

## HU 118: Digital Publics and Rhetorical Theory

Embry-Riddle Aeronautical University  
Department of Humanities &  
Communication  
HU 118 | Section 03 | Spring 2023  
Building P58 Rm. 102  
T/TH: 12:00-1:15 PM

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1:30-3:30 PM, Thurs. 10-12 PM and by appt.  
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### University Course Description

This course surveys rhetorical histories and theories to understand how the self and the digital realms become interconnected. You will seek out a variety of digital platforms (e.g., blogs, vlogs, websites, podcasts, forums, video games, social media, etc.) to study how shared behaviors, technologies, values, spaces, and knowledge-making practices enable publics to emerge and transform across digital spaces. Since digital platforms are never simply neutral or a-rhetorical spaces, these digital publics afford insight into the ways issues of gender, race, ethnicity, dis/ability, and class show up in interesting and powerful ways.

### Course Overview

This course takes a thematic focus on the platforms, software, and code as both rhetorical texts and the underlying infrastructure for digital publics. Drawing from rhetorical history and theories, our class will examine scholarship in platform, software, and code studies to explore how the affordances and constraints of software and multimedia platforms work rhetorically. The study of digital technologies and coding education will operate as a central touchpoint to analyze, investigate, and evaluate the force of rhetoric in the world. You will become familiar with digital technologies (e.g. Adobe Creative Cloud Express, Wix, Google Drive, etc.) to compose and design texts. This course will partner with the Prescott Valley Library Adult Literacy Group to conduct background research, compose technical writing copy, and create a website for their organization.

### Learning Outcomes

At the conclusion of HU 118, you will achieve the following learning objectives:

1. Document knowledge of rhetorical history and theory to make sense of current cultural phenomena.
2. Analyze a wide-range of texts (e.g., discursive, digital, material, embodied, and/or place-based texts, etc.) to explicate theories of persuasion in action.
3. Synthesize on-going public and academic conversations by cultivating, documenting, and responding to primary and secondary evidence.
4. Collaborate with peers using multiple technologies to collectively produce a deliverable
5. Explain key concepts, theories, and historical perspectives from the course through oral, written, and/or multimodal modes of communication.
6. Compare historical movements and theoretical orientations to twenty-first century technological innovations and digital publics in the present.
7. Compose traditional and multimodal compositions to analyze the rhetoric of digital publics.

### Goals

Your critical and analytical thinking skills will be enhanced by identifying the rhetorical moves that underwrite and constitute public discourse in digital spaces. By investigating case studies of digital

publics, you will draw from theories of persuasion to assess how a meshwork of persons, platforms, spaces, artifacts, and texts work together to rhetorically invent public identities, values, and discourse.

## Conferences

See me when you have questions about an assignment, when you would like to try out some ideas before a document is due, or when you have questions about a comment. You should also see me to get help with particular writing problems, to resolve differences about grades, or to suggest ways to improve the course.

## Required Materials

To fully participate in this class, you will be required to have access to the following:

- Canvas Login to access course readings and documents
- Google Drive or OneDrive
- ERAU student email

## Assignments

Instructions for each assignment will be explained in a detailed handout. Below are general descriptions.

### Assignment 1: Reading and Discussion Responses

You will compose discussion responses to the assigned reading for a class period. The response should: 1) briefly summarize the text; 2) closely analyze textual evidence; 3) offer a stance on the reading; and 3) pose 2 questions to peers to guide discussion. These responses will be posted to Canvas at 11:59 PM the day before the class will meet to discuss the reading in class.

### Assignment 2: Case Study Presentations

You will sign up to give a 5-minute presentation in class on a case study of a particular technology or platform.

### Assignment 3: Experiential Learning Project

You will work together to prototype interface design and content for the Prescott Valley Library Adult Literacy Group's new website. You will meet with key stakeholders, identify the organization needs, and compose a professional and rhetorically effective website through an iterative design process.

### Assignment 4: Seminar Paper and Annotated Bibliography

You will compose a tightly written literature review essay that engages key primary texts and rhetorical thinkers from the course material. You will trace a central premise, concept, or theory across 3-5 thinkers and will draw on primary and secondary textual evidence to support their review. Additionally, you will draw from these historical texts and thinkers in order to analyze the relationship between rhetorics and technologies. Prior to submitting the seminar paper, you will also submit an annotated bibliography.

## Grading

This class uses labor-based contract grading. **Therefore, the default grade for the course is a "B" (3.0).** In a nutshell, if you do all that is asked of you in the manner and spirit it is asked, if you

work through the processes we establish and the work we assign ourselves in the labor instructions during the quarter, if you do all the labor asked of you, then you'll get a "B" course grade. It will not matter what I or your colleagues think of your writing, only that you are listening to our feedback compassionately. We may disagree or misunderstand your writing, but if you put in the labor, you are guaranteed a B course grade. If you miss class (do not participate fully), turn in assignments late, forget to do assignments, or do not follow the labor instructions precisely, you will get a lower course grade (see the final breakdown grade table on the last page of this contract).

### "B" Grades

You are guaranteed a course grade of "B" (3.0) if you meet all of the following conditions.

1. **Presence and Participation.** You agree to **fully participate in at least 86.6%** (26 of 30) of our scheduled class sessions and their activities and assignments, which means **you will need to be present in class, as most activities cannot be done before or after class and require your colleagues to complete.** So, you cannot miss more than 4 class sessions and still meet our contract's guidelines. Usually, attendance in class equates to participation.

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**NOTE:** Assignments not turned in because of an absence, either ones assigned on the schedule or ones assigned on earlier days in class, will be late, missed, or ignored (depending on when you turn it in finally, see the guidelines #4, #5, and #6 below).

Any absence due to a university-sponsored group activity (e.g., sporting event, band, another class field trip, etc.), military-related absences (e.g., deployment, work, duty, etc.), or documented illness will be considered independently of the above attendance policy, as long as the student has **FIRST** provided written documentation as soon as they are aware of the days they will be absent. This will allow us to determine how he/she will meet assignments and our contract, despite being absent. This may include absences due to illness that has a medical/doctor's note confirming the illness. Each of these circumstances will be determined on a case-by-case basis in consultation between the student and me (Ashley) in a manner that is fair to all parties involved.

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2. **Lateness.** You agree to come on time or early to class. Walking into class late 1-2 times in a quarter is understandable.
  3. **Sharing and Collaboration.** You agree to work cooperatively and collegially in groups. This may be the easiest of all our course expectations to figure out, but we should have some discussions on what we expect from each other.
  4. **Late/Incomplete Work.** You agree to turn in properly and on time all work and assignments expected of you in the spirit they are assigned, which means you'll complete all of the labor instructions for each assignment. During the semester, you may, however, turn in a few assignments late. The exact number of those late assignments is stipulated in the table on the last page of this contract, which we negotiate. **Late or incomplete work is defined as any work or document due that is turned in AFTER the due date/time BUT within 48 hours of the deadline.** For example, if some work (say a written reflective piece) was due on Thursday, February 15 at 11:59 pm, that piece must be turned in by 11:59 pm on Saturday the 17th.

5. **Missed Work.** If you turn in late work **AFTER the 48 hours** stipulated in #4 above (Late/Incomplete Work), then it will be considered “missed work,” which is a more serious mark against your grading contract. This is due to the fact that all assignments are used in class when they are due, so turning in something beyond 48 hours after it is due means it is assured to be less useful, and its absence has hurt your colleagues in class (since they depended on you to turn in your work for their use).
6. **Ignored Work.** You agree not to ignore any work expected of you. Ignored work is any work unaccounted for in the quarter – that is, I have no record of you doing it or turning it in. My sense is that ignoring the work so crucial to one’s development as a learner in our community is bad and unacceptable, so accumulating any “ignored work” will keep you from meeting our contract expectations (see table below).
7. **All Work/Labor** needs to meet the following conditions. To be **complete and On Time**, you agree to turn in on time and in the appropriate manner complete essays, writing, or other labor assigned that meet all of our agreed upon expectations. (See #4 above for details on late assignments). This means you’ll carefully follow ALL of the LABOR INSTRUCTIONS given for the assignment, and be honest about completing labor that asks for particular time commitments of you (for example, “write for 20 minutes,” etc.).

### Knowing Where You Stand

This system is better than regular grading for giving you a clear idea of what your final grade looks like at any moment. If you are doing everything as directed and turning things in on time (no matter what anyone says), you’re getting a B. As for participation in class, you’ll have to keep track of it, but you can check with me at any time. I’ll tell you what I have recorded. If I mark you absent / non-participatory, I’ll always email you and let you know.

### Improving Your Contracted Grade

The grade of B (3.0) depends primarily on *behavior* and *labor*. Have you shown responsible effort and consistency in our class? Have you done what was asked of you in the spirit it was asked? Have you put in the appropriate amount of labor? Higher grades than the default, the **grade of A (4.0)**, however, require *more labor that helps or supports the class* in its mutual discussions and work. In order to raise your grade, you may complete as many of the following items of labor as you like. **Each item completed fully and in the appropriate manner will raise your final course grade by one grade category** (see Breakdown table below).

- **A lesson/activity/handout:** These handouts are on a topic and material that you research for the class’s benefit and will need at least 2 weeks lead time, working with me (Ashley) on the materials. While we’ll determine together the scope of your lesson, the main elements of your labor will be to produce: (1) a 1-2 page handout for the class’s benefit in our writing and thinking; (2) some outline for our in-class activity that introduces your handout; and (3) a short reflective essay to me (Ashley) of about 1-2 pages (300-600 words) on what you learned in the process of doing this labor and what you feel the class stands to gain from the lesson you offered us.
- **Revised Drafts:** You may do the optional labor instructions for revising your seminar paper. You may turn these in to me (Ashley) any time **before week 15**.
- **Some other labor that benefits the class** and our mutual learning. Do you want to write about and report to us on a cultural event related to the class? Or maybe you would like to

read an article for us and summarize some of its findings or ideas that you think will help us do our work in class? If you have an idea, come to me (Ashley) early. We will plan it, while making sure the amount of labor is commensurate with the other items above, and schedule it.

For every item you complete on the above list, your contracted grade will **improve by one grade category** on the breakdown table below. So if you meet all the conditions for a B-contract (3.0), then your grade can improve in the following ways:

- **1 item** completed = course grade of **4.0 (A)**
- **2 items** completed = just you being awesome

If you only meet the requirements for a C-contract (2.0) or lower, the same movement up the grade ladder applies by completing items on the list above. You may even do more than two items and continue to raise your grade regardless of what grade you are qualified for. For example, if you only meet the requirements for a C (2.0) contract in the table below, but do 3 extra labors above (the max), then your final course grade will be an A (4.0).

In accordance with FERPA regulations, I am not allowed to discuss your grades via email or in public settings. Similarly, I cannot discuss final grades via email once the semester concludes. These policies are in place to protect your privacy. If you have questions about your grade, please reach out to me to set up an in-person meeting in my office to discuss my evaluation of your performance in the class.

## Final Exam

You will submit your final reflection on Canvas as the final exam for the class. There will not be an in-person final exam. Final drafts are due by the end of our scheduled final exam period.

## Course Policies

### Contacting Me

I will primarily communicate with students individually via ERAU email. Some announcements and updates will also be posted on Canvas. Please check our classroom spaces and your email regularly so you don't miss any important updates or adjustments to our schedule. Please post any questions about the class or assignments in the appropriate forum in Canvas. I will answer messages and emails during regular business hours (roughly 8am–5pm local time). Keep these hours in mind when sending messages that may require a quick response. I expect you to use a professional approach when communicating with your peers and with me. If you do not know what this means, please ask.

### Technology Use

Since the course meets in a computer lab, you are expected to use technology for class purposes.

### Accessibility Accommodations

ERAU is committed to access for all students. It is university policy to provide reasonable accommodations to students with disabilities who qualify for services. Students with a documented (dis)ability should meet with me during the first two weeks of class to discuss possible accommodations through the Disability Support Services (DSS) office. However, if you receive documentation of a (dis)ability later in the semester, I would still like to meet to discuss

accommodations. Please feel free to speak with me privately, as I am happy to speak with you about making arrangements that will help you get the most out of this class. If you would like to discuss and/or request accommodations, please contact Disability Support Services. DSS is located on the first floor of Hazy Library, at the end of the hall. You may stop by, call 928.777.6750, or email the program at [prdss@erau.edu](mailto:prdss@erau.edu).

### **Classroom Civility**

Students at ERAU are expected to exhibit professional and ethical behavior in the classroom.

Respect for other students and instructors is required to contribute to a productive learning experience both in and out of the classroom. Students who do not cultivate a professional ethos in the classroom will receive either a warning or dismissal if the behavior is not corrected.

Please be respectful of the different experiences, beliefs, and values expressed by everyone in this course. This class should be a safe space where everyone feels comfortable sharing perspectives, asking questions, and taking productive risks. Behaviors that threaten, harass, or discriminate against anyone will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students. Unacceptable, inappropriate behaviors include:

- making rude comments regarding students, me as the instructor, or the course material
- inhibiting the participation of other students or posting distracting remarks
- physically or verbally disrupting class spaces or activities
- abusing other students' contact information
- refusing to engage in scheduled learning activities.

Be a generous and kind colleague. Engage with each other respectfully at all times. This doesn't mean we have to always agree, but we should strive to interact with kindness and understanding. If you at any time feel uncomfortable in our class spaces or are upset with any aspect of our course, please let me know privately in a mature, respectful way.

### **Academic Integrity**

Embry-Riddle is committed to maintaining and upholding intellectual integrity. All students, faculty, and staff have obligations to prevent violations of academic integrity and take corrective action when they occur. The adjudication process will include the sanction imposed on students who commit the following academic violations, which may include a failing grade on the assignment, a failing grade for the course, suspension, or dismissal from the University.

1. Plagiarism: Presenting as one's own ideas, words, or products of another. Plagiarism includes use of any source to complete academic assignments without proper acknowledgment of the source.
2. Cheating: A broad term that includes the following:
  - a. Giving or receiving help from unauthorized persons or materials during examinations.
  - b. The unauthorized communication of examination questions prior to, during, or following administration of the examination.
  - c. Collaboration on examinations or assignments expected to be individual work.
  - d. Fraud and deceit, which include knowingly furnishing false or misleading information or failing to furnish appropriate information when requested, such as when applying for admission to the University.

My assumption will always be that your writing and other creative work is original and generated purposefully for this course during the spring semester of 2022. There are many types of

plagiarism—some more obvious than others, but there are subtle forms you may not be aware of. A good rule of thumb to live by: if you're not sure whether you're violating these rules, talk to me about it before turning in the work in question. We are here to learn, after all.

### **Privacy of Student Records**

The University respects the rights and privacy of students in accordance with the Family Educational Rights and Privacy Act (FERPA). The University may disclose certain items of directory information without the consent of the student, unless the student submits a written non-disclosure request. Students are required to file requests for non-disclosure with the Office of the Registrar. Non-disclosure forms remain in place permanently, unless the office is notified otherwise.

### **Nondiscrimination Statement/Title IX**

Embry-Riddle Aeronautical University continually strives to recognize, respect, and celebrate the differences and cultural identities among individuals as we recruit, support, and embrace our diverse community. We work to provide a safe environment where self-expression is welcome. We strive to create a campus climate that is free of discrimination so that networks, partnerships, and cultural competency can be fostered through leadership, integrity, and respect.

*In so doing, Embry-Riddle does not permit discrimination or harassment in its programs and activities on the basis of race, color, national origin, sex, gender identity, gender expression, sexual orientation, disability, veteran status, predisposing genetic characteristic, age, religion, pregnancy status, or any other characteristic protected by University policy or state, local or federal law.*

This policy covers nondiscrimination in employment and in access to educational opportunities. Therefore, any member of the campus community, guest or visitor who acts to deny, deprive, or limit the educational, employment, and/or social access, benefits, and/or opportunities of any member of the campus community on the basis of their actual or perceived membership in the protected classes listed above is in violation of the University policy on nondiscrimination. When brought to the attention of the University, any such discrimination will be appropriately remedied by the University.

If you have questions or need guidance regarding your Title IX rights, please contact the Title IX Coordinator at 928-777-3747.

### **Other Student Responsibilities**

All Embry-Riddle students are responsible for knowing all academic regulations and procedures required for continued attendance at the University. These regulations and procedures are presented in university publications such as the catalog, the Student Handbook, the Flight Operations Manual, and the Academic Policies and Procedures Manual. These documents are available for reference either online or at the Office of the Registrar, student government offices, and academic departments throughout the University. A student who requires clarification of any policy or regulation should seek help from their academic advisor, program/department chair, or the Office of the Registrar. University regulations will not be waived because a student pleads ignorance of established policies and procedures. The University reserves the right to change curricula and academic regulations and procedures without notice or obligation.

### **COVID-19 Policies**

Barring unforeseen circumstances, all classes will be held in-person unless otherwise noted on the syllabus. In order to keep us all safe and healthy together, I encourage you to take advantage of ERAU's vaccination clinics. Per current university policy, vaccinated students will not have to quarantine if exposed to COVID. Finally, office hours and individual assignment conferences will be offered over Teams and/or in person to accommodate your health needs.

### **Syllabus Change Policy**

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

### **Campus Resources**

Please feel free to drop by during my office hours, as this can be a productive opportunity to discuss questions, concerns, or to simply work through potential ideas for a project. If you are not available to meet during my scheduled office hours, I am happy to meet with you if you make other arrangements with me ahead of time. If you can't drop by, I make it a point to check my email regularly during the weekdays from 9:00 AM – 5:00 PM, so don't hesitate to send me a message if you have questions or concerns about the class. Of course, please remember that FERPA forbids the discussion of your grades over email.

### **Hazy Library and Learning Center**

The Hazy Library and Learning Center is actively involved in promoting your academic success and enriching your learning experience and research. Ask a Librarian about any of our many services we offer for students, staff, and faculty, including:

- Course Reserves: course support materials
- Information Resources: Research and Course Guides (LibGuides), and Databases
- Materials: Borrowing, My Library Account, Interlibrary Loan (ILL), and Purchase Requests
- Research Assistance: ASK Desk, Faculty Research Support, and online reference assistance
- Space: Computers, Study areas, and Online Room Reservation
- Technology: Computers and other technology, Computer Commons, and Technology Lending Services

### **University Tutoring**

The Tutoring Program at the Embry-Riddle Aeronautical University Prescott campus provides free tutoring for all students. Our experienced peer tutors have already taken the courses for which they tutor, provide specific and knowledgeable guidance, suggest effective study strategies, and encourage independence in learning. For more information, email [prtutor@erau.edu](mailto:prtutor@erau.edu).

### **Counseling Services**

The mission of Counseling Services is to enhance the emotional well-being of ERAU students. We believe that good mental health is a key part of overall health, and good health is essential to academic success! We support students' academic experience by providing brief mental health counseling and consultation services that help them identify barriers, improve coping, and achieve personal and academic goals. For more information, call 928.777.3312 or email [prcounsel@erau.edu](mailto:prcounsel@erau.edu).



## Assignment 1: Reading and Discussion Responses

Weekly responses due Mondays at 11:59PM

### Overview & Background

Reading responses are meant to provoke your thinking and help you prepare for our in-class discussions. I will shape our class discussion in response to your reading responses. This assignment asks you to reflect on the assigned readings. Each week we will have two readings (or videos, podcasts, etc.). Choose one reading to write a response to.

### HU 118 Learning Outcomes

- Document knowledge of rhetorical history and theory to make sense of current cultural phenomena.
- Analyze a wide-range of texts (e.g., discursive, digital, material, embodied, and/or place-based texts, etc.) to explicate theories of persuasion in action.
- Explain key concepts, theories, and historical perspectives from the course through oral, written, and/or multimodal modes of communication.

### Deliverables

For your reading response, you will craft a response of around 250 words that addresses the following steps:

1. Summarize the main idea of the text in one or two sentences.
2. Choose a quote that is interesting, meaningful, provocative, etc. and share it.
3. Offer an opinion or stance about the reading. What do you think? Why?
4. Finally, pose two questions about the reading or the content for today for our discussion in class.

### Strategies for Success

As you're reading, consider the following strategies:

*Preview the material:* Before beginning to read, you might skim the text to get an idea of the main ideas and the structure of the material.

*Take notes:* While reading, you might annotate moments that stand out to you, take notes on the main ideas, key terms, and note any questions you have.

*Summarize the main ideas:* After finishing the reading, you could summarize the main ideas in your own words.

*Research key terms or concepts:* For certain readings, it might be helpful to research the specific key terms or concepts that are mentioned in the text.

*Relate the reading to your own experiences or prior knowledge:* Identifying connections between the reading and personal experiences or prior knowledge can help you understand the material better.

### Submission Instructions

Submit your response on the Canvas discussion for that week. Responses are due Monday evenings at midnight.

### Criteria for Evaluation

Reading responses will be evaluated on a “complete/incomplete” basis, so be sure to include all four steps.

## Assignment 2: Case Study Presentation

Due dates vary: Sign up [here](#)

### Overview & Background

For your case study presentation, you will select a digital tool, artifact, or current event that relates to the class themes we have been discussing. For example, you might talk about a current Tiktok trend, a video game you enjoy, a software program you use professionally, or how technology intersects with some current event (i.e., the recent meltdown in cryptocurrency markets or how AI chatbots are changing writing education.)

### HU 118 Learning Outcomes

- Document knowledge of rhetorical history and theory to make sense of current cultural phenomena.
- Explain key concepts, theories, and historical perspectives from the course through oral, written, and/or multimodal modes of communication.
- Compare historical movements and theoretical orientations to twenty-first century technological innovations and digital publics in the present.

### Deliverables

Research and choose something that interests you, and then prepare a presentation that connects your selection to the class themes. Be sure to provide a visual component to your presentation (i.e., a slide deck or other multimodal presentation aid.) You will have five or so minutes to present to the class.

### Strategies for Success

You might think of this assignment as a college-level “Show & Tell.” The aim of this assignment is to help us connect our class readings and discussions to real-world issues. While this presentation is very informal, consider the following strategies as you prepare your presentation.

*Preparation:* Organize your thoughts and ideas in a logical order. Create an outline if needed.

*Practice:* Rehearsing your presentation several times can help you become more comfortable and confident when delivering it.

*Time management:* Make sure you practice your timing so that you can stay within the time limit for your presentation.

*Audience engagement:* Use visual aids and try to make a connection with your audience by using examples that they can relate to.

*Be confident:* Speak clearly and make eye contact with the audience. Use body language and gestures to emphasize your points.

### Submission Instructions

Sign up for a presentation day using the Google Doc on our Canvas page. When it's your day to present, submit your presentation materials to the Assignment 2: Case Study Presentation drop box on Canvas.

### Criteria for Evaluation

Case study presentations will be evaluated on a “complete/incomplete” basis. Be sure to remember which day you've signed up to present.

### **Assignment 3: Website Project**

Proposal + Team Charter Due: February 2<sup>nd</sup>

Audience Analysis: February 9<sup>th</sup>

Rough Draft Due: February 23<sup>rd</sup>

Final Draft Due: March 9<sup>th</sup>

#### **Project Overview & Background**

Prescott Valley Library Adult Literacy Group ([PVLALG](#)) is “an all-volunteer organization working to teach reading, writing, and English to adults in the greater Quad-cities area: Prescott, Prescott Valley, Chino Valley, and Dewey.” This semester, our class will be working with PVLALG to create a standalone website hosting information about their organization to help the organization expand its reach.

#### **HU 118 Learning Outcomes**

1. Collaborate with peers using multiple technologies to collectively produce a deliverable.
2. Compose traditional and multimodal compositions to analyze the rhetoric of digital publics.

#### **Deliverables**

For this assignment, you will work in teams of four to six to develop a website prototype for the Prescott Valley Library Adult Literacy Group. With your team, you will develop a team charter and project management plan. Next, you’ll consult with organization stakeholders, Director Rita Bosley and Tutor Joyce Kaye, to gain better understanding of PVLALG’s mission and audience. You’ll conduct an audience analysis drawing on user-experience principles to create user personas and user journey maps. Next, you’ll create a website prototype using the web design platform, Wix. The following is intended to provide a starting place for invention, though students are not limited to the only the website content listed below.

Information about Prescott Valley Library Adult Literacy Organization (PVLALG):

- About
- History, Mission, and Values
- Contact
- Administrator Bios
- A blog featuring community success stories/student profiles/tutor spotlight
- Instructions for getting involved as a student or volunteer
- Instructions for how to donate to the organization
- Guides for how to get the most from your tutoring experiences

#### **Strategies for Success**

##### *Design Standards*

Given Prescott Valley Library Adult Literacy Group’s emphasis on inclusive and accessible user experiences, we want the prototype to advance the highest principles of inclusive design. The prototype is required to adhere to federal guidelines on accessibility and user-centered design. When we build inclusive designs that account for the broadest user base, we are able to build user experiences that are delightful, equitable, intuitive, and accessible for everyone.

You might consider the following resources:

- Microsoft Inclusive Design Toolkit
- Usability.gov Accessibility Basics
- Section508.gov

### *Competitor Research*

Before moving ahead with your design work, take some time to research existing approaches to community literacy organizations (see Table 1). Pay attention to design features that may serve as a springboard for your own innovative designs and carefully attend to user experience problems that are triggered by embedded design features in existing resources.

Table 1. Existing approaches to community literacy organizations

<b>Community Literacy Organization</b>	<b>URL</b>
Project Adult Literacy: Newport Beach Library	<a href="https://www.newportbeachlibrary.org/services/literacy-services">https://www.newportbeachlibrary.org/services/literacy-services</a>
Mid-State Literacy Council	<a href="https://www.mid-stateliteracycouncil.org/">https://www.mid-stateliteracycouncil.org/</a>
Literacy Volunteers of Leon County	<a href="https://literacyvolunteersleon.org/">https://literacyvolunteersleon.org/</a>
Literacy Achieves	<a href="http://www.literacyachieves.org/volunteer">http://www.literacyachieves.org/volunteer</a>
Literacy Volunteers of Maricopa County	<a href="https://literacyvolunteers-maricopa.org/">https://literacyvolunteers-maricopa.org/</a>
Tarrant Literacy Coalition	<a href="https://www.tarrantliteracycoalition.org/">https://www.tarrantliteracycoalition.org/</a>
Literacy Volunteers of Coconino County	<a href="https://thinkliteracy.org/">https://thinkliteracy.org/</a>
Oakland Literacy Coalition	<a href="https://oaklandliteracycoalition.org/oakland-reads/take-action/literacy-volunteer-opportunities/">https://oaklandliteracycoalition.org/oakland-reads/take-action/literacy-volunteer-opportunities/</a>
Literacy New York	<a href="https://www.literacynewyork.org/">https://www.literacynewyork.org/</a>
Literacy Volunteers of Santa Fe	<a href="https://lvsf.org/">https://lvsf.org/</a>

### **Submission Instructions**

Upload your final URL to the Website Project drop box on the course Canvas page by 11:59PM on March 9<sup>th</sup>, 2023.

## Assignment 4: Seminar Paper & Annotated Bibliography

Seminar Paper Proposal: March 30<sup>th</sup>

Annotated Bibliography: April 6<sup>th</sup>

Seminar Paper Rough Draft: April 13<sup>th</sup>

Seminar Paper Final Draft: April 25<sup>th</sup>

Seminar Paper Final Revision (Optional): May 4<sup>th</sup>

### Overview & Background

This assignment invites students to conduct research on a topic pertaining to software, code, and platform studies. The purpose of the project is to learn more about the ways in which various platforms, software, and code are rhetorically constructed, and what this means for both our understanding of rhetoric and technology.

### HU 118 Learning Outcomes

1. Document knowledge of rhetorical history and theory to make sense of current cultural phenomena.
2. Analyze a wide-range of texts (e.g., discursive, digital, material, embodied, and/or place-based texts, etc.) to explicate theories of persuasion in action.
3. Synthesize on-going public and academic conversations by cultivating, documenting, and responding to primary and secondary evidence.
4. Explain key concepts, theories, and historical perspectives from the course through oral, written, and/or multimodal modes of communication.

### Deliverables

- *Proposal*: Students will submit a proposal identifying what rhetorical concepts will inform their research as well as a key concept to explore. Students may also gesture to the kinds of texts they hope to analyze in their essay.
- *Annotated bibliography and abstract*: Students must find and annotate 5 credible sources to be used in the research report. Each annotation should include an APA citation and a 100-200 word annotation for each source. Students should annotate a wide range of sources. The annotations should be accompanied by a working title that summarizes the research findings and their importance for the forthcoming seminar paper.
- *Student-Instructor Writing Conference*: Prior to submitting the seminar paper, each student will sign up for a conference to discuss the draft. Students are expected to set an agenda for the consultation by preparing specific writing-related questions for the 20-minute consultation. Before the appointment, students must distribute a report draft to the professor.
- *Peer review workshop & review letter*: Students will have the opportunity to share their Seminar Paper draft with a student in the class during the Peer Review Workshop. Students will use the Peer Review Worksheet to guide their review and provide summative feedback and recommendations in a review letter.
- *Seminar paper*: Students will submit a final draft (approximately 5-6 double-spaced pages, excluding front and back matter) of the seminar paper.

### Strategies for Success

#### *Developing a Rhetorical Framework*

As we look to rhetorical scholarship to understand current technologies, students are expected to engage with at least two key rhetorical thinkers from our course, which may include any of the texts assigned for reading. All texts are available on the Canvas course site.

*Gathering Research*

Prior to drafting your seminar paper, you will need to gather evidence to support your original argument. As such, students may conduct both primary and secondary research to support their claim. After gathering credible sources, students will compile an annotated bibliography and abstract. Students will annotate 5 credible sources. Students may include at least one of each of the following types of sources: multimedia (e.g., website, podcast episode, TedTalk, etc.), peer-reviewed scholarship, book chapter, media/news article, ethnographic evidence.

*Bibliography Style Conventions*

All annotated bibliography submissions must adhere to the following style guidelines:

- Front Matter
  - Title page
  - Abstract
    - Each deliverable must contain a double-spaced abstract (150-200 words) that summarizes the research topic or question. The abstract should propose a tentative argument to be supported with evidence in the forthcoming seminar paper.
- Bibliography Annotations
  - Each annotated source will contain a double-spaced APA citation followed by a 100-120 word annotation that introduces the credentials of the source, summarizes the text, evaluates the evidence, and indicates the importance of the source for the forthcoming seminar paper.
- Additional Formatting Guidelines: 12-point typeface (e.g., Garamond, Georgia, Times New Roman); Double-spaced text; Hanging indent for all citations; Double-spaced paragraph annotation.

*Seminar Paper Style Conventions*

As you prepare to arrange and organize the seminar paper, please adhere to the following conventions.

- Front Matter: title page for student paper in APA format and list of figures
- 1.0 Introduction
- 2.0 Context of Background
- 3.0 Description of Rhetorical Concept
- 4.0 Analysis
- 5.0 Implications
- Back Matter: references
- Additional style considerations: Please include supporting visuals if applicable. Use a 12-point typeface (e.g., Georgia, Garamond, Times New Roman). Use double-spaced text (1,200-1,500 words, **excluding front and back matter**). Use bolded section headers to arrange core sections of the report. Use indented paragraphs and figure captions.

**Submission Instructions**

Upload each part of your seminar paper assignment (proposal, annotated bibliography, rough draft, and final draft) to the relevant Canvas drop box.

**Criteria for Evaluation**

As a class, we will collaboratively author assessment criteria for this assignment.

## Course Schedule

Mode of Delivery: In person classroom instruction (unless otherwise noted)

### Week 1: Course Welcome

Date	Day	Topic	Reading Due	Writing Due
1/12	R	Course Introductions & Syllabus	Download syllabus on Canvas	

### Week 2: Introducing Digital Rhetoric

Date	Day	Topic	Reading Due	Writing Due
1/17	T	What is rhetoric? What are publics?	Read “What is a Labor-Based Grading System?” by Asao Inoue	Introduction Letter
1/19	R	Defining Digital Rhetoric	Read “Theorizing Digital Rhetoric” by Aaron Hess	

### Week 3: Defining Key Terms

Date	Day	Topic	Reading Due	Writing Due
1/24	T	Can technology be rhetorical? Introduce Website Project	Read “A Theory of Persuasive Computer Algorithms” by Estee Beck	Reading Response 1
1/26	R	How does technology intersect with identity?	Read “Digital Intersectionality Theory” by Noble, Schuschke, and Tynes	

### Week 4: Historizing Technology

Date	Day	Topic	Reading Due	Writing Due
1/31	T	How do we understand histories of computing?	Read “Britain’s Computer Revolution” by Mar Hicks (Canvas)	Reading Response 2

2/2	R	Who counts in histories of technology?  <b>Guest Speakers: Rita Bosley and Joyce Kaye</b>	Read “Embodying Turing’s Machine” by Patricia Fancher (Canvas)	Website Project Proposal + Team Charter
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**Week 5: Coding Literacy Education**

Date	Day	Topic	Reading Due	Writing Due
2/7	T	How is coding a literacy?	Read “Understanding Computer Programming as a Literacy” by Annette Vee	Reading Response 3
2/9	R	How does community influence coding education?	Read ““Like Coming Home”: African Americans Tinkering and Playing toward a Computer Code Bootcamp” by Antonio Byrd	Audience Analysis

**Week 6: Coding and Identity**

Date	Day	Topic	Reading Due	Writing Due
2/14	T	What is the relationship between coding and embodiment?	Read “Fully Human, Fully Machine: Rhetorics of Digital Disembodiment in Programming” by Brandee Easter (Canvas)	Reading Response 4
2/16	R	<b>Class cancelled. Dr. Rea is presenting research at a conference.</b>		

**Week 7: Introducing Platforms**

Date	Day	Topic	Reading Due	Writing Due
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2/21	T	What is a platform?	Read “New Media as Material Constraint: An Introduction to Platform Studies” by Nick Monfort and Ian Bogost	Reading Response 5
2/23	R	Can platforms be rhetorical?	Read “The Rhetoric of Platforms” by Dustin Edward and Bridget Gelms	Website Project Rough Draft

**Week 8: Problems with Platforms**

Date	Day	Topic	Reading Due	Writing Due
2/28	T	What are common pitfalls with platforms?	Read “A Society, Searching” by Safiya Umoja Noble	Reading Response 6
3/2	R	Considering Audience in Digital Compositions		

**Week 9: Platforms and Publics**

Date	Day	Topic	Reading Due	Writing Due
3/7	T	How do we understand publics online?	Watch “The Internet is a Trash Fire” by Lisa Nakamura (Canvas)	Reading Response 7
3/9	R	What are the implications of platforms for public discourse?	Read “The Problem with Facebook is Facebook” by Siva Vaidhyanathan (Canvas)	Website Project Final Draft

**Week 10: SPRING BREAK. NO CLASSES.**

**Week 11: Introducing Software and Algorithms**

Date	Day	Topic	Reading Due	Writing Due
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3/21	T	What are algorithms?	Listen to Rhetoricity Podcast “Rhetoric’s Algorithms: Jim Brown and Annette Vee” (Canvas)	Reading Response 8
3/23	R	How can we understand software as a text?	Read “Introduction” by Lev Manovitch (p.1-20)	

**Week 12: Algorithms’ Impacts**

Date	Day	Topic	Reading Due	Writing Due
3/28	T	How do algorithms influence our lives online?  Introducing Final Paper	Read “What is a Model?” by Cathy O’Neil (Canvas)	Reading Response 9
3/30	R	What are the impacts of algorithms in our lives offline?	Read “The Digital Poorhouse” by Virginia Eubanks (Canvas)	Final Paper Proposal Memo

**Week 13:**

Date	Day	Topic	Reading Due	Writing Due
4/4	T	How does design create, exacerbate, or solve problems with technology?	Read “Normal People” by Sara Wachter-Boettcher	
4/6	R			Annotated Bibliography

**Week 14: Full Stack Rhetoric**

Date	Day	Topic	Reading Due	Writing Due
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4/11	T	Reconsidering platform, software, and coding rhetoric	Read "Full Stack Rhetoric" by Annette Vee (Canvas)	Reading Response 10
4/13	R	Peer Review Workshop		Seminar Paper Rough Draft

**Week 15: Conferences and Workshops**

Date	Day	Topic	Reading Due	Writing Due
4/18	T	<b>Class cancelled for individual conferences.</b>		
4/20	R	Final Workshop Day		

**Week 16: Course Wrap Up & Presentations**

Date	Day	Topic	Reading Due	Writing Due
4/25	T	Presentations		Presentation Due
4/27	R	Presentations & Course Evaluations		Presentation Due

**Finals Week**

Date	Day		Writing Due
5/10	T	<i>There are no in-person class meetings during Finals Week. Instead, your final paper and reflection is due on Canvas by the end of our exam period.</i>	Seminar Paper Final Draft + Reflection