

WRITING FOR NEW MEDIA – FALL 2021

ARTX 3600 Sections 090 and 290, 3 credits, and

ARX 360 Section 090, non-credit

Instructor: Sylvia Ramachandran Skeen, M.F.A

Email: s.ramachandran@utah.edu or Canvas email

Overview

Prerequisite

Writing 2010 or equivalent. This course assumes you have mastered the fundamentals of college writing and are prepared for an advanced class. You will be accountable for having a working knowledge of basic research practices, how to define and support an argument, and how to craft the organization, mechanics, and style of a piece of writing.

Course Description

This course provides a theoretical basis and practical approaches for writing interactive, non-linear documents for the World-Wide Web and other multimedia environments. Through readings, writings, and discussions, class members explore how interactive digital media are shaping public discourse and creative possibilities. Students complete projects applicable to business, communications, education, the arts, entertainment, and personal interests. Topics include the relationship between medium and message, the history of hypertext, blogging, storyboards, web-specific organizing strategies, evaluating and choosing information sources, persuasive writing techniques, and developing multimedia scripts for video games or hyperfiction.

Communication

Student Responsibilities

Please remember to:

- Maintain and regularly check your Umail account. For security reasons, the University is now requiring that all student and faculty email correspondence be conducted by Umail rather than by other personal or organizational email accounts.

- Check for announcements whenever you log into Canvas. (Click on Announcements on the menu at left.)
- Ask promptly when you need clarification of a concept, help with an assignment, or have a concern you'd like to discuss with me.

Contacting the Instructor

The easiest way to contact me directly is to use the Inbox, located in the far left Canvas menu. You can also email me directly at s.ramachandran@utah.edu. I respond to emails Monday through Friday and most Saturdays. Please allow up to a day for a response.

Please note that when you post questions as comments on assignment submissions, you may not receive as timely response as you would through email.

Office Hours

I strongly encourage students to conference with me via Zoom at least twice during the semester. Day and evening times are available. Please email me to request an appointment.

Objectives

By the end of the course, you will have developed your ability to:

- Define and write for a specific audience and purpose, effectively using the planning, drafting, and revision process.
- Organize and present your writing for clarity and impact in a variety of interactive, multimedia environments, and think about the limitations and the potential of various new media tools.
- Think critically about the theoretical implications of new media communication—What impact are these tools having on how we construct knowledge and conduct conversations? How does the medium influence the message and vice versa?

Teaching & Learning Methods

There is no designated class meeting time; web lecture lessons are posted online for students to review each week whenever each student's schedule permits. Activities will include short- and long-term writing assignments in electronic, interactive, and more traditional formats. Some projects may be collaborative. Other activities will include readings, participation in discussion boards, and peer and instructor critiques.

In addition, I strongly encourage you to use the University Writing Center, which provides free tutoring services both online and in person if you would like more help with any stage of the writing process, including generating ideas, developing content, and proofreading. See <http://www.writingcenter.utah.edu/> for more information.

Required Materials

Materials required for this course are:

- Text: William Strunk, *The Elements of Style*, Fourth Edition. It's important to have the correct edition, as I will be using the numbering in the book to communicate with you when I comment on your papers. All other required readings will be available on course e-reserve, Canvas, or on the World-Wide Web.
- Software applications including:
 - An internet browser, such as Google Chrome (Chrome is the browser recommended as being most compatible with Canvas.)
 - A word processor, such as MS Word, that can produce a pdf or doc/docx file. Please note that Apple Pages documents are not compatible with Canvas.
 - An application that can draw simple vector shapes (for creating storyboard outlines), such as MS Word, Adobe Illustrator, or a flow-charting application
 - A photo editor, such as Photoshop, that can crop and re-size images
 - PowerPoint, or another application that can create a slideshow with text and still images and produce a wmv, mp4, or mov file
- Backup digital storage device or cloud space (2GB should be sufficient)
- Computer with webcam & microphone

Here is a [list of campus IT resources](#) that can help you acquire much of the required software at low or no-cost.

Optional materials include:

- Optional Text: Patricia T. O'Conner, *Woe Is I: The Grammarphobe's Guide to Better English in Plain English*, 2003. While I won't be assigning reading from this book, it contains some thoughtful information about how new media forms have affected standard English grammar and usage, and it provides entertainingly written explanations for those of you who want to reinforce and refine your application of essential grammar principles.

- An inexpensive digital camera or camera phone for creating your own illustrations, if you choose to do so.

Required Work

Reading and Discussion Assignments

Due Monday (initial post) and Wednesday (replies to classmates) each week, these assignments will receive credit based on whether you complete the required number of posts and how well you demonstrate having read and thought about the material in the lesson. Occasionally, I will substitute a Peer Review assignment for the Discussion Assignment, asking you to comment on classmates' work in progress. For more specifics, see the [Discussion Guidelines](#).

Project Checkpoints

These assignments will receive credit based on completeness. You will earn points for meeting prewriting, drafting, and revising deadlines throughout the semester and for participating in peer reviews. Project Checkpoints may not receive credit if submitted less than two full weekdays before the final version of the project, since the point of these assignments is to receive instructor comments and revise accordingly.

Graded Assignments & Projects

You will complete several short, graded writing and multimedia assignments as well as two longer projects:

1. Multimedia Research Essay
2. Interactive Narrative

Submitting Assignments/Late Work

For full credit, you must submit work by the deadline and in the format requested, including the required file type and naming convention. Note that **.pages documents, .ai files, and raw camera files are not compatible with Canvas**. Carefully review the "What to Submit" section at the end of each project checkpoint and graded writing assignment to be sure you're including all required parts of the assignment.

Note that equipment failures or losses are not an acceptable excuse for late or incomplete assignments. It is your responsibility to keep back-up copies of your work, including your Canvas discussion posts, and to maintain your computer and related equipment—or make alternate arrangements when necessary. Double check your discussion posts to make sure they are appearing in the correct thread and that any attachments are working.

Grace Period

To allow greater flexibility, on most Wednesday and Friday assignments (discussion replies, project checkpoints, and graded assignments), there is a one-week grace period beyond the posted Canvas deadline. Assignments submitted before the end of the grace period are not penalized.

EXCEPTIONS to the grace period policy include:

- All Monday assignments (initial discussion posts) must be submitted on time to receive full credit.
- Peer Reviews do not have a grace period.
- Project 2 (due at the end of the semester) must be submitted by the posted deadline to avoid a late penalty.

To stay caught up, make a habit of meeting the posted deadlines, and use the grace period only as a safety net. I reserve the right to revoke the grace period policy if too many students are regularly waiting to the end of the grace periods to submit assignments.

If you want to submit work after the grace period, please remember the following:

- I do not accept discussion postings submitted later than one week after the published weekly Wednesday deadline.
- Project checkpoints submitted after the grace period may receive partial credit if submitted in time to receive feedback before the final version of the project is due.
- I will accept graded assignments and projects after the grace period for a full letter grade reduction.

Grading

Breakdown

- 15% Discussions (10 points each)
- 10% Project checkpoints (10 points each)
- 75% Graded assignments and projects (variable points: 25-100)

Criteria for Graded Assignments

I will provide specific criteria in the instructions and rubric for each project, but keep the following in mind:

- Thoroughly address the question or objectives described in the written instructions for each assignment.
- Give attention to developing and defining your own purpose and audience, and look for creative ways to use the assignment tools and principles to solve your particular problem.
- Present your ideas with a level of professionalism appropriate to your purpose and medium. For example, expectations in a discussion group would be less formal than for a finished paper or website, which should reflect care with revising, proofreading, and consistency issues.

Revising to Improve Your Grade

Many graded projects involve ungraded preliminary steps such as proposals and drafts. The final version should show evidence of a sincere effort to revise based on comments received on earlier steps.

I will also designate some graded assignments and projects that you may choose to revise and resubmit after receiving your initial grade, ***provided you originally submitted them on time or before the end of the grace period.*** Your rewrite should reflect significant changes and should be accompanied by a brief but specific explanation of how you have improved the piece. Depending on the thoroughness of your revisions, you can improve your score on the assignment by up to one letter grade (10%).

While this final revision is optional, it tends to make a big difference in both the quality of the work and in the grade.

Grading Scale

Note that I usually determine semester grades by rounding to the nearest full percentage point. If you are on the borderline between grades, I also look at whether you have taken advantage of revision opportunities when deciding whether to round up or down.

A	94–100	B+	87–89	C+	77–79	D	60–69
A-	90–93	B	84–86	C	74–76	E	below 60
		B-	80–83	C-	70–73		

Accommodations

Disclaimer

Accommodations will be considered on an individual basis and may require documentation. Please contact your instructor as soon as possible (preferably shortly before the semester begins) to request accommodations of any kind.

Content Warnings

Some of the presentations, discussions, and student projects you are asked to review in this course may include material that conflicts with the core beliefs of some students. This is a workshop-style course involving the production of writing and art with instructor and peer feedback given to each student producer. Since much of the writing will be new to the audience and the instructor, there will be no practical way for the instructor or fellow students to predict which pieces or discussions about them may be a problem for you. Carefully consider the nature of this course before committing to taking it. If you do have any concerns, please let me know right away.

Extenuating Circumstances

Please **contact your instructor as soon as possible** if an extreme personal circumstance (hospitalization, death of a close relative, natural disaster, etc.) is interfering with your ability to complete your work.

In some special situations, I may be able to make additional accommodations. Please remember:

- If you have an extreme personal circumstance such as those listed above, contact me as soon as possible to make arrangements for completing work.
- If a physical or mental health challenge arises that you think might affect your work over a large portion of the semester, promptly contact the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and your instructors to arrange appropriate accommodations. It's in your best interest not to wait too long.

Religious Practice

To request an accommodation for religious practices, **contact your instructor at the beginning of the semester.**

Active Military Duty

If you are student on active duty with the military and experience issues that prevent you from participating in the course **because of deployment or service**

responsibilities, contact your instructor as soon as possible to discuss appropriate accommodations.

Disability Access

All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services (CDS). CDS will work with you and the instructor to arrange for accommodations. Prior notice is appreciated. To read the full accommodations policy for the University of Utah, please see Section Q of the [Instruction & Evaluation regulations](#).

If you will need accommodations in this class, contact:

Center for Disability Services

801-581-5020

disability.utah.edu

162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Changes to the Syllabus

This syllabus is not a contract. It is meant to serve as an outline and guide for your course. Please note that your instructor may modify it to accommodate the needs of your class.

You will be notified of any changes to the Syllabus.

Uonline Expectations

Student Expectations

Though the online format allows students greater flexibility to complete their work, this course does have a structure and timeline! As such, the following is expected of all students in this class:

- Students must be **self-motivated, organized, and willing to stay on top of their schedule.** Students should take control of their learning while in this course.
- Students are expected to **follow the [Core Rules of Netiquette \(Links to an external site.\)](#)** at all times while participating in the class and communicating with others.
- Students will **log in** to the course a minimum of **3 times per week.**
- Students are **not expected to interact with their classmates in person.** Students **may be expected to work with classmates via online communication** options like Canvas Discussions, video conferencing, or another communication technology of choice (Groupme, FaceTime, Google Hangouts, etc).

- Students will **regularly check for course updates** and will **update their Canvas notification settings** to ensure they receive timely notifications from the course.
- Students will **contact their instructor or teaching assistant** in a timely manner if they have any **questions**, are **struggling** with course materials, or **need further assistance** from their instructor.
 - If you do not hear back within 3 days after sending a message, please contact your instructor/TA again.
- Students will **follow all official University of Utah policies** regarding interpersonal conduct, academic dishonesty, and other rights and responsibilities of students outlined in the [University of Utah Student Handbook \(Links to an external site.\)](#) and [Code of Student Rights and Responsibilities \(Links to an external site.\)](#). If you have any questions about this, please contact the [Dean of Students \(Links to an external site.\)](#).

Instructor Expectations

Your course instructor is an expert in the topics you will learn about this semester. Your instructor is your mentor and facilitator of the classroom experience. Instructors are committed to:

- The instructor will design the course to **include lectures, learning materials, and assignments that are accessible** and provide students with **opportunities to learn** and practice course content.
- The instructor will ensure that the **course remains a safe space** where students can engage with difficult content thoughtfully and respectfully.
- The instructor will **interact with the class regularly** via announcements, virtual office hours (one-on-one video conferencing), emails/the Canvas Inbox, feedback on assignments, and comments on Discussions, among other methods.
- The instructor will **respond to students in a timely manner**: within 48 hours, not including weekends and holidays.
- The instructor will be **available for individual consultation** via virtual office hours (one-on-one video conferencing), email, or phone and **will not require students to meet in person**.
- The instructor will **provide relevant feedback in a timely manner**.
- The instructor will **follow all official University of Utah policies** regarding interpersonal conduct, accommodations, and other important duties.

University Policies

COVID-19 Campus Guidelines

For current University information and policies on mask wearing, testing, reporting, and vaccination, please see <https://coronavirus.utah.edu/>.

Drop/Withdrawal Policies

Students may drop a course within the first two weeks of a given semester without any penalties.

Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student’s GPA.

For deadlines to withdraw from full-term, first, and second session classes, see the U's [Academic Calendar](#).

Plagiarism & Cheating

It is assumed that all work submitted to your instructor is your own work. When you have used ideas of others, you must properly indicate that you have done so.

Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code,

“...Includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.”

For details on plagiarism and other important course conduct issues, see the U's [Code of Student Rights and Responsibilities](#).

Course Materials Copyright

The Content is made available only for your personal, noncommercial educational and scholarly use. You may not use the Content for any other purpose, or distribute, post or make the Content available to others, unless you obtain any required permission from the copyright holder. Some Content may be provided via streaming or other means that restrict copying; you may not circumvent those restrictions. You may not alter or remove any copyright or other proprietary notices included in the Content.

Please see the [Code of Student Rights and Responsibilities](#), Section III.A.5 regarding use and distribution of class Content and materials.

<https://regulations.utah.edu/academics/6-400.php>

Section III.A.5. prohibits the following:

Sale or distribution of information representing the work product of a faculty member to a commercial entity for financial gain without the express written permission of the faculty member responsible for the course. (“Work product” means original works of authorship that have been fixed in a tangible medium and any works based upon and derived from the original work of authorship.)

Safety at the U

The University of Utah values the safety of all campus community members. You will receive important emergency alerts and safety messages regarding campus safety via text message.

For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu ([Links to an external site.](#)).

To report suspicious activity or to request a courtesy escort, contact:

Campus Police & Department of Public Safety

801-585-COPS (801-585-2677)

dps.utah.edu

1735 E. S. Campus Dr.

Salt Lake City, UT 84112

Wellness at the U

Your personal health and wellness are essential to your success as a student. Personal concerns like stress, anxiety, relationship difficulties, depression, or cross-cultural differences can interfere with a student’s ability to succeed and thrive in this course and at the University of Utah.

Please feel welcome to reach out to your instructor or TA's to handle issues regarding your coursework.

For helpful resources to manage your personal wellness and counseling options, contact:

Center for Student Wellness

801-581-7776

wellness.utah.edu

2100 Eccles Student Life Center

1836 Student Life Way

Salt Lake City, UT 84112

Women's Resource Center

801-581-8030

womenscenter.utah.edu

411 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

[\(Links to an external site\)](#)

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information.

If you or someone you know has been harassed or assaulted, you are encouraged to report it to university officials:

Title IX Coordinator & Office of Equal Opportunity and Affirmative Action

801-581-8365

oeo.utah.edu

135 Park Building

201 Presidents' Cir.

Salt Lake City, UT 84112

Office of the Dean of Students

801-581-7066

deanofstudents.utah.edu

270 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

To file a police report, contact:

Campus Police & Department of Public Safety

801-585-COPS (801-585-2677)

dps.utah.edu

1735 E. S. Campus Dr.

Salt Lake City, UT 84112

If you do not feel comfortable reporting to authorities, the U's Victim-Survivor Advocates provide **free, confidential** and **trauma-informed** support services to **students, faculty, and staff** who have experienced interpersonal violence.

To **privately** explore options and resources available to you with an advocate, contact:

Center for Student Wellness

801-581-7776

wellness.utah.edu

328 Student Services Building

201 S. 1460 E.

Salt Lake City, UT 84112

Americans With Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities.

All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access (CDA). CDA will work with you and the instructor to make arrangements for accommodations. Prior notice is appreciated. To read the full accommodations policy for the University of Utah, please see Section Q of the [Instruction & Evaluation regulations](#).

If you will need accommodations in this class, or for more information about what support they provide, contact:

Center for Disability & Access

801-581-5020

disability.utah.edu

162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Diverse Student Support

Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you.

Student Support Services (TRIO)

TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities.

Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Student Support Services (TRIO)

801-581-7188

trio.utah.edu

Room 2075

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

American Indian Students

The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive “home-away-from-home” space for students to grow and develop leadership skills.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

American Indian Resource Center

801-581-7019

diversity.utah.edu/centers/airc

Fort Douglas Building 622

1925 De Trobriand St.

Salt Lake City, UT 84113

Black Students

Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Black Cultural Center

801-213-1441

diversity.utah.edu/centers/bcc

Fort Douglas Building 603

95 Fort Douglas Blvd.

Salt Lake City, UT 84113

Students with Children

Our mission is to support and coordinate information, program development and services that enhance family resources as well as the availability, affordability and quality of child care for University students, faculty and staff.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Childcare & Family Resources

801-585-5897

childcare.utah.edu

408 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Students with Disabilities

The Center for Disability Services is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment.

For more information about what support they provide and links to other resources, view their website or contact:

Center for Disability Services

801-581-5020

disability.utah.edu

162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Students of Ethnic Descent

The Center for Ethnic Student Affairs offers several programs dedicated to the success of students with varied cultural and ethnic backgrounds. Their mission is to create an inclusive, safe campus community that values the experiences of all students.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Ethnic Student Affairs

801-581-8151

diversity.utah.edu/centers/cesa/

235 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

English as a Second/Additional Language (ESL) Students

If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. Feel free to contact:

Writing Center

801-587-9122

writingcenter.utah.edu (Links to an external site.)

2701 Marriott Library

295 S 1500 E

Salt Lake City, UT 84112

English for Academic Success (EAS) Program

801-581-8047

linguistics.utah.edu/eas-program

2300 LNCO

255 S. Central Campus Dr.

Salt Lake City, UT 84112

English Language Institute

801-581-4600

continue.utah.edu/eli (Links to an external site.)

540 Arapeen Dr.

Salt Lake City, UT 84108

Undocumented Students

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles that prevent you from engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center.

Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families.

For more information about what support they provide and links to other resources, view their website or contact:

Dream Center

801-213-3697

dream.utah.edu (Links to an external site.)

1120 Annex (Wing B)

1901 E. S. Campus Dr.
Salt Lake City, UT 84112

LGBTQ+ Students

The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

LGBTQ+ Resource Center

801-587-7973

lgbt.utah.edu (Links to an external site.)

409 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Veterans & Military Students

The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help them receive the benefits they earned; and to serve as a liaison between the student veteran community and the university.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Veterans Support Center

801-587-7722

veteranscenter.utah.edu (Links to an external site.)

418 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Women

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Women's Resource Center

801-581-8030

womenscenter.utah.edu

411 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Inclusivity at the U

The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below:

Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.

For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact:

Office for Inclusive Excellence

801-581-4600

inclusive-excellence.utah.edu (Links to an external site.)

170 Annex (Wing D)

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

Other Student Groups at the U

To learn more about some of the other resource groups available at the U, check out:

getinvolved.utah.edu/studentsuccess.utah.edu/resources/student-support

Schedule

The schedule below is tentative; assignments and deadlines may change depending on the class's progress. Note that I revise lessons and assignments every semester, and so you may want to check with me before completing work more than two weeks ahead.

Date	Lesson/Assignment
Week 1 M/W	Lesson 1 - Medium and Message
Week 1 F	Response Paper - Identity and Technology
Week 2 M/W	Lesson 2 - Visual Rhetoric
Week 2 F	Visual Identity Webpage Plan
Week 3 M/W	Lesson 3 - The Inverted Pyramid Principle
Week 3 F	Response Paper - Bush's "As We May Think"
Week 4 M/W	Lesson 4 - Writing for Multimedia: Time as a Design Element
Week 4 F	Visual Identity Webpage
Week 5 M/W	Lesson 5 - Revising for Clarity/Peer Review
Week 5 F	Multimedia Slideshow Script
Week 6 M/W	Lesson 6 - Finding and Evaluating Research Sources
Week 6 F	Multimedia Slideshow
Week 7 M/W	Lesson 7 - Organizing Web Content
Week 7 F	Project 1 Proposal & Storyboard
Week 8 M/W	Lesson 8 - Choosing Persuasive Writing Techniques, Graphic Design Principles for Web Pages
Week 8 F	Project 1 Draft of Text & Preliminary Homepage Layout
Week 9 M/W	Lesson 9 - Peer Review of Project 1 in Progress
Week 9 F	Project 1 Draft of Complete Text
Week 10 M/W	Lesson 10 - Peer Review of Project 1 Completed Draft
Week 10 F	Project 1 Multimedia Research Essay
Week 11 M/W	Lesson 11 - Games and Interactive Stories
Week 11 F	Project 2 Proposal
Week 12 M/W	Lesson 12 - Storyboarding & Script Writing for Interactive Narratives
Week 12 F	Project 2 Storyboard
Week 13 M/W	Lesson 13 - Developing Your Story's Objective and Interactivity/Peer Review
Week 13 F	Project 2 Draft of Complete Script
Week 14 M/W	Lesson 14 - Revising and Finishing Your Game Script, Peer Critique
Week 14 F	Project 2 Interactive Narrative