

COM 267: Digital Media Writing



Meeting Information

Location: 131 Withers Hall
Days: Monday and Wednesday
Time: 10:15-11:30

Office Hours TBA and by appointment

Instructor Information

Ragan Glover-Rijkse
CRDM Ph.D. Program
Cubicle #15, Ricks Annex

Rlglove2@ncsu.edu

COURSE DESCRIPTION

In the contemporary media environment, individuals can access information from geographically distant places at the click of button (or the touch of a screen). By a similar logic, individuals can communicate information to a wide and diverse audience as quickly as it takes them to compose and upload the message. Such im-mediacy of time and space often allows writers and audiences to neglect the conditions under which messages are generated, circulated, and accessed.

This course seeks to undo this neglect by asking students to engage the theory and practice of electronic media writing. In this course, students will attend to the conditions that shape their writing situation, considering how networked and always-on technologies shape audiences, authorship, exigencies, publication, and circulation. Students will develop the ability to shift between genre conventions, modalities, media formats, and platforms as well as to recognize when it is most rhetorically appropriate to use each. Finally, students will develop strategies for researching content and audiences to adapt their messages to various locales and types of access.

Over the course of the semester, students will encounter a variety of challenging texts and media. We will discuss these texts and media, in class, and apply them in our practices. In doing so, this course will engage students to address such issues as:

- This history of electronic media writing, technologies, and practices
- Basic concepts of Copyright law, ADA legislation, and FCC regulations
- Writing for diverse audiences and modes of engagement
- The circulation, spread, and convergence of media
- Media economics and globalization

CATALOG DESCRIPTION:

Media writing as a social practice. Roles of writing and writers in media production processes. Social, political, economic, and professional conditions that enable or constrain writing and the writer. Specific media writing genres and formats. Research and preparation for media writing. Students write research-based scripts for news, commentary, and fictional genres in radio, television, film, and emerging media.

COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

Demonstrate understanding of the theories and practice of electronic media writing

Write for multiple audiences and exigencies as well as across modalities, media formats, and platforms

Research and analyze particular audiences to adapt writing to audience needs and expectations

Identify and apply theories of media, rhetoric, and professional writing to inform the process of electronic media writing

Explain how globalization, economic interests, and technological development have shaped, and continue to shape, electronic media writing

Grade breakdown

Assignment	% of Final Grade
Participation	10%
Discussion leading	10%
Reading Reflections	20%
Media Writing Project 1:	5%
Media Writing Project 2:	10%
Media Writing Project 3:	10%
Media Writing Project 4:	15%
Final Web Portfolio	20%

ASSIGNMENTS

Participation and Exercises (10%)

Student participation will be evaluated throughout the semester. Participation entails not only attending the class but coming prepared having done all the readings, having made an honest attempt at understanding each author’s argument, and bringing reading notes and questions you’d like to ask. It

also includes participating (and submitting) in-class exercises, when asked to do so. In order to get the maximum amount of points for participation, students are expected to:

- Be present and on time to class;
- Contribute to the class with your ideas, comments, and questions;
- Actively participate in the course, answering the instructor's questions and engaging in class discussions.
- Use media and technologies to engage in the class (as opposed to using them to disengage)
- Complete, present, and submit exercises, when asked to do so

The final participation grade will be given according to the following criteria:

- A+ (10) Outstanding participation. Student is well prepared, attentive, and always responds when called upon. Student helps to generate lively class discussion. Student volunteers often with pertinent and thought-provoking answers or questions.
- A (90) Student is prepared, attentive, and responds when called upon. Student volunteers often with pertinent answers or questions. Student almost always completes, presents, and submits exercises when asked to do so.
- B (8.5) Student is usually prepared, responds when called on and volunteers on occasion. Student occasionally does not submit exercises or submits incomplete exercises.
- C (7.5) Student shows evidence of being unprepared on occasion, has trouble when called on and does not volunteer often. Student is habitually late to class. Student rarely submits exercises or consistently submits incomplete exercises.
- D (6.5) Student is unprepared, inattentive, never volunteers, and/or habitually comes to class late. Student does not
- F (0) Student exhibits a lack of concern for the class, sleeps in class, or disturbs the class (by, for example, using a laptop or phone for purposes other than taking notes in class).

Discussion Leading (10%)

Students will work in pairs or small groups to lead class discussion once during the semester. Students will sign-up to lead discussion during the second week of classes. To serve as discussion leader, the pair or small group must (a) provide a brief summary of the material, (b) create at least 3 open-ended discussion questions that *deliberately* engage their classmates (and instructor!) in discussion of the readings for the week, and at least 1 of these discussion questions should include a media artifact (videos, photo essay, multimedia article etc.) which helps their classmates to draw connections between the readings and a real-world application of the concepts presented in the readings.

Discussion Leaders are expected to:

4. collectively email their questions and presentation slides (with examples) to the instructor, no later than one week before they are scheduled to lead discussions;
5. review instructor feedback (if any is given) and revise questions based on the instructor feedback; AND
6. actively engage the class in conversation. This involves asking the discussion questions, *but also* responding to classmates, offering clarifications of the questions, and providing examples to illustrate the question with the purpose of driving the conversation forward.

Reading Response (20%)

Students are expected to read and be prepared for each class. Several times, throughout the semester, we will either begin or end the class by completing a brief reading check-in. This reading response is designed to ensure that students have read for that particular class period. It is also designed to help generate ideas for class discussion or future class discussions. Reading responses will be open-note. Students who will need accommodations for quizzes need to provide a letter from the Disability Resource Office <https://dro.dasa.ncsu.edu/requesting-accommodation-letters/>. If students are not present, in class, during the reading response, they will not be able to complete it later for credit (unless their absence is excused)

Media Writing Projects (40%)

Students will submit four Media Writing Projects over the course of the semester. These projects are designed to provide students the opportunity to apply theories and practices developed in the class to that point. These projects are also designed to cumulatively build upon students' skillset, such that the theories and practices for one Media Writing Project can be abstracted from that writing situation and applied to future Media Writing Projects.

Detailed assignment sheets and assessment criteria will be provided and discussed, in advance of the deadline. See course calendar for the dates that we will discuss each Media Writing Project.

Project 1: Editing and Concision (5%)

Project 2: Live Writing (10%)

Project 3: Think piece/investigative article (10%)

Project 4: Podcast or video (15%)

Final Project (20%)

At the end of the semester, students will submit a final web portfolio, which reflects their learning throughout the semester. During the semester, we will workshop how to develop a website using a content manager, such as Wix or Wordpress. A detailed assignment sheet and assessment criteria sheet will be provided and discussed, in advance of the deadline. See course calendar for the date that we will discuss the final project.

The final exam period is scheduled for December 16, 2019 at 8-11 AM.

COURSE SCHEDULE

Media Writing

DAY	DATE	CLASS	DUE
M	8/26	Discuss project 1	Williams, J. (1981). The Phenomenology of Error. <i>College Composition and Communication</i> , 32(2), 152-168. doi:10.2307/356689
W	8/28		Katz, S. (1992). The Ethic of Expediency: Classical Rhetoric, Technology, and the Holocaust. <i>College English</i> , 54(3), 255-275. doi:10.2307/378062

Rhetorical Situation

DAY	DATE	CLASS	DUE
M	9/2	no class-labor day	Relax and have a nice labor day
W	9/4	Peer editing exercise	Edbauer, J. (2005) Unframing models of distribution. From rhetorical situation to rhetorical ecologies. <i>Rhetoric Society Quarterly</i> , 35(4), pp. 5-24. Prepare a full draft of your media writing project--bring as a google document to class

Writing and Culture

DAY	DATE	CLASS	DUE
M	9/9		Gitelman, L. (2015). Introduction. In: <i>Paper Knowledge</i> . Durham: Duke University Press. (pp. 1-20) **Project 1 Due: Editing/Concision
W	9/11		Ong, W. (1988). Writing restructures consciousness. In: <i>Orality and Literacy: The Technologizing of the Word</i> . New York: Routledge. (pp. 78-101) **you can also skip pages 85-93** Reading Response #1 Due by 11:59 PM

Spreadable Media

DAY	DATE	CLASS	DUE
M	9/16		<p>Watch: Henry Jenkins: Spreadable content makes the consumer king</p> <p>Bradshaw, J. L. (2018). Slow circulation: The ethics of speed and rhetorical persistence. <i>Rhetoric Society Quarterly</i>, 48(5), pp. 479-498</p>
W	9/18	<p>Discussion Leaders: Arianna, Isabella, Anna</p>	<p>Reading Response #2 Due by 11:59PM</p>

Immediacy and Accuracy

DAY	DATE	CLASS	DUE
M	9/23	Discuss project 2	<p>Tomlinson, J. (2007). Media. In: <i>The Culture of Speed: The Coming of Immediacy</i>. London: Sage (pp. 94-124)</p> <p>Tuggle, C.A. and Huffman, S. (2001). Live reporting in television news: Breaking news or black holes? <i>Journal of Broadcast & Electronic Media</i> (pp. 335-344)</p>
W	9/25	<p>Discussion Leaders: Chloe, Emilee P., Haylee</p>	<p>Reading Response #3 Due by 11:59PM</p>

Live Writing

DAY	DATE	CLASS	DUE
M	9/30	Live writing assignment	**Anticipatory work for the live-writing assignment
W	10/2	Live writing assignment	**Anticipatory work for the live-writing assignment

		<u>Evaluate class</u>	Project 2 Due: Live Writing
--	--	-----------------------	-----------------------------

Writing for the News Media

DAY	DATE	CLASS	DUE
			Pickering, I. (2017). <i>Writing for the News Media (chapters 1 and 5)</i>
M	10/7	Discuss project 3	[you need not memorize the vocabulary -- a quick glance-over will do just fine]
W	10/9		

Multimedia (Aurality)

DAY	DATE	CLASS	DUE
			Sterne, J., et al. (2008). The politics of podcasting. <i>Fibreculture Journal</i> , (13), np.
M	10/14		Listen: WNYC's Pulling back the curtain
W	10/16	No Class: use this time to complete research for MWP #3 (interviews, observations)	Reading Response #4

Multimedia (Visuality)

DAY	DATE	CLASS	DUE
			Zappavigna, M. (2016). Social media photography: construing subjectivity in Instagram images. <i>Visual Communication</i> .
M	10/21		Knight, W. (2019). Even the AI behind deepfakes can't keep us from being duped. <i>Wired</i> .

			Have your draft of MWP #3 ready for exchange by 10:15 AM
W	10/23	Library Workshop (meet in DH Hill) (BRING HEADPHONES/EARBUDS, IF YOU HAVE THEM) .	Reading Response #5 Due by 11:59PM Peer Review due to partner by 11:59 pm

Authorship and Ownership

DAY	DATE	CLASS	DUE
M	11/4	Watch Rip It: A remix manifesto	Carroll, B. (2017). Navigating the legal landscape. In: Writing and Editing in Digital Environments, pp. 261-299.
		discuss project 4	
W	11/6	Discussion Leaders: Denver, Josh	Reading Response #6 Due by 11:59PM

Media Convergence

DAY	DATE	CLASS	DUE
M	11/11		Carroll, B. (2017). Designing places and spaces. In: Writing and Editing in Digital Environments. Jenkins, H. (2004). The cultural logic of media convergence. International Journal of Cultural Studies, 7(1), pp. 33-43.
W	11/13	Discussion Leaders: Michael, Emily E., Melissa	Reading Response #7 Due by 11:59PM

Media Economics and Global Media

DAY	DATE	CLASS	DUE
M	11/18	Online Class [WATCH VIDEO BELOW]/ <u>Peer Review</u>	Arsenault, A. & Castells, M. (2008). The structure and dynamics of global multi-media business networks. International Journal of Communication, 2, pp. 707-748. Peer Review of MWP #4
W	11/20	Discuss Final Portfolio Discussion Leaders: Fabiënne, Sam, Ashley	Reading Response #8 Due by 11:59PM