

MAR 23 2009

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		08-88	App-4/7/09	App-4/21/09

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Wendy Carse	Email Address wcarse@iup.edu
Proposing Department/Unit English	Phone 7-2271

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change		
		ENGL 421 Digital Writing
<u>Current Course prefix, number and full title</u>		<u>Proposed course prefix, number and full title, if changing</u>
2. Additional Course Designations: check if appropriate <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.		
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Program Revision <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Other <input type="checkbox"/> Catalog Description Change		
<u>Current program name</u>		<u>Proposed program name, if changing</u>
4. Approvals		
Department Curriculum Committee	<i>[Signature]</i>	Date
Chair(s)	<i>John L. Masden</i>	02/25/09
Department Chair(s)	<i>W. A. Radell</i>	02/26/09
College Curriculum Committee Chair		2/26/09
College Dean	<i>A. arm</i>	3/24/09
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate:		
(include title)		
UWUCC Co-Chairs	<i>Gail Sechrist</i>	4-7-09

* where applicable

Received

MAR 27 2009

Liberal Studies

COURSE PROPOSAL

II. Catalog Description

ENGL 421 Digital Writing

3c-0l-3cr

Prerequisite: ENGL 202

Introduces composition and presentation issues in writing for digital media. Focuses on the conventions of digital writing and provides students practice in conceiving, composing and producing networked texts, and may include creative expression, persuasion, and collaboration. Extends traditional literacy skills into emergent, digital genres.

II. Course Objectives

At the end of the course students will be able to:

1. Author and design basic web pages;
2. Write for varied digital environments (such as blogs, wikis, podcasts) with an awareness of genres and audiences;
3. Make sound choices about the incorporation of audio, video, and graphic design elements;
4. Demonstrate an understanding of the complexity of representation and expression in digital media environments;
5. Analyze the social and material transformation of writing in digital environments;
6. Use appropriate software applications to produce individual and/or collaborative, digital projects.

III. Course Outline

Writing and Technology (12 hours)

History and theory (readings include selections from Wardrip-Fruin and McLuhan [see required readings below])

Reading the online environment

Viewing and analysis of digital genres (which might include organizational websites, interactive communities, blogs, wikis, audio podcasts, vblogs, narrative hypertexts, and kinetic poems).

Elements of Web design (9 hours)

Introduction to HTML and web production tools (readings include selections from Beard)

Visual design and presentation

Student projects

Writing for the Web (12 hours)

Writing within different environments (static webpage, multiuser site, etc.; readings include selections from Redish)

Writing for different audiences (rhetoric, format, etc.)

Writing in different genres (expressive blogging, informational wiki entries, etc.)

Student projects

Combining text with other digital media (9 hours)

Incorporating graphic and audio elements (readings include selections from Hales and Garrard)

Use of basic multimedia editing tools

Student projects

Culminating Activity (2 hours)

IV. Evaluation Methods

Individual Projects (at least two); address Objectives #1, 2, 3, 6	40%
Reading Responses (at least 8, each 2-4 pages); address Objectives #3, 4, 5	20%
Collaborative Projects (at least two); address Objectives #1, 2, 3, 6	20%
Participation; address Objectives #3, 4, 5	10%
<u>Final Exam; address Objectives #3, 4, 5</u>	<u>10%</u>
Total	100%

V. Grading Scale

The final grade for this course will be determined as follows:
A=90-100%; B- 80-89.9%; C= 70-79.9%; D = 60-69.9%, F<60%

VI. Attendance Policy

The attendance policy will conform to IUP’s undergraduate course attendance policy.

VII. Required textbooks, supplemental books and readings:

Required:

Beard, Jason. *The Principles of Beautiful Web Design*. Sitepoint, 2007.
Garrand, Timothy. *Writing for Multimedia and the Web: A Practical Guide to Content Development for Interactive Media*. Third Edition. Focal Press, 2006.
Hayles, N. Katherine. *Electronic Literature: New Horizons for the Literary*. Terre Haute, IN: U Notre Dame Press, 2008.
McLuhan, Marshall and Quentin Fiore. *The Medium is the Massage: An Inventory of Effects*. [1968] Berkeley: Ginko Press, 2005 .
Redish, Janice. *Letting Go of the Words: Writing Web Content that Works*. Morgan Kaufman, 2007.
Wardrip-Fruin, Noah and Nick Montfort, eds. *The New Media Reader*. Cambridge: MIT Press, 2003.

VIII. Special resource requirements

Students will need access to a computer and the Internet. University computer labs can provide this.

IX. Bibliography

Bennett, W. Lance, ed. *Civic Life Online: Learning How Digital Media Can Engage Youth*. Cambridge: MIT Press, 2007.
Block, Bruce. *The Visual Story: Creating the Visual Structure of Film, TV and Digital Media*. Second edition. Focal Press, 2007.
Bolter, Jay David and Diane Gromala. *Windows and Mirrors: Interaction Design, Digital Art, and the Myth of Transparency*. Leonardo Books, MIT Press, 2005.
Bolter, Jay David. *Writing Space: Computers, Hypertext, and the Remediation of Print* . Second edition. Lawrence Erlbaum, 2001.
Burrows, Terry. *Blogs, Wikis, MySpace, and More: Everything You Want to Know About Using Web 2.0 but Are Afraid to Ask*. Chicago Review Press, 2008.

- Douglass, Robert T., Mike Little and Jared Smith. *Building Online Communities With Drupal, phpBB, and WordPress*. Apress, 2005.
- Edward Tufte, *The Visual Display of Quantitative Information and Envisioning Information*. Graphics Press, 1992.
- Friedmann, Anthony. *Writing for Visual Media*. Second Edition. Focal Press, 2006.
- Geoghegan, Michael and Dan Klass. *Podcast Solutions: The Complete Guide to Audio and Video Podcasting*. Second Edition. Friends of Ed, 2007.
- Gillmor, Dan. *We the Media: Grassroots Journalism, By the People, For the People*. O'Reilly Media, 2004.
- Harrist Jr., Robert E. "Copies, All the Way Down: Notes on the Early Transmission of Calligraphy by Wang Xizhi." *The East Asian Library Journal* X.1 (2002): 176-96.
- Havelock, Eric. *The Muse Learns to Write: Reflections on Orality and Literacy*. New Haven: Yale U Press, 1988.
- Hayles, N. Katherine. *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, and Informatics*. Chicago: University of Chicago Press, 1999.
- Hayles, N. Katherine. *My Mother Was a Computer: Digital Subjects and Literary Texts*. Chicago: University of Chicago Press, 2005.
- Hayles, N. Katherine. *Writing Machines*. Cambridge: MIT Press, 2002.
- Joyce, Michael. *Of Two Minds: Hypertext Pedagogy and Poetics*. Ann Arbor: U Michigan P, 1996.
- Kirschenbaum, Matthew G. *Mechanisms: New Media and the Forensic Imagination*. Cambridge: MIT, 2008.
- Kittler, Friedrich A. *Gramophone, Film, Typewriter*. Trans. Geoffrey Winthrop-Young and Michael Wutz. Stanford: Stanford University Press, 1999.
- Landow, George. *Hypertext 3.0: Critical Theory and New Media in an Era of Globalization*. Johns Hopkins UP, 2006.
- Leborg, Christian. *Visual Grammar*. Princeton Architectural Press, 2006.
- Lessig, Lawrence. *Code: Version 2.0*. 2nd ed. New York: Basic Books, 2006.
- Lupton, Ellen. *Thinking with Type: A Critical Guide for Designers, Writers, Editors, & Students*. Princeton Architectural Press, 2007.
- Manovich, Lev. *The Language of New Media*. MIT Press, 2002.
- Mason, Margart. *No One Cares What You Had for Lunch: 100 Ideas for Your Blog*.
- McCaffery, Steve. *Prior to Meaning: The Protosemantic and Poetics*. Evanston, IL: Northwestern University Press, 2001.
- McGann, Jerome. *Radiant Textuality: Literature after the World Wide Web*. Palgrave, 2001.
- Morris, Adelaide, ed. *New Media Poetics: Contexts, Technotexts, and Theories*. Cambridge: MIT Press, 2005.
- Mulder, Steve and Ziv Yaar. *The User Is Always Right: A Practical Guide to Creating and Using Personas for the Web*. New Riders Press, 2006.
- Murray, Janet H. *Hamlet on the Holodeck: The Future of Narrative in Cyberspace*. Cambridge, MIT: 1998
- O'Gorman, Marcel. *E-Crit: Digital Media, Critical Theory, and the Humanities*. U Toronto P, 2007.
- Ong, Walter. *Orality and Literacy: Technologizing the Word*. Second edition. Routledge, 2002.
- Palfrey, John and Urs Gasser. *Born Digital: Understanding the First Generation of Digital Natives*. Basic Books, 2008.

- Porter, Joshua. *Designing for the Social Web*. New Riders Press, 2008.
- Ratcliffe, Mitch and Steve Mack. *Podcasting Bible*. Wiley, 2007.
- Reynolds, Garr. *Presentation Zen: Simple Ideas on Presentation Design and Delivery*. New Riders Press, 2008.
- Robbins, Jennifer Niederst. *Learning Web Design: A Beginner's Guide to (X)HTML, StyleSheets, and Web Graphics*. O'Reilly Media, 2007.
- Rosenfeld, Louis and Peter Morville, *Information Architecture for the World Wide Web*. Third edition. O'Reilly Media, 2006.
- Rothenberg, Jerome and Stephen Clay. *A Book Of The Book: Some Works and Projections about the Book & Writing*. New York: Granary Books, 1999.
- Sloane, Sarah. *Digital Fictions: Storytelling in a Material World*. Ablex Publishing, 2000.
- Shillingsburg, Peter. *From Gutenberg to Google: Electronic Representations of Literary Texts*. Cambridge UP, 2006.
- Shirky, Clay. *Here Comes Everybody: The Power of Organizing Without Organizations*. Penguin, 2008.
- Walsh, Bob. *Clear Blogging: How People Blogging Are Changing the World and How You Can Join Them*. Apress, 2007.
- Wardrip-Fruin, Noah and Pat Harrigan, eds. *First Person: New Media as Story, Performance, and Game*. Cambridge: MIT, 2006.
- Williams, Robin. *The Non-Designer's Design Book*, Third edition. Peachpit Press, 2008.

Course Analysis Questionnaire

Section A: Details of the Course

A1 This course is part of the new writing track in English and is intended for those majors. It is consistent with the recommendation of the "Association of Writers and Writing Programs" that undergraduate creative writing students should be given "Hands-on Experience with New Media Technology" in the form of facilities and instruction geared toward allowing them to "to test their writing in a variety of formats and through a variety of technologies." (*AWP Directors' Handbook* 2008) Specifically, the AWP asserts that competencies for undergraduate creative writing majors includes "an understanding of writing on the web, website construction, integration of other media with writing, and desktop publishing."

Other courses may incorporate networked writing assignments, but this course will be the first to dedicate extensive time to this emerging modality of writing and publishing. Writers increasingly compose for "born digital" publications, so English majors in the Writing Track particularly have need to theorize and practice literacy in new media forms. Through workshops, tutorials, discussion, and project-based learning, students will develop a vocabulary and habits of reflective practice that equip them to write for contemporary contexts and those to emerge in the future.

A2 This course does not require changes in the content of existing courses or requirements for a program.

A3 This course has not been offered on a trial basis.

A4 This course will not be dual-level.

A5 This course will not be offered as variable credit.

A6 A similar course is offered in writing programs at many institutions. Examples include:

West Virginia University

English 303 Multimedia Writing

Study of communication and design issues in multimedia composition. Focuses on communication, creative expression, persuasion, interactivity, and rhetorical principles. Practice in composing multimedia documents such as online publications, interactive literary works and tutorials. ENGL 303 is part of the English Department's Technical Writing and Editing sequence.

Syracuse University

WRT 302 Advanced Writing Studio: Digital Writing (3 credits) WP

Practice in writing in digital environments. May include document and web design, multimedia, digital video, weblogs. Introduction to a range of issues, theories, and software applications relevant to such writing.

Old Dominion University

ENGL 439/539 Writing in Electronic Environments

Teaches writing students how to use digital writing technologies to compose rhetorically sound documents. Throughout the course of the semester, you will learn how to compose with several different writing technologies that are popular in professional and personal discourse communities. While many beginning computer science courses will teach you how to use the same applications, this course will teach you how to use these applications in way that respond to target audience and help you to fulfill a specific purpose.

University of Rhode Island

WRT 235 Writing in Electronic Environments (3)

Includes writing with computers; email; Internet; text on screen, graphic- and audio-enhanced text; desktop publishing; study of document design and the history of writing as shaped by technologies.

Michigan State University

Multimedia Writing (ENGL 419) Multimedia writing for networked contexts. Emphasizes principles and practices of multimedia design, implementation, and publishing. Typical genres include Web sites, interactive media, digital video, visual presentations, visual argument, and user documentation.

Brown University

Advanced Electronic Writing (LITR 1010D) Experiments in nonlinear narrative within the hypertext environment of the computer. The aim of this course is to produce - individually or in collaborative arrangements - a significant work of writing in networked and/or programmable media. We will also work to place our efforts in context - in their historical, critical context - to become more aware of what it is we are doing when we use digital systems to write, or when we create instruments for and of writing.

A7 The content is not recommended or required by a professional society, accrediting authority, or other external agency.

Section B: Interdisciplinary Implications

B1 This course will not be team taught or taught by instructors from more than one department.

B2 The content of this course is distinguished from other courses because its design for English majors in the Writing Track and its specific objectives distinguish it from other IUP courses. Based on catalog descriptions and the available syllabi of record, the emphases of ENGL 421 on the production of text for writers distinguish it from COMM 150 (Aesthetics and Theory of Communications Media) dealing with multimedia theory and history; COMM/COSC 201 (Internet and Multimedia) with its emphasis on information literacy in consumption; and

COMM 440 (Multimedia Production) with its focus on the advanced use of software applications.

B3 This course will not be cross-listed.

B4 Seats will not be reserved for students in the School of Continuing Education.

Section C: Implementation

C1 Faculty resources are adequate. This course will replace the deleted course Technical Writing II and will fit into the rotation where that course was.

C2 This course will require classroom access to computers and the Internet. The English Department has three computer classrooms, and this course would be taught in one of those rooms. Other resources are adequate.

C3 No resources for this course are funded by a grant.

C4 This course will likely be offered every other semester if possible.

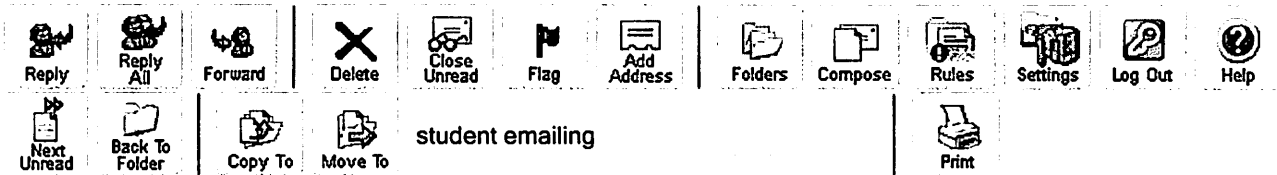
C5 Only one section will be offered during any given semester.

C6 This course can accommodate up to 15 students, the current maximum for English major courses in writing.

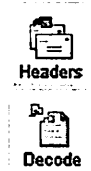
C7 The Association of Writers and Writing Programs articulates standards and maximum enrollments in creative writing classes. This course qualifies as an intermediate/advanced course; it is not, strictly, a workshop. Applicable guidelines read as follows: "The effective undergraduate program has these features in its support for students . . . Small Classes . . . Intermediate and advanced courses have class size restrictions of 12–18 students, with a maximum of 15 students in advanced workshop classes (optimum workshop class size: 12 students)." (*AWP Director's Handbook*)

<http://www.awpwriter.org/pdf/DirectorsHandbook2008.pdf>

C8 There are no plans at this time to offer this course as distance education.

IUP I-Mail:  Message from InBox Folder

From: Kenneth Sherwood <kwsherwood@gmail.com>
Subject: Re: Course Proposal - ENGLISH 422 Digital Writing
Date: Fri, 3 Apr 2009 11:33:47 -0400
To: cjshubra@iup.edu
Cc: Wendy K Carse <wcarse@iup.edu>, Chauna Craig <ccraig@iup.edu>



Dr. Shubra:

My program director informs me that our English 422 has been approved by chairs and is moving to the UWUCC. Have you or your curriculum committee had a chance to confirm there is not problematic overlap? I understand that the UWUCC usually likes to see written confirmation that other departments have no objections before approving a new course. Thanks for your attention to this matter. Please feel free to contact me or Dr. Wendy Carse with any questions that might arise from the proposal.

Thanks,
 Ken Sherwood

Hi Kenneth,
 I have your course proposal and we are considering it. I will get back to you as soon as I can.

On Wed, Feb 4, 2009 at 4:14 PM, Kenneth Sherwood <kwsherwood@gmail.com> wrote:

Dear Dr. Shurbra:

The department of English is currently revising its undergraduate BA program to allow students to elect from a menu of tracks, one of which has a writing emphasis. I have been given the assignment of drafting the syllabus of record for ENGLISH 422 Digital Writing, which will displace our current Technical Writing II but which is being proposed as a new course.

The proposed description is as follows:

" Introduces the conventions of digital writing and provides students practice in conceiving, composing and producing networked texts. Focuses on creative expression, persuasion, collaboration, and interactivity. The emphasis is upon extending traditional literacy skills into emergent, digital genres, but students should expect to learn how to operate within digital writing environments. "

As you know, part of the proposal process involves assessing the "interdisciplinary implications" of new course offerings. I don't believe there is significant overlap but

have identified one compsci course that deals with kindred content. Here is therelevant entry from the proposal:

"B2 The content of this course is distinguished from other courses because its design for English majors in the Writing Track and its specific objectives distinguish it from other IUP courses. Based on catalog descriptions and syllabi of record when available, the emphases of ENGL 422 on the production of text for writers distinguish it from COMM 150 (Aesthetics and Theory of Communications Media) dealing with multimedia theory and history; COMM/COSC 201 (Internet and Multimedia) with its emphasis on information literacy in consumption; and COMM 440 (Multimedia Production) with its focus on the advanced use of software applications."

I hope that your view this as an accurate description of the contrast with COSC 201. If you have any questions or comments, we would welcome them. I know that the UWUCC will be interested to ascertain that Communications and Computer Science have been informed and been given the opportunity to respond to this proposal.

I attach the full text of the proposal for your records. Many thanks for your time,

Ken Sherwood

--

Kenneth Sherwood, PhD
Associate Professor of English
Graduate Program in Literature and Criticism
110 Leonard Hall
Indiana University of Pennsylvania
Indiana, PA 15705

www.sherwoodweb.org

--

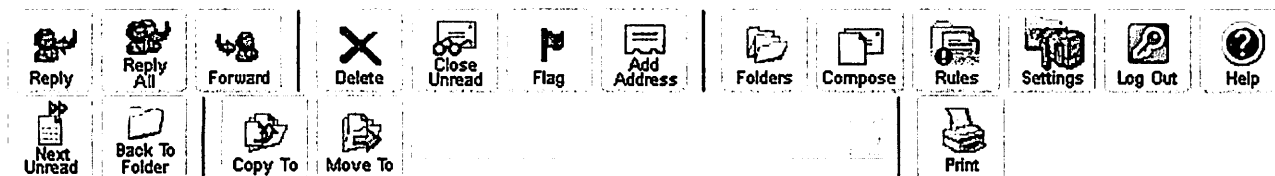
Kenneth Sherwood, PhD
Associate Professor of English
Graduate Program in Literature and Criticism
110 Leonard Hall
Indiana University of Pennsylvania
Indiana, PA 15705

www.sherwoodweb.org



Attachment: Digital Writing SOR-sherwood-draft-2009-02-04e.pdf (137K)

IUP I-Mail: @ Message from InBox Folder



From: Kenneth Sherwood <sherwood@iup.edu>
 Sender: kwsherwood@gmail.com
 Subject: digital writing - supporting document
 Date: Sat, 4 Apr 2009 20:38:15 -0400
 To: Chauna Craig <ccraig@iup.edu>, Wendy K Carse <wcourse@iup.edu>



----- Forwarded message -----

From: kurt dudt <kdudt@iup.edu>
 Date: Fri, Apr 3, 2009 at 1:41 PM
 Subject: Thanks for the reminder!!!
 To: sherwood@iup.edu

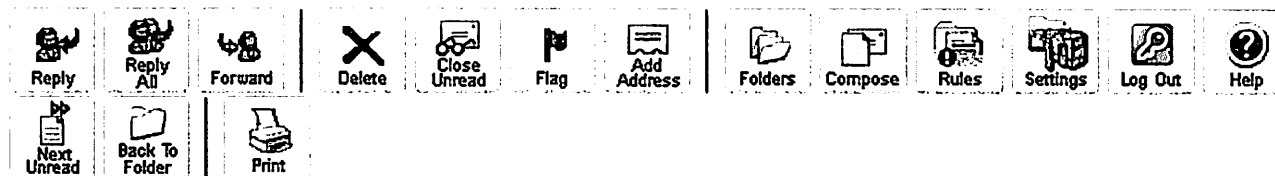
Communication Media has no issues with the EN422 Digital Writing. Hopefully, it will be writing intensive so that our major will be able to take it.

kurt

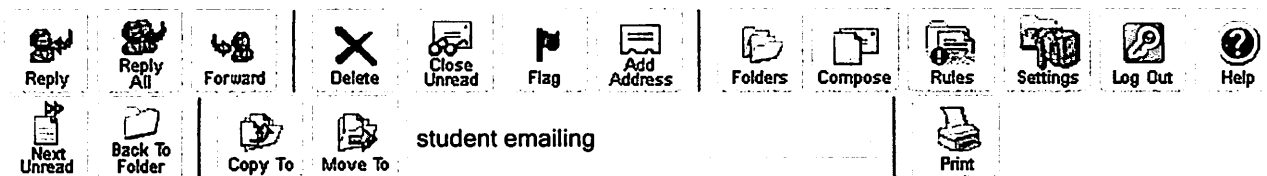
--

Kenneth Sherwood, PhD
 Associate Professor of English
 Graduate Program in Literature and Criticism
 110 Leonard Hall
 Indiana University of Pennsylvania
 Indiana, PA 15705

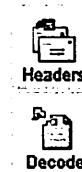
www.sherwoodweb.org



A service of the Technology Services Center
 Last updated: 03/13/2004 by jbr

IUP I-Mail:  Message from InBox Folder

From: Kenneth Sherwood <sherwood@iup.edu>
Sender: kwsherwood@gmail.com
Subject: Re: Proposed English Course
Date: Fri, 3 Apr 2009 11:36:41 -0400
To: kdudt@iup.edu
Cc: Wendy K Carse <wcarse@iup.edu>, Chauna Craig <ccraig@iup.edu>



Dear Dr. Dudt:

My program director informs me that our English 422 has been approved by chairs and is moving to the UWUCC. Have you or your curriculum committee had a chance to confirm there is not problematic overlap. I understand that the UWUCC usually likes to see written confirmation that other departments have no objections before approving a new course.

Thanks for your attention to this matter. Please don't hesitate to contact me or Dr. Carse with any questions you might have.

Best,
Ken Sherwood

On Wed, Feb 4, 2009 at 4:12 PM, Kenneth Sherwood <sherwood@iup.edu> wrote:

Dear Dr. Dudt:

The department of English is currently revising its undergraduate BA program to allow students to elect from a menu of tracks, one of which has a writing emphasis. I have been given the assignment of drafting the syllabus of record for ENGLISH 422 Digital Writing, which will displace our current Technical Writing II but which is being proposed as a new course.

The proposed description is as follows:

"Introduces the conventions of digital writing and provides students practice in conceiving, composing and producing networked texts. Focuses on creative expression, persuasion, collaboration, and interactivity. The emphasis is upon extending traditional literacy skills into emergent, digital genres, but students should expect to learn how to operate within digital writing environments."

As you know, part of the proposal process involves assessing the "interdisciplinary implications" of new course offerings. I don't believe there is significant overlap but have identified two communications courses that deal with kindred content. Here is the relevant entry from the proposal:

"B2 The content of this course is distinguished from other courses because its design for English majors in the Writing Track and its specific objectives distinguish it from other

IUP courses. Based on catalog descriptions and syllabi of record when available, the emphases of ENGL 422 on the production of text for writers distinguish it from COMM 150 (Aesthetics and Theory of Communications Media) dealing with multimedia theory and history; COMM/COSC 201 (Internet and Multimedia) with its emphasis on information literacy in consumption; and COMM 440 (Multimedia Production) with its focus on the advanced use of software applications."

I hope that your view this as an accurate description of the contrast with related courses in your department. If you have any questions or comments, we would welcome them. I know that the UWUCC will be interested to ascertain that Communications and Computer Science have been informed and been given the opportunity to respond to this proposal.

I attach the full text of the proposal for your records. Many thanks for your time,

Ken Sherwood

Kenneth Sherwood, PhD
Associate Professor of English
Graduate Program in Literature and Criticism
110 Leonard Hall
Indiana University of Pennsylvania
Indiana, PA 15705

www.sherwoodweb.org

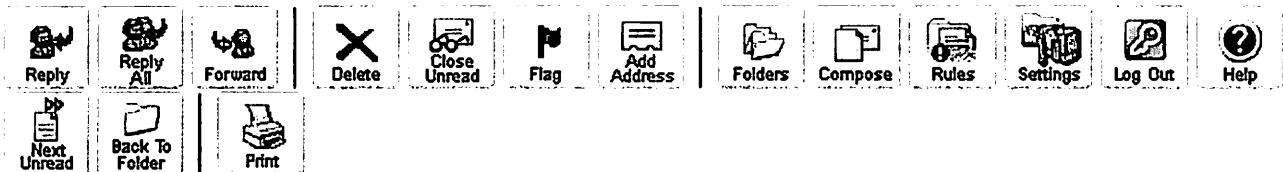
--

Kenneth Sherwood, PhD
Associate Professor of English
Graduate Program in Literature and Criticism
110 Leonard Hall
Indiana University of Pennsylvania
Indiana, PA 15705

www.sherwoodweb.org



Attachment: Digital Writing SOR-sherwood-draft-2009-02-04e.pdf (137K)



A service of the Technology Services Center