General Education Program
Request for Writing or Speaking Intensive Marker

Use this form to request ONLY either the WI or SI marker. Use the General Education Category and Marker Request Form to request a category designation or Global (GL) or Global Non-Western (GN) marker. For advice about developing a successful General Education Program course request and model syllabi, consult the General Education Council’s webpage (http://genedcouncil.uncg.edu).

Submit the entire completed form as a Word file or PDF to the General Education Council (GEC) at gened@uncg.edu. NOTE: All signature sheets must be signed by the appropriate persons and submitted together with all other documents. The WI and SI Committees consider requests for category and marker designations that accompany new or amended course proposals only after those proposals have been approved by the Undergraduate Curriculum Committee (UCC). Check the General Education Council webpage for meeting dates and submission deadlines.

To be approved for the Writing-Intensive (WI) or Speaking-Intensive (SI) General Education marker designations, courses must*:
1. Clearly address the specific Student Learning Outcomes for the General Education marker requested.

(*Approved by the UNCG Faculty Senate December, 2013)

Basic Course Information

1. Course Prefix, Number, and Title: English 391: Studies in Digital Studio Theory and Practice

2. Department: English Telephone: 336-256-0515

3. Name & e-mail address of the person initiating this request: Lindsay Sabatino, lasabat@uncg.edu

4. Semester for which the category and/or marker is first being sought: Spring 2015

5. Marker credit is being sought for:

☒ the course as approved when taught by: (Instructor name) Lindsay Sabatino

☐ all times the course is offered according to the guidelines submitted by these Instructors or others:

________________________________________________________________________

IF YOU ARE SEEKING A SPEAKING INTENSIVE (SI) MARKER

Please include the following in your proposal:

1. Syllabus: Attach a syllabus following the standard format in the UNCG Curriculum Guide (http://curriculumguide.uncg.edu/). The syllabus should also reflect instruction time for developing oral competency prior to speaking opportunities, the grading distribution for oral assignments (beyond regular class participation grades), and oral communication learning outcomes.
2. **Explanations:** Attach an explanation of how the course satisfies each of the SI Guidelines A-G below.

**A. What types of public, interpersonal, and/or group communication assignments and activities will you use?**

In English 391 “Studies in Digital Studio Theory and Practice,” students will present ideas one-on-one and in large groups. In order to achieve speaking intensive learning goals, we will use small group and whole class discussion, role-playing, oral presentations and workshops, and instructor and peer feedback. Students will orally reflect on the readings and present concepts during class discussions and activities (ungraded). In the Technology and Literacy assignment, students will record an individual presentation, where each student explains his or her own experience learning a digital literacy, and share it electronically with the class. Additionally, students will conduct group workshops to the class in which they lead their peers through the planning, creating and designing stages of a rhetorically and aesthetically compelling digital project. Lastly, the students will conduct tutoring sessions either one-on-one or in a group in the Digital ACT Studio.

**B. How will these assignments and activities both help students improve their oral communication competency and promote learning of class material?**

Through the assignments explained above in A, students will learn what it means to be an effective communicator, how to reach an audience, and how to apply what they are learning about peer consulting and digital literacies to the class and future work in Digital Studio. These assignments will help them gain confidence, understand the importance of engaging an audience, the different oral communication competencies between one-on-one consultations and group class workshops, respond to questions, and develop clear communication.

**C. How will you provide public, interpersonal and/or group communication instruction?**

During the first few classes, we will discuss the importance of active listening and responding to each other in class discussions. This will also be significantly emphasized and revisited throughout the semester as we read and discuss engaging in collaboration, delivery, asking questions, and peer consulting. Additionally, we will use at least one class session a couple of weeks before each assignment is due discussing the NCA’s Criteria guide and the speaking intensive competencies for each assignment.

**D. How will you provide constructive feedback, and opportunities for improvement?**

I will provide students with both written and oral feedback based on the NCA’s eight competencies and criteria. They will receive individual written feedback for each assignment as well as feedback during class and through individual one-to-one conferences throughout the semester. With multiple speaking intensive assignments, the students will have the opportunity to apply the feedback from one assignment into the next assignment.

**E. How will you assess oral communication competency?**

I will assess oral communication competency based on the use of language and vocabulary appropriate for audience, the ability to engage the audience, the organization of the discussion, the explanation of ideas and concepts, and the adjustments made based on audience needs or questions. We will use the NCA’s Criteria evaluation form and discuss these criteria as well as any modifications or additions based on
student input. For samples of previous assessment for these assignments, see attached rubric and checklist added to the end of the syllabus. This assessment will most directly impact their Group Workshop Project because they will be assessed on how they communicate within their group, how they share the information with the class, and how they work together as a group. The speaking intensive component of this course is 30% of the final grade.

F. Because of the personal attention and guidance that students will receive, class size should not exceed 25. In exceptional cases where this must be exceeded, specify what additional resources (e.g., reduced teaching load, graduate teaching assistant) will ensure that students receive the attention needed in a Speaking Intensive course.

This course is capped at 15 students.

G. If SI credit is sought all times the course is offered as proposed, explain what will be done to ensure appropriate faculty preparation to maintain the integrity of the course.

SIGNATURE SHEET FOR GENERAL EDUCATION WRITING INTENSIVE AND SPEAKING INTENSIVE MARKER REQUESTS

Please have the following signature sheet signed, scanned, and emailed to the General Education Council at genesd@uncg.edu. Please ensure that the signature sheet is submitted together with the full General Education marker request.

1. Course Number ________________________ Contact Person ________________________ Telephone ________________________

2. Date ________________________ Department Head ________________________

3. Date Approved ________________________ Chair, Unit Curriculum Committee ________________________

All new or amended courses must be approved by UCC before they can be reviewed for General Education markers or General Education category designations.

WI and SI Committee Use Only

4. Does student work in the course adequately engage the WI or SI Marker Student Learning Outcomes and does the course meet general expectations for the category or marker? Yes □ No □

Comments:
5. ______ Approved  ______ Denied

(If denied, please explain denial on separate page) ______________________________________

Chair, WI/SI Committee

Date __________________________

rev. 8/16/14
3. **Signature sheet**: Found at the end of this form

**Signature Sheet for WI and SI Requests**

Please have the following signature sheet signed and mailed to the Communication Across the Curriculum Office, 3211 MHRA. You may also scan this signature sheet and e-mail it to sryarbro@uncg.edu.

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**Department Head**

**Date Approved**

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**Chair, Unit Curriculum Committee**
The University of North Carolina Greensboro

Course Number: ENG 391
Course Title: Studies in Digital Studio Theory and Practice
Credits: 3:2:3

Prerequisites: Permission of instructor.

For Whom Planned: This course is for students who want to be trained to work as consultants in the University Digital ACT Studio. This course is for all undergraduate students. It is an elective course.

Instructor: Lindsay A. Sabatino
Office: 043 Jackson Library, Lower Level
Office Phone: 336-356-0515
E-mail: lasabati@uncg.edu

Catalog Description
Explores digital rhetoric, aesthetic design, and pedagogy; training Digital Studio consultants to conduct individualized tutorials and workshops. Students cannot receive English major elective credit for both ENG 390 and 391.

Digital Studio Practicum
In addition to our classroom lectures, readings, presentations, and discussions, part of your learning experience will include practicum, which involves hands-on time in the University Digital ACT Studio. You must be in the Studio for three hours each week to observe seasoned consultants, learn policies and procedures, and apply the theory we have been learning about in class. This course is designed as a practicum for the University Digital ACT Studio similar to ENG 390 for the University Writing Center.

Long Description
The goal of this course is to explore the concepts behind digital literacies and understand best practices for providing helpful feedback and responding as an engaged audience. Together, we will discuss what it means to effectively communicate through different modes of technology and digital assignments. In this course, we will explore digital design, technological and digital literacies and policies, tutoring practices, storytelling, and communication.

The course content includes discussions of theories that inform peer tutoring practices and pedagogy, collaborative learning, and digital literacy research. You should expect to work collaboratively inside and outside of the class. We will learn the focus of audience, purpose, and context when helping designers create projects that effectively communicate their goals. As we venture on this journey, do not expect that you will leave this class prepared for every situation that may arise in the Studio; instead, you will obtain a better understanding of how to assist designers with their projects.
Student Learning Outcomes

At the completion of this course, the student will be able to

1. Recognize that various digital technologies and literacies are modes of communication and a social activity.
2. Recognize and write in genres appropriate to the discipline(s) of the primary subject matter of the course.
3. Use formal and informal writing approaches to writing and multiple drafts to deepen mastery of the subject.
4. Demonstrate the ability to present orally, in writing, or through digital composition genres appropriate to the discipline(s) of the primary subject matter of the course.
5. Demonstrate the reading skill required to analyze and produce texts from a variety of contexts and media.
6. Critically evaluate written, oral, and/or visual arguments.
7. Evaluate and examine effective, organized digital projects to communicate clearly and demonstrate awareness of audience, adequate levels of detail, and overall coherence.
8. Incorporate constructive feedback from readers and listeners to improve written work and oral presentations.
9. Adapt modes of communication that helps designers match medium, message, and context to create projects that most effectively achieve the purpose they intend for their chosen audience.

The student will also have the ability to

10. Understand the general nature and purpose of tutoring practices, philosophies, and pedagogy.
11. Deliver an effective conference-style presentation or workshop for faculty and students.
12. Explain what approaches and strategies cultivate an effective learning environment.
13. Demonstrate an understanding of how changes in technological and social situations conditioned the development of rhetorical theory and practice.

Speaking Intensive Learning Outcome

Students will be able to speak in genres appropriate to the disciplines(s) of the primary subject matter of the course.

Teaching Methods

This course will consist of a combination of lecture, discussion, and practicum. In order to achieve learning goals, we will use small group and whole class discussion (SLO #1, 2, 4, 5, 6, 7, 8, 9, 13), role-playing (SLO #6, 8, 9, 10, 12), oral presentations and workshops (SLO #1, 4, 7, 10, 12), reflection papers (SLO #3, 5, 6), research (SLO # 1, 3, 4, 5, 6, 8, 9) and instructor and peer feedback (SLO # 3, 8).

Assignments for Achieving Learning Outcomes: Course Requirements

1. You must complete "Assignment A: Digital Literacy Narratives" (total of 5% of your final grade).
Details are available in the “Assignments” bin on the Blackboard site.

2. You must complete “Assignment B: Observation and Reflection” (total of 10% of your final grade). Details are available in the “Assignments” bin on the Blackboard site.

3. You must complete “Assignment C: Technology and Literacy” (total of 25% of your final grade). Details are available in the “Assignments” bin on the Blackboard site.

4. You must complete “Assignment D: Group Workshop Project” (total of 25% of your final grade). Details are available in the “Assignments” bin on the Blackboard site.

5. You must complete “Assignment E: Digital Literacy Tutoring Philosophy” (total of 10% of your final grade). Details are available in the “Assignments” bin on the Blackboard site.

6. You must complete “Assignment F: Multimodal Composition Project—UNCG DLC Digiteer’s Handbook” (total of 10% of your final grade).

7. Most weeks you will write 3-5 pages in response to ideas and concepts we will be reading and discussing.

8. There will be no mid-term or final examinations.

**Course Writing Projects**

**Writing Responses**

Throughout this course, each student will have short writing assignments to hand in or complete in-class. The writing assignments will be at least 3-5 pages a week and 30-50 pages of reading. These responses are a way for students to experiment with their ideas and work out their thoughts about the concepts in the texts. They will not be expected to master the ideas, but instead reflect on them, incorporating their reactions and experiences. Take this time to play with your ideas and use different styles of writing and verse. These will be used as an open dialogue between the student and the instructor. These assignments will meet Student Learning Objectives (SLOs) 1, 2 and 4.

**Assignment A: Digital Literacy Narratives**

In this 4-5 page writing assignment, students will write a narrative about their own experiences with digital literacy acquisition. The concept of digital literacy is open. Digital literacy does not mean simply having technical expertise; it means being able to recognize the intellectual, emotional, ethical, and aesthetic effects that the technology—whether websites, video, audio, text, or animated media—will have on an audience. Students will examine how they see digital literacies working in their lives, community, and culture. The narrative can be triumphant, failing, mixed, or convoluted, but should focus on the learning process and the insight that may be drawn upon for tutoring (such as suggesting parameters or potential vehicles for learning). The discussion should be directed to peers within this class, and they will support the revision process during class time. Students must decide what direction they want to take this and what they incorporate through their analysis of literacy. Students will revise this assignment based on the instructor’s written and oral feedback for a grade. This assignment will meet Student Learning Objectives (SLOs) 1, 3, 7 and 12.
Assignment B: Observation and Reflection

For this assignment, you will observe a consulting session in the Digital Studio (at least 30 minutes long). You will take notes and write up a report about the session, which will include a 3-5 page summary and analysis. You will follow up this assignment with a personal reflection on your own practices in the studio. You will revise this assignment based on the instructor’s written and oral feedback for a grade. This assignment meets Student Learning Objectives (SLOs) 6, 8, 9, and 11.

Assignment C: Technology and Literacy

(25%– Step 1&2 = 10%, Step 3 = 5%, Step 4=5%, Step 5=5%)

Technology has become more integrated in the ways we communicate with each other. We all use digital and technological literacies that are already a part of our daily lives. This is an opportunity for you to use your imagination and share literacies with the rest of the class through technology: PowerPoint, Prezi, music, video, podcasts, designing video games, building webpages, digital storytelling, 3D printing, animation etc.

You must design a technologically-based project that communicates your examination of your digital and technological worlds. This assignment must be based upon a technological literacy you employ. As a class, we will examine the NCA’s eight public speaking competencies and criteria for assessment and determine together the overall criteria by which the individual will be graded (See attached rubric and checklist for past examples of assessment). This assignment meets Student Learning Objectives (SLOs) 1, 3, 5, 7, 8, 11 and 12.

Purpose and audience: Eventually, you may give the oral presentations at development workshops for classes that visit the Digital ACTS. The video presentations will be the beginnings of a digital instruction for future UNCG students to use in DACTS—presumably, first-time users of the application you demonstrate.

Step 1. For this project, you will create a video of yourself (using Adobe Presenter, Adobe Premier, or similar program) delivering the presentation. In this presentation, you will use a digital application (such as Knoodel, Flash, Prezi, PowerPoint, Open Office Impress, or Apple Keynote) to instruct an audience in how to create a rhetorically effective digital project of some kind. You may use one presentation software to give a presentation about how to use another software, or you may use the same software in the presentation that you are explaining how to use.

Step 2. You will post the video on Blackboard.

Step 3. You will view each other’s online presentations and give feedback to each other about their Assignment T&La. This is Assignment T&Lb.

Step 4. You will rank-order the feedback you receive from your peers stating which feedback you found to be most helpful, or respond to the feedback you received on Assignment 1a. This is Assignment T&Lc. This will be posted in a Writing Response section.

Step 5. You will write-up how you could revise your online presentation to respond appropriately to the feedback you received.
Assignment D: Group Workshop Project

Each group will develop a workshop generated around a technology, digital literacy, or media they see being used either in the Digital Studio or around campus. Each team will organize itself and distribute the work responsibilities among its members. Each team will write an MOU (Memorandum of Understanding) spelling out these responsibilities. Each member will sign it, and the team will deliver the MOU to the instructor. As a class, we will examine the NCA’s eight public speaking competencies and criteria for assessment and determine together the overall criteria by which the individual will be graded (See attached rubric and checklist for past examples of assessment). This assignment meets Student Learning Objectives (SLOs) 1, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12.

Step 1. The students will interview students and/or faculty about their uses of this digital component to determine the various ways it is used and determine effective tutoring approaches for this mode.

Step 2. Each group will determine which technology or digital literacy they would like workshop for the class.

Step 3. Students will determine the best approach for engaging their peers to help them learn how to use this technology or digital literacy effectively. They will familiarize themselves with the mode of their choosing and research effective communication through this digital medium. This will be modeled by observing workshops being conducted in the Digital Studio.

Step 4. As a group (15%), students will conduct a workshop leading their peers through the use of this technology. They will be graded on their knowledge of the technology, how they communicate and share this information with the class, and how they work together as a group.

Step 5. Individually (10%), each student will write a short paper that explains his or her perspective of the technology and suggestions for tutoring practices.

Digital Literacy Tutoring Philosophy

The digital literacy philosophy is a culminating project where students determine what tutoring practices best suit the Digital Studio. By analyzing the readings in this course, they will share their ideas on which approaches and strategies cultivate an effective learning environment in the Digital Studio. They should refer directly to the scholarship we have read. In addition to analyzing the readings and approaches to digital literacies, they will provide a self-reflective statement of their beliefs about tutoring, digital literacies, and learning. These should be supported by the scholarship, research, and personal observations. In addition to general comments, they should discuss how to put these beliefs into practice.
by including concrete examples. They can draw on their observations and tutoring in the Digital Studio. This assignment meets Student Learning Objectives (SLOs) 1, 2, 3, 4, 6, 8, 9, 11, and 12.

**Multimodal Composition Project—UNCG Digital Studio Handbook**

Multimodal texts are works that use more than just words and letters to communicate a thought. They may include audio, video, photographs, drawings—basically, any visual element used to supplement the text in some purposeful way.

For this assignment, students will work in teams, with each team producing one chapter of “The Digiteer’s Handbook: Essential Information for Peer Consultants in the UNCG Digital Studio.” This will be a multimodal, digitally published handbook that we will use next year; consultants who follow in each course will revise the handbook as needed. Students will be building on the previous UNCG Digital Studio Handbook. They can choose either to add or revise a previous chapter significantly, or write a new one if they feel the subject is not dealt with extensively enough. This assignment meets Student Learning Objectives (SLOs) 1, 2, 3, 4, 5, 6, 8, 9, 11, and 12.

**Step 1.** Look at some existing consultant handbooks, such as

- [http://www.stolaf.edu/services/asc/media/tutor-handbook.pdf](http://www.stolaf.edu/services/asc/media/tutor-handbook.pdf)
- [http://sites.harvard.edu/fs/docs/icb.topic959770.files/ESL%20Handbook%20Reformatted%20July%202012.pdf](http://sites.harvard.edu/fs/docs/icb.topic959770.files/ESL%20Handbook%20Reformatted%20July%202012.pdf)
- [http://nwbdsp.nwac.edu/writingcenter/resources/eslhandbook](http://nwbdsp.nwac.edu/writingcenter/resources/eslhandbook)
- [http://www.stjohns.edu/academics/centers/iws/writingcenter/consultants/handbook](http://www.stjohns.edu/academics/centers/iws/writingcenter/consultants/handbook)

**Step 2.** The class as a whole will determine what kinds of information should be in the Handbook and how it should be organized.

**Step 3.** The class will form small teams, and each team will be charged with writing one chapter of the Handbook.

**Step 4.** Each team will organize itself, distribute the work responsibilities among its members. Each team will write an MOU (Memorandum of Understanding) spelling out these responsibilities. Each member will sign it, and the team will deliver the MOU to the instructor.

**Step 5.** Each team will submit its chapter for review. This will be your **Assignment Handbook**. Student will be put in review teams and you will give feedback to the teams writing the other chapters (**Assignment Handbook**).

**Step 6.** Students will rank-order the feedback they received from their peers stating which feedback whose feedback they found to be most helpful, or respond to the feedback they received on their (if the technology is ready by then) on Assignment A2a. This is your **Assignment Handbook**.
Step 7. The teams will revise the chapter and submit it to the Instructor. Each team member will receive the same grade.

Materials:
1. Notebook/Binder. You will need a notebook for in-class writing, writing responses, drafts and revisions of writing assignments.
2. Laptop. There will be days where you will be asked to bring your laptop or tablet to class.
3. Printing.
4. Access to a computer, internet and your email account. You should check your UNCG email at least once a day.
   a. When you email me, please include the section number of this course. I will respond to emails during the week within 24 hours. If you have not heard from me within 24 hours, please email me again.

Evaluation and Grading

I make every effort to apply criteria for grading assignments in a fair and consistent manner. If you have any questions about your grade, please see me.

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<td>Technology &amp; Literacy</td>
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<td>Group Workshop Project</td>
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<td>Individual Write-up (10%)</td>
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<td>Digital Literacy Tutoring Philosophy</td>
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<td>Multimodal Composition Project – UNCG’s Digital Studio Handbook</td>
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Grading Scale:

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Required Texts

Required Readings (these readings will be found on Blackboard or in your course packet; each week we will have 30-50 pages of readings)


Ortmeier-Hooper, C. (2008). English may be my second language, but I’m not ESL. *College Composition and Communication*, 59(3), 389-419.


**Academic Integrity Code:**

Students are expected to adhere to the UNCG Academic Integrity Policy, discussed in the first class and linked from the syllabus. See http://studentconduct.uncg.edu

**Attendance**

Regular and prompt attendance is expected of all students as well as remaining actively engaged for the duration of the class. You will receive no credit for the day if you fall asleep in class or are otherwise disengaged. Because this class will be heavily centered on in-class discussion, group work, and in-class projects, your attendance is required.

- **You are allowed to have three unexcused absences without penalty:** every absence after the 3rd lower your final grade up to a third of a letter grade at my discretion.
- **If you are going to be absent, please contact me.**
- **Missing more than 6 classes will result in failure of the course.**
- **Bonus:** If you do not use any of your personal days, you will be rewarded 2%.
- **Missing a scheduled conference (without proper notice) is also considered a class absence.**
- **You are also responsible for the assignments and class notes from the day(s) which you missed.**
- **Being late for class, or leaving before class is over, will count as one-half of an absence.**
Conferences
This is considered a part of your attendance of this course. Your instructor will meet with you minimum of three times throughout the semester. During these conferences, we will discuss your writing, ideas, progress and performance in class. This is a great opportunity for you to check on your progress in class and ask me questions. The minimum of three conferences is required. If you want to meet with me more than these three conferences, you can come see me during my office hours or by appointment.

Accommodations for Students
Any student with a disability who may require an accommodation for this class should be sure to document their disability with the Office of Accessibility Resources & Services (Office of Accessibility Resources & Services, Suite 215, EUC, 336-334-5440, oars@uncg.edu). Please request the Disability Support Services office to send me a letter, confirming your registration with their office and the accommodations you qualify for. Also, please schedule to meet or communicate with me as soon as possible, in order to discuss your accommodation needs for this class.

Additional Information

Deadlines
Assignments are due on the dates listed on the Tentative Calendar. In order to pass this class you must hand in all major assignments – Technology & Literacy, Group Workshop Project, Digital Literacy Tutoring Philosophy, and Digital Handbook. Late assignments will be accepted but will not receive full credit. Any assignment submitted after the deadline (the close of class the day the assignment is due) will be penalized 5% for each day it is overdue, except in cases of serious personal illness or extreme personal circumstances discussed with me prior to or immediately after (in emergencies) the deadline. I will not accept smaller assignments (Writing Responses and Digital Literacy Narrative) if it is over a week overdue.

Composing Writing Projects
"It is the work that happens between the drafts that matters" Morris Young, Minor Re/Visions
Composing is a process and you will have to write, design, edit, sketch, etc. multiple drafts. A lot of learning and grappling with ideas takes place between drafts. It does not only happen while you are sitting in front of your computer wracking your brain at 2 a.m. I want you to pay attention to this process and learn what works best for you.

Revision
Since writing is a process, all students will have the opportunity to revise a paper and resubmit it for a higher grade. In order to do so, you must first visit with me and the writing center. This does not include the Digital Literacy Tutoring Philosophy or the Multimodal Composition Project – UNCG’s Digiteer’s Handbook.
The Writing Center
The writing center is an excellent resource. You will go to the writing center for at least one project this semester and hopefully will continue to go after that. Through a collaborative session with a consultant, you can develop any part of the writing process. At some point in the semester, we will take a trip to the writing center as a class so you can work with consultants and learn the scope of the writing center.

Location: 3211 MHRA Building
Phone: 336.334.3125
Webpage: http://www.uncg.edu/eng/writingcenter/

The Speaking Center
The speaking center is another valuable resource on campus. You will also go to the speaking center for at least one project this semester. The speaking center will help you will you put words to your ideas. They will provide you guidance and feedback on areas of delivery, interpersonal communication, and group or team communication. At some point in the semester, we will take a trip to the speaking center as a class so you can work with consultants and learn the scope of the speaking center.

Location: 3211 MHRA Building
Phone: 336.256.1346
Webpage: http://speakingcenter.uncg.edu/

The Public Nature of Composing
Whenever we compose, we compose for an audience. Sometimes the audience is your friends, your colleagues, your professors, your significant other, your parents, or even yourself. Keep in mind that when we write/design/compose in this class, we will share our pieces with others to get feedback, comments, and critiques. Therefore, please avoid using subjects that you do not feel comfortable sharing. To become effective communicators, one must know how to share, critique, and appreciate comments from others.

Respect
Appropriate, professional and respectful demeanor is expected from all students. While I highly encourage you to share your opinions, be mindful of your comments and use good judgment. Any rude behavior or offensive language will not be accepted. Texting, playing games, or using technology inappropriately during class is seen as disrespectful.

Guidelines for Assignments
Assignments should be submitted in MLA, APA, or any other format. Type all assignments on a computer and print it out on standard, white 8.5 x 11-inch paper, double-space the text of your paper, and use 12 pt Font Times New Roman. Cite sources and create a work cited page. For additional questions and formatting, go to the writing center or refer to http://owl.english.purdue.edu/owl/resource/557/01/
Sample Topical Outline

Part I: Defining and Understanding Digital Literacies

Week 1
Tuesday, January 14: Introductions
Thursday, January 16:
Readings
  - McCloud’s “Understanding Comics”
  - McCloud’s “Show and Tell”
Due
  - Writing Response: Write about a time when you had to work hard to overcome something. A time you had to keep working at something in order to be successful. Explain the moments when you were extremely frustrated and how you were able to work through them. How did you handle the situation? What was the end result?
Activity: Discussion of writing responses, in-class discussions and participation, and Digital Literacy Assignment.

Week 2
Tuesday, January 21:
Readings
Due
  - Writing Response: 2 pages. Think about the definitions you provided on the first day. Explain how the readings shape your ideas of digital literacy. Does it change your definition?
Activity: How do we define digital literacies? What constitutes a digital literacy? How do you know?

Thursday, January 23:
Readings
Due
Writing Response: 1.5-2 pages. What does it mean to be a student, consumer, learner in the 21st century? How do you see these ideas of literacy “fitting into” education? How do you see education evolving based on these readings, and your own experiences with technology?

Activity: Bring a copy of your Digital Literacy Narrative for peer review.

Part II: Consulting Peer-to-Peer Practices

Week 3
Tuesday, January 28:
Readings


Due: Digital Literacy Narrative
Activity: Designing a Multiliteracy Center

Thursday, January 30:
Readings

- Helping Writers One to One, Chapters 1-3

Due
- Writing Response: 3 pages. Based on the readings this week and reflecting on delivery, what strategies will you use as a peer tutor? What do you feel could be effective? How do you believe communication and collaboration work in the sessions? Discuss the readings of the week.

Week 4
Conferences: Instead of consulting in DACTS this week, you will conference with me.
Tuesday, February 4:
Readings
- *Helping Writers One to One*, Chapters 4-5

Due
- Writing Response: 3 pages. How do you feel a tutor should handle an emotionally charged session? What is the tutor’s responsibility? Discuss specific moments.
Activity: Dealing with emotionally charged sessions. How do you engage reluctant clients?

Thursday, February 6:
Readings
- *Helping Writers One to One*, Chapter 9-12.

Due
- Revision of Digital Literacy Narratives
Activity: Improv and balancing multiple agendas. Workshop on summary vs. analysis.

Week 5
Tuesday, February 11:
Due: *Observation and Reflection*
Activity: Discussion of what practices are taking place in the Digital Studio.

Thursday, February 13:
Readings
- *Helping Writers One to One*, Chapter 6-7.
- Ortmeier-Hooper, C. (2008). English may be my second language, but I’m not ESL. *College Composition and Communication, 59*(3), 389-419.

Due
- Writing Response: 1-2 pages. What are best practices for engaging students whose first language is not English?

Week 6
Conferences: Instead of consulting in DACTS this week, we will conference.
Tuesday, February 18:
Readings
- *Helping Writers One to One*, Chapter 15.

Due
- Writing Response: 2 pages. How does online tutoring fit into the DACTS?
Activity: Discussion of online practices and testing out the tutoring software.

Thursday, February 20:
Readings

**Due**

- Writing Response: 1.5-2 pages. How do the practices for working with students whose first language is not English fit in with online tutoring practices? What obstacles might you face?

**Week 7**

**Tuesday, February 25:**

**Readings**

- *Helping Writers One to One*, Chapter 13, 17.

**Due**

- Writing Response: 2 pages. How does plagiarism affect digital assignments? What do you believe constitutes as plagiarism?

**Activity:** Meeting with someone from the DMC to discuss copyright laws and resources available to designers.

**Thursday, February 27:**

**Readings**


**Activity:** Learning ability awareness

**Due**

- Revision of Observation and Reflection Report

**Part III: Understanding Digital Literacies in Education**

**Thursday, February 27:**

**Readings**

Due

- Writing Response: 2 pages. TBA.

Activity: Discussion of what makes an effective presentation or workshop based on audience and content.

**Week 8**

*Conferences: Instead of consulting in DACTS this week, we will conference.*

**Tuesday, March 4:**

**Readings**

- Hilligoss and Howard, Chapters 4-6

**Thursday, March 6:**

**Readings**

- Hilligoss and Howard, Chapters 7-9

**Due**

- Revision of Digital Literacy Narratives and the Observation & Reflection Report due by this date.

**Week 9**

*Spring Break – No Classes March 9-16*

**Week 10**

**Tuesday, March 18:**

Activity: Work on Technology and Literacy Projects.

**Thursday, March 20:**

**Readings**


**Due**

- Technology & Literacy

Activity: Discussion of technology preferences, conducting research and interviews.

**Week 11**

**Tuesday, March 25:**

**Readings**

- New Media Writer

**Thursday, March 27:**

**Readings**


**Due**

- Writing Response: 2 pages. How do you believe DACTS can encourage faculty? What does Journet have to say about this? Do you believe the digital divide between students and faculty is fact or fiction? What experiences do you have to support that?

**Week 12**

*Optional Conferences: Instead of consulting in DACTS this week your group will conference with me.*

**Tuesday, April 1:**

**Readings**


**Due**

- Writing Response: 1.5 pages. Discuss the importance of storytelling. State how you see video composing contributing to new forms of media.

**Activity:** Storyboarding

**Thursday, April 3:**

**Readings**


**Activity:** How can you market yourself for future careers?

**Week 13**

**Tuesday, April 8:**

**Activity:** Organize group workshop projects

**Thursday, April 10:**

**Activity:** Discussion of Handbook and group workshop projects

**Week 14**

**Tuesday, April 15:** Due: *Workshop Projects*

**Thursday, April 17:** Due: *Workshop Projects*

**Week 15**

**Tuesday, April 22:** Reflection, in-class workshopping and peer review

**Thursday, April 24:**

Due: *Digital Literacy Tutoring Philosophy*
Due: Multimodal Composition Project – UNCG's Digiteer's Handbook
I. The NCA Competent Speaker Speech Evaluation Form

Course: _______  Semester: _____________  Date: ______________  Project: ____________

Speaker(s): ____________________________________________________________

<table>
<thead>
<tr>
<th>PRESENTATIONAL COMPETENCIES</th>
<th>RATINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency One:</strong> Chooses and narrows a topic appropriately for the audience &amp; occasion</td>
<td>Un satisfactory</td>
</tr>
<tr>
<td><strong>Competency Two:</strong> Communicates the thesis/specific purpose in a manner appropriate for the audience &amp; occasion</td>
<td>Un satisfactory</td>
</tr>
<tr>
<td><strong>Competency Three:</strong> Provides supporting material (including electronic and non-electronic presentational aids) appropriate for the audience &amp; occasion</td>
<td>Un satisfactory</td>
</tr>
<tr>
<td><strong>Competency Four:</strong> Uses an organizational pattern appropriate to the topic, audience, occasion, &amp; purpose</td>
<td>Un satisfactory</td>
</tr>
<tr>
<td><strong>Competency Five:</strong> Uses language appropriate to the audience &amp; occasion</td>
<td>Un satisfactory</td>
</tr>
<tr>
<td><strong>Competency Six:</strong> Uses vocal variety in rate, pitch, &amp; intensity (volume) to heighten &amp; maintain interest appropriate to the audience &amp; occasion</td>
<td>Un satisfactory</td>
</tr>
<tr>
<td><strong>Competency Seven:</strong> Uses pronunciation, grammar, &amp; articulation appropriate to the audience &amp; occasion</td>
<td>Un satisfactory</td>
</tr>
<tr>
<td><strong>Competency Eight:</strong> Uses physical behaviors that support the verbal message</td>
<td>Un satisfactory</td>
</tr>
</tbody>
</table>

General Comments: ______________________________________________________ |

Summative Scores of Eight Competencies: ______
The NCA Competent Speaker Holistic Speech Evaluation Form

Course: ___________  Semester: ___________  Date: ___________  Project: _________________________

Speaker(s): _________________________

<table>
<thead>
<tr>
<th>PREPARATION AND CONTENT</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Chooses and narrows topic appropriately</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☑ Communicates thesis/specific purpose</td>
<td></td>
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</tr>
<tr>
<td>☑ Provides appropriate supporting material (includes presentational aids)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☑ Uses an effective organizational pattern</td>
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</tbody>
</table>

| PRESENTATION AND DELIVERY                                                               |                |              |           |
| ☑ Uses language appropriately                                                          |                |              |           |
| ☑ Uses vocal variety in rate, pitch, and intensity                                       |                |              |           |
| ☑ Uses appropriate pronunciation, grammar, and articulation                             |                |              |           |
| ☑ Uses physical (nonverbal) behaviors that support the verbal message                   |                |              |           |

General Comments:____________________________________________________________________

Summative Score: ___________
Assignment C: Technology and Literacy
(25%-- Step 1&2 = 10%, Step 3&4=10%, Step 5=5%)

Technology has become more integrated in the ways we communicate with each other. We all use digital and technological literacies that are already a part of our daily lives. This is an opportunity for you to use your imagination and share literacies with the rest of the class through technology: PowerPoint, Prezi, music, video, podcasts, designing video games, building webpages, digital storytelling, 3D printing, animation etc.

You must design a technologically-based project that communicates your examination of your digital and technological worlds. This assignment must be based upon a technological literacy you employ. As a class, we will determine together the criteria by which the individual will be graded. You must take this assignment or the Group Workshop Project to the Speaking Center for feedback. This assignment meets Student Learning Objectives (SLOs) 1, 3, 5, 7, 8, 11 and 12.

Purpose and audience: Eventually, you may give the oral presentations at development workshops for classes that visit the Digital ACTS. The video presentations will be the beginnings of a digital instruction for future UNCG students to use in DACTS—presumably, first-time users of the application you demonstrate.

Step 1. For this project, you will create a video of yourself (using Adobe Presenter, Adobe Premier, or similar program) delivering the presentation. In this presentation, you will use a digital application (such as Knoode, Flash, Prezi, PowerPoint, Open Office Impress, or Apple Keynote) to instruct an audience in how to create a rhetorically effective digital project of some kind. You may use one presentation software to give a presentation about how to use another software, or you may use the same software in the presentation that you are explaining how to use.

Step 2. You will post the video on Blackboard.

Step 3. You will view each other’s online presentations and give feedback to each other about their Assignment T&La. This is Assignment T&Lb.

Step 4. You will rank-order the feedback you receive from your peers stating which feedback you found to be most helpful, or respond to the feedback you received on Assignment 1a. This is Assignment T&Lc. This will be posted in a Writing Response section.

Step 5. You will write-up how you could revise your online presentation to respond appropriately to the feedback you received.

Designer Checklist (Requirements for the assignment)
Steps 1&2:

- Chose a technology/digital composition that you use to communicate with others, the world, yourself.
- Created a video that had general appeal.
- Video is informative and engaging to your audience.
Video is accessible to designers and wide audience.

Video instructs an audience in how to create a rhetorically effective digital project of some kind.

Provide specific examples that demonstrate that ways to create a rhetorically effective digital project of some kind.

Video incorporated techniques from the readings.

As the designer of the video you developed a credibility or ethos.

Video is effective in instructing the audience and explaining what it means to create a rhetorically effective and aesthetically compelling project.

Explained what an outsider would need to know in order to communicate through this technology.

Good flow of information. It is easy to follow with a progression that makes sense.

Includes clear examples and details.

All materials are properly cited and consider copyright laws.

Step 3&4:

Provided thoughtful and critical feedback to your peers.

Provided feedback that used techniques from the readings.

Promoted a collaborative nature when providing feedback addressing your peers goals and purposes.

Rank-ordered the feedback you received on your assignment.

Explained what was helpful and effective about the feedback you received.

Explained what was not helpful or promoting your growth as a designer from the feedback you received.

Step 5

Discussed ways you would revise your assignment from the feedback you received.

Discussed specific elements of your feedback and how you would incorporate those changes.

Evolved your revisions beyond the feedback you received to address new areas of revision.

Assignment D: Workshop Project
(Workshop = 20%, Paper = 10%)

You will develop a workshop generated around a technology, digital literacy, or media you see being used either in the Digital Studio or around campus. You must take this assignment to the Speaking Center or Digital ACT Studio for feedback. This assignment meets Student Learning Objectives (SLOs) 1, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12.

Step 1. You will determine the various ways a digital literacy or multimedia project that is being used in courses and determine effective tutoring approaches for this mode (This may involve interviewing instructors or students).

Step 2. You will determine the best approach for engaging your peers to help them learn how to use this technology or digital literacy effectively. You will familiarize yourselves with the mode of your choosing and research effective communication through this digital medium.

Step 3. You will conduct a workshop (20%) that involves leading your peers through the making rhetorically effective and aesthetically compelling choices when composing, providing instruction, preparing an activity, and providing a handout. You will be graded on your knowledge of the technology, how you communicate and share this information with the class.

Step 4. Additionally, you will write a short 4-5 page paper (10%) that explains your process of preparing the workshop, why you chose the workshop you did, how your workshops helps designers, how your workshop connects to the readings, and your perspective of the technology and suggestions for tutoring practices in the studio.

Workshop Checklist

- Design a workshop that leads your peers through the making rhetorically effective and aesthetically compelling choices when composing.
- Workshop focuses on a digital literacy or multimedia project that is being used in courses and determine effective tutoring approaches for this mode.
- Workshop is informative and engages your audience.
- Workshop is accessible to designers and wide audience.
- As a presenter you demonstrate that you are knowledgeable in the subject matter.
- Provide specific examples that demonstrate that ways to create a rhetorically effective and aesthetically compelling digital project of some kind.
- Offer instruction about how to make rhetorically effective and aesthetically compelling choices with a specific digital literacy or multimedia project.
- Includes an activity that enhances the workshop and adds to the knowledge the audience is gaining.
______ Provides a handout that is not just a summary of the workshop, but is effective in instructing the audience and explaining what it means to create a rhetorically effective and aesthetically compelling project.

______ Clear communication with audience (i.e. eye contact, speaks clearly and loudly, shows confidence, responds to questions, engages audience, etc.)

______ Workshop is relatable to the audience.

______ Workshop is thorough and thought-out.

______ All materials are properly cited and consider copyright laws.

Paper Checklist

______ Explains your process of preparing the workshop.

______ Explains why you chose the workshop you did.

______ Describes how your workshops helps designers.

______ Connects your workshop to the course readings.

______ Provides suggestions for tutoring practices in the studio.

______ Provide specific examples and explained in a concrete way.

______ 4-5 pages properly formatted with your citation choice.

______ Grammar, well-organized, paper flows.

______ Went to the Digital ACT Studio or Speaking Center.