**Fall 2015**

**English 998: New Media, Multimedia, and Multimodality in Rhetoric and Composition**

**Course Description:** This directed study will focus on the pedagogical and theoretical application of new media, multimedia, and multimodality in rhetoric and composition studies. We will focus on how writing has been reconceptualized within new media contexts as well as the affordances and constraints of new media and digital technologies; in addition, we will examine the ways in which composing takes place across multiple modes and modalities and will focus on the implications for writing/rhetorical theory, for our understanding of the writing process, and for writing pedagogy.

**Course Objective**: To better understand, demystify, and analyze new media and their respective literacies so we can apply them to our own pedagogical objectives in our composition classrooms. In order to create a more collaborative, digital space resource for FSE instructors, we will share our compiled resources via an archival website so as to put our learned theory into a synergetic practice.

**Readings:**

Readings will consist of 75-100 pages per week.

Reading responses: Informal reading responses (250-500 words) to each of the assigned readings (these will be compiled and added to the final project archival website—perhaps as part of a blog or discussion board).

Discussion Questions: Each week participants will submit 2-3 questions/issues for discussion based on the assigned readings. The questions should prompt us to more deeply consider some of the claims made in the reading, debate or extend those claims, or apply them to teaching. The questions are due in advance of the class meeting in which we will be discussing the readings. Email your question to the three of us any time up to 2 hours ahead of class time, and Dr. Reiff will compile all of the questions and bring copies to our meeting. We will use these questions to guide our discussion.

**Major Projects:**

Midterm project: For the midterm project, you will develop and design a multimedia/multimodal pedagogical application (a unit, assignment sequence, class activity or exercise) and will submit an accompanying theoretical rationale. The theoretical rationale or “justification” paper (7-10 pages) should accompany the class materials and should communicate the theoretical reasoning behind the application.

Final project: For the final project, you will collaboratively create an archival website with varying multimedia pedagogical resources. This archival website will (1) facilitate application of the multimedia research by enabling the creation of a digital space, which can be of use for future digital literacy teaching opportunities and practices; and (2) be an applicable means to approach teaching multimedia and multimodal composing in more deliberate and complex ways.

The archive will include:

* An annotated bibliography of the most relevant articles and books on new media, multimedia, and multimodal research and teaching (this will include short synopses that describe what teachers might find most useful or relevant in this source and may include or draw on weekly reading responses);
* Professional resources such as relevant NCTE, CCCC, and WPA position statements on new media and multimedia; top journals in digital and new media; and professional conferences on digital and new media;
* Pedagogical applications: including multimedia/multimodal applications from the midterm project and multimedia pedagogical applications from any relevant class materials generated from FYC 2013-2014 and Fall 2015 semester (these should be prefaced by a short rationale for how the assignments and activities fulfill the course objectives and an overview of the purpose of the assignment);
* Assignments: various multimedia and multimodal writing projects and assignments as well as notes about “what worked” and “what didn’t work” during the project so as to facilitate conversation and growth about the projects.
* Resources for assessing multimedia projects.

Breakdown of projects for evaluation:

Midterm Project: 25%

Final Project: 50%

Participation: 25%

**Readings:**

Selections from Bowen, Tracy. *Multimodal Literacies and Emerging Genres.*

Wysocki, Anne. *Writing New Media: Theory and Applications for Expanding the Teaching of Composition.*

Shipka, Jody. *Toward a Composition Made Whole.*

Selections from McKee, Heidi and Danielle DeVoss. *Digital Writing: Assessment and Evaluation.* Available electronically: <http://ccdigitalpress.org/dwae/>

Selections from Lutkewitte, Claire. *Mulitmodal Composition: A Critical Sourcebook*

**Weekly Schedule of Readings (tentative):**

**Week 1 (AUG 24-28)**

Selections from Claire Lutkewitte:

An Introduction to Multimodal Composition Theory and Practice *p.* 1-11

NCTE Position Statement on Multimodal Literacies p. 17

Contending with Terms: ‘Multimodal’ and ‘Multimedia’ in the Academic and Public Spheres (Lauer) p. 22

Made Not Only in Words: Composition in a New Key (Yancey) p. 62

Writing in the 21st Century (Yancey): <http://www.ncte.org/library/NCTEFiles/Press/Yancey_final.pdf>

**Week 2 (AUG 31-SEPT 04)**

Wysocki: first half of book

**Week 3 (SEPT 07-11)**

Wysocki: second half of book

**Week 4 (SEPT 14-18)**

Shipka: first half of book

**Week 5 (SEPT 21-25)**

Shipka: second half of book

**Week 6 (SEPT 28-OCT 02)**

Selections from McKee, Heidi, and DeVoss

<http://ccdigitalpress.org/dwae/>

**Week 7 (OCT 05-09)**

Conference on mid-term project

Ideas for midterm project: <http://www2.bgsu.edu/departments/english/cconline/WernerPortfolios/HomePort.html>

See also Kairos “Praxis” and “PraxisWiki”: <http://kairos.technorhetoric.net/>

See also Computers and Composition “Theory into Practice” and “Virtual Classroom”: <http://www2.bgsu.edu/departments/english/cconline/>

**Week 8 (OCT 12-16)**

Mid-term project due date

Presentations on midterm project

**Week 9 (OCT 19-23)**

Bowen: Introduction, Ch. 1, & Ch. 3

**Week 10 (OCT 26-30)**

Bowen: Ch. 6, Ch. 7, & Ch. 13

**Week 11 (NOV 02-06)**

Selections from Claire Lutkewitte

“Re-inventing the Possibilities: Academic Literacy and New Media”:

<http://ten.fibreculturejournal.org/wp-content/dynmed/ball_moeller/index.html>

**Week 12 (NOV 09-13)**

Selections from Kairos, Computers and Composition

Kairos: <http://kairos.technorhetoric.net/archive.html>

Selected readings from “Praxis” and “PraxisWiki”

Computers and Composition: <http://www2.bgsu.edu/departments/english/cconline/>

**Week 13 (NOV 16-20)**

Researching online resources for new media and multimedia approaches to teaching writing;

Digital Rhetoric Collaborative: Teaching Resources:

<http://webservices.itcs.umich.edu/mediawiki/DigitalRhetoricCollaborative/index.php/Teaching_Resources>

Approaches to digital and multimedia teaching

<http://www.digirhetorics.org/>

UG Journals: <http://jump.dwrl.utexas.edu/content/about>

**Week 14 (NOV 23-27)**

Researching online resources for new media and multimedia approaches to teaching writing

Selections from Cynthia Selfe’s *Multimodal Composition: Resources for Teachers*

<http://newmediawriting.net/content/multimodal-composition-resources-for-teachers/>

**Week 15 (NOV 30-DEC 04)**

Conference on final project

**Week 16 (DEC 07-11)**

Final project due date