduct to submit without the permission of the instructor work for one course that has also been submitted in fulfillment of the requirements of another course. For additional information, see the [Code of Student Conduct](#).

**Copyright and Fair Use:** Working in digital environments poses all sorts of new questions regarding copyright and intellectual property, and we will discuss these issues as part of the class. While it is important to respect others' intellectual property, it is equally important to assert the right to fair use granted by copyright law. If you have any questions about copyright, intellectual property issues, or fair use, please don't hesitate to ask

**Student Work** should be turned in at the time indicated on the syllabus and in the format designated by the instructor. Late submission of an assignment will result in the deduction of **one full letter grade** for each day past the due date (for example, B+ to C+). This penalty will apply to the **final grade** of the assignment, so it is best to turn in a portfolio composition that needs a little work on time than a more polished composition late. You will have ample time to revise your compositions before the final portfolio is due.

If you know ahead of time that a particular deadline will be difficult for you, please contact me *in advance*. I am willing to work with students to schedule alternative deadlines if it is appropriate. The grade will also not be affected when an assignment is late for reasons that would result in an excused absence; please contact me about your absence and missed deadline in a timely manner. Unexcused absences or technological misfortunes, on the other hand, are not acceptable excuses for failing to meet a deadline.

**Backing Up Work:** As a general rule, you should always keep two electronic copies—on different disks or drives—of any work you submit. Save your work early and often. Back up your work early and often. In particular, make sure to keep a backup of any work that you store on the file server in our classroom. Redoing work that you haven't backed up is not a legitimate excuse for submitting late work. In addition, I strongly encourage you to save ongoing drafts of your work so that you may have an opportunity to “go back” if you have “gone too far,” or so that you may reuse or rework parts from an earlier draft for a later draft.

**Classroom Etiquette** is an important consideration in any academic setting. You are expected to be respectful of your classmates and teacher and to be mindful of the needs of others. Please avoid using phones, laptops, or classroom computers to engage in “competing conversations” (texting with friends, checking email, watching YouTube videos, etc.). Please use technology resourcefully, mindfully, and respectfully.

Cell phones must be silenced before class. Taking a call or texting during a business meeting is not an acceptable practice, and it will not be tolerated in this class. Text messaging is particularly inappropriate in class and will affect your participation grade, regardless of whether or not I call you out in class. You are expected to listen carefully to your fellow classmates when they are speaking and to take notes during lectures and discussions.

**Class Cancellation Policy:** In the unlikely event that class must be canceled, I will contact you via email and request that a note be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

**Changes to the Schedule** are a possibility, especially if we get behind as a class. I will alert you to these changes in class and update the schedule on our course website accordingly.

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## Resources

**The Digital Media Project (DMP)** is the division of the English Department that provides equipment and technical support to students enrolled in English classes. You will be using the DMP's resources extensively throughout the quarter, and they will be assisting with technology tutorials in our classes. The DMP general office is located in Denney 324 and offers equipment borrowing and support from friendly, expert staff. The

**DMP Mac lab** where we have our classes is available for studio time during weekday evenings and Sunday evenings. (See the hours posted outside our classroom door).

The DMP has Flip video cameras, dv (tape) video cameras, digital still cameras, tripods, and audio/mp3 recorders (Edirols) for checkout. Their policies for equipment check out are as follows:

- All check-outs are for 24 hours, with the exception that equipment picked up on Friday is due back to the DMP on Monday.
- The DMP does not supply DVDs, video tapes, CDs or other media. We will make our best effort to supply rechargeable batteries with equipment, but students should make plans for alternate backups.
- All undergraduate reservations must be made in person. (Instructors may make reservations via email or phone.)
- Habitually late returns will lead to revocation of checkout privileges.
- Students must make reservations and check outs in their own names, not for friends or group members. The equipment must be picked up and returned by the person who checked it out.
- Only students in English classes may check out equipment.
- Equipment may **ONLY** be returned to the DMP, not the English department office or the lab assistants.

**The Office of the Chief Information Officer** also checks out equipment via Classroom Services. They do not have all items that the DMP checks out but do have a selection of audio and video equipment. In some cases their checkout period may be longer. They do require a signed permission slip from the instructor for a student to check out equipment. More information on OCIO checkouts can be found at <http://lt.osu.edu/equipment-96/>.

**The Digital Union**, located in the Science and Engineering Library (SEL 370), is a place for faculty, students, and staff to explore emerging technology. The Digital Union has technology space to work, and a knowledgeable staff to guide users to thoughtful solutions and provide a supportive environment for low risk trial and error with technology. Visit <http://digitalunion.osu.edu> to check out their hours and resource.

**The Science and Engineering Library** also has Mac desktops on the first floor; these can be used for working on your projects. However, if you plan to use the SEL Macs for iMovie projects, please first speak to me about working DMP Macs vs. SEL macs.

**University Writing Center**, located in 475 Mendenhall Lab, provides one-on-one tutorial assistance for all writers. Contact 8-4291 for an appointment or schedule a session online at [www.cstw.osu.edu](http://www.cstw.osu.edu). Students may schedule one consultation per week in the Writing Center and may also opt for on-line synchronous tutoring in addition to (or as an alternative to) the more traditional face-to-face session.

**The Ombudsman of the Writing Programs**, Matthew M. Cariello, mediates conflicts between instructors and students in Writing Programs courses. His spring 2013 walk-in office hours in Denney Hall 441 are Monday 1-3PM, and Wednesday 9-10AM. Many other times are available by appointment: email [cariello.1@osu.edu](mailto:cariello.1@osu.edu). All conversations with the Ombudsman are confidential.

**OSU Counseling and Consultation Service:** A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact the OSU Counseling and Consultation Service (614-292-5766; [www.ccs.osu.edu](http://www.ccs.osu.edu)) for assistance, support and advocacy.

**Student Advocacy Center** is committed to assisting students in cutting through campus bureaucracy. Its purpose is to empower students to overcome obstacles to their growth both inside and outside the classroom, and to help them maximize their educational experience while pursuing their degrees at The Ohio State University. The SAC is open Monday-Friday from 8:00 AM – 5:00 PM. You can visit them in person at 1120 Lincoln Tower, call at (614) 292-1111, email [advocacy@osu.edu](mailto:advocacy@osu.edu), or visit their website: <http://studentlife.osu.edu/advocacy/>

**The Office for Disability Services** provides and coordinates support services, auxiliary aids, and accommodations for students with disabilities. If you have or think you may have a disability that affects your ability to do class work, see your instructor or contact ODS for an evaluation.

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; 292-3307, TDD 292-0901; [www.ods.ohio-state.edu](http://www.ods.ohio-state.edu)

Week	Day	Topics/Activities	Reading due	Work due
<b>Week 1</b> Introductions/ Defining Foundational Concepts: Digital Citizenship	<b>Wed Jan 9</b>	<ul style="list-style-type: none"> <li>• Welcome to English 2269!</li> <li>• Introductions</li> <li>• Syllabus Overview</li> <li>• Importance of Digital Literacy</li> </ul>		
	<b>Fri Jan 11</b>	<ul style="list-style-type: none"> <li>• Digital Citizenship</li> <li>• Concept Maps</li> <li>• Overview of Major Assignments: Research Blog and Digital Portfolio</li> </ul>	“Defining Digital Citizenship” (Carmen)	Personal Digital Composing History (Submit to Carmen Dropbox before class)
<b>Week 2</b> Defining Foundational Concepts: Rhetoric in a Digital Age	<b>Wed Jan 16</b>	<ul style="list-style-type: none"> <li>• What is Rhetoric?</li> <li>• Rhetorical Analysis</li> <li>• Digital Rhetorics</li> <li>• Assigning Rhetorical Analysis #1</li> </ul>	“Backpacks vs. Briefcases”; “Rhetorical Analysis” (Both available on Carmen); New London Group’s Diagram of Multiple Modes	
	<b>Fri Jan 18</b>	<ul style="list-style-type: none"> <li>• Discuss Analyses</li> <li>• Choosing a Focal Topic</li> <li>• Research Blog Expectations, Criteria, and Purpose</li> <li>• Assigning the Focal Topic Proposal</li> <li>• Sign-up for Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Research blog description (Prompt available on Carmen)</li> <li>• Skim the “Web Writing Style Guide”</li> <li>• “What Makes a Good Blog”</li> <li>• “Why Blog?”</li> </ul>	Rhetorical Analysis #1 (Digital Citizenship)

Week	Day	Topics/Activities	Reading due	Work due
<b>Week 3</b> The Research Blog	<b>Wed Jan 23</b>	<ul style="list-style-type: none"> <li>• Research Blog construction (using WordPress)</li> <li>• Inaugural Post assignment</li> <li>• Formatting Hard drives</li> </ul>		Focal Topic Proposal
	<b>Fri Jan 25</b>	<ul style="list-style-type: none"> <li>• Analyzing Visual Modalities</li> <li>• Introducing the Visual Composition Assignment</li> </ul>	“The Multiple Media of Texts”; “Vocabulary of Comics”	Up-and-Running Research Blog with Inaugural Post by the end of the week
<b>Week 4</b> Intellectual Property and Visual Texts	<b>Wed Jan 30</b>	<ul style="list-style-type: none"> <li>• Intellectual Property, Copyright and Fair Use</li> </ul>	Read, view, and familiarize yourself with the Intellectual Property readings on Carmen. Be prepared to discuss in class.	
	<b>Fri Feb 1</b>	<ul style="list-style-type: none"> <li>• Analyzing Images, Still Photography and Visual Rhetoric</li> </ul>		<p>If you have one, bring a digital camera to class.</p> <p>At least one research blog post by the end of the week.</p>
<b>Week 5</b> Composing Visual Texts cont’d.	<b>Wed Feb 6</b>	<ul style="list-style-type: none"> <li>• Photoshop Workshop</li> </ul>		Collect photo and other visual assets for the Photoshop Workshop.

Week	Day	Topics/Activities	Reading due	Work due
	<b>Fri Feb 8</b>	<ul style="list-style-type: none"> <li>• Discuss Analyses</li> <li>• Studio Time</li> </ul>		Rhetorical Analysis #2 (Visual)  At least one research blog post by the end of the week.
<b>Week 6</b> Composing Visual Texts	<b>Wed Feb 13</b>	<ul style="list-style-type: none"> <li>• Peer Review</li> <li>• Studio Time</li> </ul>		Visual Composition Draft for Peer Review
	<b>Fri Feb 15</b>	<ul style="list-style-type: none"> <li>• Introduce Audio Composition</li> <li>• Studio Time</li> </ul>		Visual Composition due for preliminary assessment at the end of class.
<b>Week 7</b> Analyzing and Composing Audio	<b>Wed Feb 20</b>	<ul style="list-style-type: none"> <li>• Listen and Analyze “Red State/Blue State”</li> </ul>	“Pulling Back the Curtain”; “Digital Audio and Podcasting”; “Voice in Cultural Soundscape”	
	<b>Fri Feb 22</b>	<ul style="list-style-type: none"> <li>• Writing Scripts for Words Spoken Aloud</li> <li>• Elocution Exercises</li> </ul>		At least one research blog post by the end of the week.
<b>Week 8</b> Composing Audio	<b>Wed Feb 27</b>	<ul style="list-style-type: none"> <li>• Recording with Edirols and Zooms</li> <li>• GarageBand Tutorial</li> <li>• Studio Time</li> </ul>		Bring your Audio Composition script to work with during Studio Time.

Week	Day	Topics/Activities	Reading due	Work due
	<b>Fri Mar 1</b>	<ul style="list-style-type: none"> <li>• Discuss Analyses</li> <li>• Studio Time</li> </ul>		<p>You need to have collected all audio assets for your audio composition project.</p> <p>Rhetorical Analysis #3 (Audio)</p> <p>At least one research blog post by the end of the week.</p>
<b>Week 9</b> Composing Audio	<b>Wed Mar 6</b>	<ul style="list-style-type: none"> <li>• Peer Review: Audio Composition</li> </ul>		Draft of Audio Composition for Peer Review
	<b>Fri Mar 8</b>	<ul style="list-style-type: none"> <li>• Studio Time</li> </ul>		<p>Audio Composition due for preliminary assessment by the end of the week.</p> <p>Also don't forget to do at least one research blog post by the end of the week! (Research blogs will be given a Mid-Term grade over Spring Break!)</p>
<b>Spring Break</b>	<p><i>University closed Mar 11-15. No blog posts or assignments to do this week. Relax and take a break.</i></p>			

Week	Day	Topics/Activities	Reading due	Work due
<b>Week 10</b> Analyzing Video	<b>Wed Mar 20</b>	<ul style="list-style-type: none"> <li>Analyzing video</li> <li>Video examples</li> <li>Introduction to Video Composition assignment</li> </ul>	Curran Bernard "Approach," "Shooting"	
	<b>Fri Mar 22</b>	<ul style="list-style-type: none"> <li>Recording with Zooms and Flip Cams</li> <li>Permissions and Ethics: Filming People and Spaces</li> </ul>		At least one research blog post by the end of the week.
<b>Week 11</b>	<b>Wed Mar 27</b>	<ul style="list-style-type: none"> <li>Discuss Analyses</li> <li>Storyboarding your Video Composition</li> </ul>	<ul style="list-style-type: none"> <li>"Storyboards"</li> <li>"The Secret's in the Storyboard"</li> </ul>	Rhetorical Analysis #4 (video)
	<b>Fri Mar 29</b>	<ul style="list-style-type: none"> <li>iMovie Tutorial</li> </ul>		Video Composition Storyboard  Record 2-3 minutes of video for iMovie Tutorial.  At least one research blog post by the end of the week.
<b>Week 12</b>	<b>Wed Apr 3</b>	<ul style="list-style-type: none"> <li>Studio Time</li> <li>In-class conferences</li> </ul>		You need to have collected all video assets for your Video Composition.

Week	Day	Topics/Activities	Reading due	Work due
	<b>Fri Apr 5</b>	<ul style="list-style-type: none"> <li>Peer Review: Video Compositions</li> </ul>		At least one research blog post by the end of the week.
<b>Week 13</b>	<b>Wed Apr 10</b>	<ul style="list-style-type: none"> <li>Composing Portfolios</li> <li>Using Prezi to “frame” your portfolio pieces.</li> <li>Introducing the Final Reflections Essay assignment</li> </ul>	Watch the Prezi tutorial: <a href="http://prezi.com/learn/">http://prezi.com/learn/</a>	
	<b>Fri Apr 12</b>	<ul style="list-style-type: none"> <li>Studio Time <ul style="list-style-type: none"> <li>Creating Portfolios</li> <li>Revising Portfolio Pieces</li> </ul> </li> <li>In-class conferences</li> </ul>		Video Composition due by the end of class.  At least one research blog post by the end of the week.
<b>Week 14</b>	<b>Wed Apr 17</b>	<ul style="list-style-type: none"> <li>Studio Time <ul style="list-style-type: none"> <li>Creating Portfolios</li> <li>Revising Portfolio Pieces</li> </ul> </li> </ul>	Work on final revisions to digital portfolio and/or reflection paper	
	<b>Fri Apr 19</b>	Sharing and Celebrating		Your final blog post, due by the end of the week!
<b>Week 15/Finals Week</b>	Final Portfolios and Reflection Essays due Wednesday, April 24, by 11:59pm.			