**UNIVERSITY OF MARY WASHINGTON – NEW COURSE PROPOSAL**
Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

<table>
<thead>
<tr>
<th>COLLEGE (check one):</th>
<th>Arts and Sciences</th>
<th>X</th>
<th>Business</th>
<th>Education</th>
</tr>
</thead>
</table>

Proposal Submitted By: Zach Whalen  
Date Prepared: 9/22/2014

Course Title: Writing with Digital Media

Department/discipline and course number*: ENGL 203

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

<table>
<thead>
<tr>
<th>Number of credits proposed:</th>
<th>3</th>
<th>Prerequisites:</th>
<th>none</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will this be a new, repeatable “special topics” course? (Do you want students to be able to take this new course more than once if the topic changes?)</td>
<td>NO</td>
<td>X</td>
<td>YES</td>
</tr>
</tbody>
</table>

Date of first offering of this new course: FALL SEMESTER, year 2015

Proposed frequency of offering of the course: Alternating Academic Years

List the faculty who will likely teach the course: Zach Whalen

Are ANY new resources required? NO | X | YES  
Document in attached impact statement

This new course will be (check all that apply):

<table>
<thead>
<tr>
<th>Required in the major</th>
<th>General Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective in the major</td>
<td>General Education**</td>
</tr>
</tbody>
</table>

**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

Catalog Description:
A digital writing seminar equipping students with the rhetorical and technical tools to engage in contemporary digital media discourse through multimodal composition.

<table>
<thead>
<tr>
<th>COURSE HISTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was this course taught previously as a topics or experimental course?</td>
</tr>
<tr>
<td><strong>CHECK HERE</strong> if the proposed course is to be <em>equated</em> with the earlier topics or experimental offerings. This means that students who took the earlier “topics” course will only be able to take the new course if they made a C-grade or lower in the earlier course.</td>
</tr>
<tr>
<td>Course Number and Title of Previous Course</td>
</tr>
<tr>
<td>ENGL 202H: Writing through Media</td>
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</table>

**NOTE:** If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.

**REQUIRED ATTACHMENTS:**
1. Rationale Statement (Why is this course needed? What purposes will it serve?)
2. Impact Statement (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)
3. Sample Syllabus

Department Chair Approval: ___________________________  
Date: ________________

CCC Chair Approval: ___________________________  
Date: ________________

UCC Chair Approval: ___________________________  
Date: ________________
New Course Proposal
ENGL 203: Writing with Digital Media

Rationale
Originally offered as ENGL 202H: Writing through Media, ENGL 203 will continue to support the goals of a writing seminar by equipping students with the rhetorical and technical tools to engage in contemporary digital media discourse through multimodal composition. Students will work with a variety of digital platforms – including publishing platforms like WordPress and analytical platforms like OpenRefine – to develop their digital voice and a critically engaged digital identity.

Once approved, ENGL 203 will satisfy Writing Intensive and ALPP requirements, and it will be an available elective in the new Communication and Digital Studies Major.

Impact Statement
This course will not require any new resources, but it will benefit most by taking advantage of the opportunities available in the new ITCC.
Sample syllabus for ENGL 203: Writing with Digital Media

(formerly ENGL 202H: Writing through Media)

Syllabus

Section 1: 10:00 – 10:50 MWF, Combs 349
Section 2: 11:00 – 11:50 MWF, Combs 349

The Instructor: Zach Whalen, Ph. D.
Office: Combs 308 Hours: MW, 1:00 – 4:00
Online: www.zachwhalen.net
E-Mail: zwhalen@umw.edu
Twitter: @zachwhalen
Phone (if you must): 5406542355

Objectives

This class is designed to make you a better citizen of the web: a better writer, thinker, and critic when it comes to digital media and digital rhetoric. Through the assignments in this class, you will experiment with different rhetorical modes and concepts, all geared toward the differences made by doing things online. The readings in this class will support the experimentation of your assignments and will also introduce you to critical ideas and debates within and about digital media culture, particularly debates regarding open access, intellectual property, and personal liberty. By completing this writing seminar, the successful student will acquire or improve:

• experience in manipulating images to construct visual argument
• experience and awareness of web basic web technologies, including HTML, CSS, and web hosting
• experience in constructing rhetoric to address a public audience
• engagement with issues in digital media cultures and context
• experience working with the visual rhetoric of typography and document design

In addition, because this class is designated to fulfill the “Arts Literature and Performance Process” General Education Requirement,

• Students will be able to experiment with the creation of an idea, question, format or product by applying new, or different, or divergent approaches to it.
• Students will be able to use the creative process to understand oneself and solve problems.

Requirements

The readings for this class will be online and freely available to you. Therefore, no textbook purchases are required. You will, however, need to purchase a domain name registration, which may cost anywhere from $5 on up, depending on the options you choose.
You should also come to class with an open mind and a willingness to experiment. I’ll be asking you to try work on tasks that may take you out of your comfort zone, technologically speaking, and you should be ready and willing to grow your skills in this area. That’s what this class is all about!

Assignments

**Quizzes [15%]** Quizzes will be offered nearly every day we meet. These quizzes will be short and, hopefully, easy if you’ve prepared for class that day. Quizzes will be managed through the class website and offered in the first few minutes of class. It is important, therefore, to be on time! If you miss a quiz, it may not be made up for any reason.

**Blog [15%]** Your blog is your own creation -- your space for experimenting with your digital identity. Early in the semester (i.e. no later than the second week of class), you’ll create a blog proposal on the class website. In this document, you’ll identify your blogs themes and goals and in doing so create the conditions by which your blog will be evaluated. The *mechanism* for blog grading will actually be through periodic "metablogs" (3 per semester) submitted through Canvas, in which you reflect on the current status and success of your blog project. These blogs will be hosted on umwblogs.org, and pointed to the domain you will be registering soon.

**Image [10%]** Work with image editing software to produce an image that makes an argument.

**Text [10%]** Create a persuasive essay that uses its layout and typography to advance or reinforce its thesis.

**Process [10%]** Create or design (i.e. prototype) a procedural argument involving user interaction in some meaningful way.

**Information [10%]** Use any of the modes to above to advance a data-focused argument. The key here is making data legible as information -- information that convinces the reader of something.


**Digital Identity / Portfolio [20%]** The final project for this class will be a digital portfolio, built around the domain you create.

Policies and Expectations

**Twitter**

I am not requiring you to use Twitter for this class, but I strongly recommend it. When you tweet anything relevant to class, use the hashtag #engl202.

**Attendance**

Because this class depends heavily on class discussion and workshopping, you should be in class every day we meet, ready to contribute to the conversation. The work we do in class each day is a major part of how you demonstrate your learning in this course. Regardless of the reason, missing class will disqualify you from completing any work submitted in class that day (quizzes, exercises, etc.), and any student who misses an excessive number of classes will automatically fail the course. There is no way to make up missed credit due to an absence.
Use of Electronic Devices in Class

Students are allowed, even encouraged, to bring laptops or other electronic devices to class for the purpose of taking notes. Obviously, we already have computers in the classroom. However, activities such as browsing facebook, reading e-mail, or text-messaging are not allowed unless it’s a specific course-related task. Also, turn off your cell phone ring, and -- unless there is an emergency -- please do not answer it if you forget and it rings. If you are browsing Facebook instead of participating in class, I will consider you absent for the day. Furthermore, if I determine that you are abusing this policy, I reserve the right to ban use of electronic devices either for you individually or for the class at large.

Academic Dishonesty

The UMW Honor System is in effect for our course. I may authorize specific exercises as collaborative work, but all other work must be your own, as per Article 1, Sections 1 and 2 of the University of Mary Washington Student Honor Code.

Late Work

Unless otherwise indicated, all assigned work is due at the beginning of class on the specified due date. Work that is submitted after this time will be considered late and will be subject to a significant grade penalty equivalent to a letter grade per day. Work that is later than four days after the due date will not be accepted under any circumstances.

Decorum

Students are expected to treat the instructor and fellow students with the appropriate degree of respect, both in class and in online discussions. Communication, either in person or through electronic media, that is deemed abusive, threatening, or harassing in nature will not be tolerated.

Unsatisfactory Mid-Semester Reports

Students with a grade average below 68% by February 24th will receive an unsatisfactory grade report at the mid-term. Also, students who have not created a blog entry by October 15 or have otherwise neglected to participate in class activity will receive unsatisfactory reports.

Students with Disabilities

The Office of Disability Resources has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you already receive services through the Office of Disability Resources and require accommodations for this class, get in touch with me as soon as possible to discuss your approved accommodation needs. Please bring your accommodation letter with you to the appointment. I will hold any information you share with me in the strictest confidence unless you give me permission to do otherwise. If you have not contacted the Office of Disability Resources and need accommodations, (note taking assistance, extended time for tests, etc.), I will be happy to refer you. The office will require appropriate documentation of disability. Their phone number is 540-654-1266.
Sample Assignment: Portfolio

This assignment, the final portfolio, is the summation of your digital identity and your work this semester. Accordingly, this project replaces a final exam for this course.

Early this semester, you created a website hosted with a domain of your own. In the last few weeks, you’ve been blogging on that domain. Now it’s time to make that website of yours work more like a portfolio. There are several different ways you might organize your content, and since you own your webspace, you should feel free to experiment.

Requirements

• **A working, functional domain name.**
  I type in "yourdomainname.com" and I see a webpage about you, including either the content of your portfolio or a link to it. I do NOT want to see the default umwdomains placeholder page or a slightly modified version of it. Make a decision now about whether you want a separate wordpress installation as your homepage, whether you want to hand-code a "splash" page, or whether you want to take some other approach.

• **A unique, customized web design.**
  If you stick with wordpress, use some other theme than the default. Work with your theme’s settings and modify your its CSS files to make at least 12 total significant changes to the design including color, typography, images, layout, etc.. Make note of these changes and list them in your Portfolio Analysis essay.

• **Some content from this class.**
  Normally, that would be all of your projects, but the reflective/analytical essays may not be appropriate. It’s up to you. At a minimum, include your rhetorical image, your feature essay, your game prototype details, and your blog. You should also include some of the digital work completed for Achievements.

• **An "about me" and/or "contact".**
  This can be brief and informal. Consider including a picture of yourself. When you include contact information, think carefully about what to present to the public, but do include at least an email address hosted at your own domain, e.g. zach@zachwhalen.net.

Additionally, to do well on this assignment, your portfolio should strive for the following.

• **Your portfolio should function like a well-structured website.**
  Include an intuitive navigation that utilizes a logical homepage or starting page. Create a "Contact" page. Make sure that each project and each page includes sufficient context, and organize it so there is room to grow. Provide links to social media profiles where appropriate. Also, if you make a new site, don’t forget to set up google analytics.

• **Your content should be revised.**
  As you post content, make sure to revise it and correct any errors or identified shortcomings that were noted in their assessment or peer review. If you simply wanted to do more but ran out of time, take some time now to finish your project well. The point is to showcase your best work possible, so make it shine. Specifically, do something new -- use some technique or technology that I didn't walk you through in class.
• **Your sources should be documented.**
  In all cases, ensure that images are properly sourced and accounted for with regard to copyright. Any image that appears on your website in violation of copyright will lead to a significant grade penalty.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain Name</td>
<td>This area will be used by the assessor to leave comments related to this criterion.</td>
<td>40 pts</td>
</tr>
<tr>
<td>Design (at least 12 specific tweaks)</td>
<td>This area will be used by the assessor to leave comments related to this criterion.</td>
<td>48 pts</td>
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<tr>
<td>Content</td>
<td>This area will be used by the assessor to leave comments related to this criterion.</td>
<td>30 pts</td>
</tr>
<tr>
<td>Contact information</td>
<td>This area will be used by the assessor to leave comments related to this criterion.</td>
<td>30 pts</td>
</tr>
<tr>
<td>Structure</td>
<td>This area will be used by the assessor to leave comments related to this criterion.</td>
<td>30 pts</td>
</tr>
<tr>
<td>Correctness and Documentation</td>
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<td>22 pts</td>
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<td>Total Points: 200</td>
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