



TECHNOLOGY AND ENGLISH STUDIES

Digital Rhetorics: Theory, Method, Practice, Pedagogy

ENG 467 | Spring 2018

Meeting Time:
Classroom:

Illinois State University

Professor Information

Professor: Dr. Erika Sparby
Email:

Office:
Office Hours:

Course Website:

Required Texts

Douglas Eyman, *Digital Rhetoric: Theory, Method, Practice*

Heidi A. McKee and James E. Porter, *The Ethics of Internet Based Research*

Steve Krug, *Don't Make Me Think, Revisited*

Course Description and Objectives

This course explores a specific topic regarding technology in English studies: digital rhetoric. As such, the course begins with an overview of what digital rhetoric is, before examining and discussing it from a variety of angles that will give you broad exposure to theories, methodological considerations, practical applications, and pedagogical approaches to it. We will explore rhetorical, social, political, educational, and ethical dimensions of digital texts, paying particular attention to key topics related to literacy, identity and community, activism and advocacy, agency and power, and ethics in digital spaces. We will explore these topics and others broadly through the readings and during class time, and you will choose one to explore in-depth in your Final Digital Project (FDP).

The course readings and class discussions will help you

- Gain familiarity with and become conversant in contemporary digital rhetoric scholarship;
- Explore and understand digital spaces as rhetorically constructed;
- Understand complex sociocultural dynamics at play in writing spaces;
- Craft ethical digital research projects that empower your subjects;
- Recognize the many and layered elements of digital and multimodal discourse;
- Develop pedagogical philosophies and strategies for teaching digital writing.

Assignment Overview

Weekly Blog Post	25 points
Class Facilitation	10 points
Project I	10 points
Project II	10 points
Project III	10 points
Project IV	10 points
Final Digital Project	25 points

Grading Scale

A	100-90
B	89-80
C	79-70
D	69-60
F	59 or below

Grades are earned, not given. I do not respond to requests for higher grades.

Assignment Descriptions

The assignments in this course are designed meet the course objectives outlined above. **All assignments must be completed to receive a passing grade in the course.** In addition to these projects, regular attendance and participation are expected. You should complete all readings and come to class prepared to discuss them with your peers.

Weekly Blog Post (WBP)

You will keep a weekly blog throughout the semester. In addition, many of your projects will be submitted as pages on your blog. By the end of term, you will write 14 WBPs. Each post will be 500-700 words, and you may choose from two types:

1. Respond directly to the week's readings.
2. Profile a journal that focuses on digital rhetoric.

At least 7 responses should address readings, and at least 3 should profile a journal; you may choose how to approach the remaining 4.

Class Facilitation

MA students will facilitate class once, and PhD students will facilitate twice during the semester. The presentations should last 30-45 minutes and stimulate productive discussions of the readings, although they may also connect to individual research interests and/or professional experiences. They can take many forms: lecture with discussion, small group work, mini-workshop, etc. Facilitations must make use of the classroom technology and include a one-page handout with visual(s) and discussion questions.

Project 1

This project will be a 500-700 word exploration of a potential topic(s) for your FDP. Post the text to new page on your blog.

Project 2

In 500-700 words, explain your research plan and methodological considerations for the FDP. Post the text to a new page on your blog.

Project 3

Build a potential mockup(s) of your digital text for the FDP. Post the design to a new page on your blog.

Project 4

Devise a digital writing lesson plan that you can use. It can be connected to your FDP, but it need not be. Post to a new page on your blog.

Final Digital Project (FDP) + Presentation

The final project for this course will be a digital text that engages with the subject matter of this course in a meaningful way. It can take many forms (website, social media project, digital literacy narrative, interactive course plan, etc) and will include a presentation on the final day. Projects 1 – 4 are designed to scaffold this project, and I will help you finalize your topics, media, and tools.

Course Policies

The policies in this syllabus are considered contractual at Illinois State University. If you remain in the class after day one, you have agreed to all that is required. I reserve the right to change the details of the day-by-day schedule (with advanced notice), but not the requirements outlined above in the course description and below in the policies.

Attendance and Punctuality

As graduate students, you are expected to attend class regularly and arrive on time. However, I understand that life happens and some things can take precedence. Therefore, I allow for two absences, no questions asked. More than two absences will negatively impact your grade (unless you provide valid documentation to explain your absence). In addition, arriving late is a distraction; habitual tardiness will lower your course grade.

Late Work

I accept late work, but only if prior arrangements have been made for an extension. Work submitted late may take longer for me to grade and provide feedback on.

However, I understand that life happens. Keep me in the loop if you are falling behind or struggling to meet deadlines on a regular basis, and I will work with you to ensure you are successful in the course.

Professionalism

During class discussion, class activities, and in your writing, you are expected to treat others with respect. This pertains to other class members, the professor, and group members, well as the audiences you write for and the people you writing about. I do not tolerate intolerant discourses in my classroom. If a student engages in disrespectful or hateful speech, s/he will be asked to leave the classroom; if it happens a second time, s/he will be removed from the course altogether.

You are expected to produce professional, high-quality documents that are appropriate for specific digital writing situations. Because genres may vary across projects, specific guidelines will be given for each of the major assignments.

All ISU students are responsible for upholding the Code of Academic Integrity and the Student Code of Conduct, available [here](#). Submitting an item of academic work that has previously been submitted without fair citation of the original work or authorization by the faculty member supervising the work is prohibited by the Student Code of Conduct. Plagiarism will result in a failing grade for the assignment or for the course.

Technology

This course's information exchange is entirely digital, so a basic knowledge of some digital technologies is required.

- You are expected to back up all files;
- You are expected to have proficiency with your ISU email account and ReggieNet functionality;
- You are expected to become proficient with unfamiliar computer technologies and apps.

Accessibility

Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services.

Location: 350 Fell Hall

Phone: (309) 438-5853

TTY: (309) 438-8620

[Website](#)

[Email](#)

Date	Readings and Activities	Homework
WHAT IS DIGITAL RHETORIC?		
Week 1 Digital Rhetoric Basics		
Jan 18	<p>Douglas Eyman, <i>Digital Rhetoric: Theory Method Practice</i>, "Introduction" (pp. 1-11) and "Defining and Locating Digital Rhetoric" (pp. 12-60)</p> <p>Aaron Hess, <i>Theorizing Digital Rhetoric</i>, "Introduction" (pp.) [PDF]</p> <p>Elizabeth Losh, <i>Virtualpolitik</i>, "Hacking Aristotle: What is Digital Rhetoric?" (pp. 47-95) [PDF]</p> <p>Angela Haas, "Wampum as Hypertext: An American Indian Intellectual Tradition of Multimedia Theory and Practice" (<i>Studies in American Indian Literatures</i>, pp. 77-100) [PDF]</p> <p>Adam Banks, <i>Race, Rhetoric, and Technology</i>, "Looking for Unity in the Midst of Madness" (pp. 1-10) [PDF]</p>	Set up blogs for WPBs
THEORY		
Week 2 Old-School Rhetoric Remixed		
Jan 25	<p>Douglas Eyman, <i>Digital Rhetoric: Theory Method Practice</i>, "Theory" (pp. 61-92)</p> <p>Collin G. Brooks, <i>Lingua Fracta: Towards a Rhetoric of New Media</i>, "Ecology" (pp. 27-59) [PDF]</p> <p>Jim Ridolfo and Danielle E. DeVoss. "Composing for Recomposition: Rhetorical Velocity and Delivery" (<i>Kairos</i>)</p> <p>Aaron Hess, "You Are What You Compute (and What is Computed For You): Considerations of Digital Rhetorical Identification" (<i>Journal of Contemporary Rhetoric</i>, pp. 1-18)</p> <p>Laura J. Gurak and Smiljana Antonijevic, <i>The SAGE Handbook of Rhetorical Studies</i>, "Digital Rhetoric and Public Discourse" (pp. 520-531)</p>	<p>WPB</p> <p>Presenter:</p>

Week 3	Networks and Publics	
Feb 1	<p>James J. Brown, Jr., <i>Ethical Programs</i>, "Introduction" (pp. 1-19), "Web Hosting" (pp. 20-41), "Possibility Spaces" (pp. 72-99), and "Database Integrity" (pp.103-133)</p> <p>Michael Warner, "Publics and Counter Publics" (<i>Public Culture</i>, pp. 49-90) [PDF]</p> <p>David M. Sheridan, Jim Ridolfo, and Anthony J. Michel, <i>The Available Means of Persuasion</i>, "Kairos and the Public Sphere" (pp. 1-21) [PDF]</p>	<p>WPB</p> <p>Presenter:</p>
Week 4	Identity/ies and Social Media	
Feb 8	<p>Adam Banks, <i>Digital Griots</i>, "Scratch," "Groove" (pp. 1-32); "Mixtape," (pp. 111-147), "Fade" (pp. 153-165) [Library]</p> <p>DeLuca, Katherine. "'Can we block these political things? I just want to get f*cking recipes.' Women, Rhetoric, and Politics on Pinterest." [WEB]</p> <p>Barbara Warnick and Michael S. Heineman, <i>Rhetoric Online</i>, "Identity, Identification, and Social Media" (pp. 95-111) [PDF]</p> <p>Ryan Milner, "Hacking the Social: Internet Memes, Identity Antagonism, and the Logic of Lulz" (<i>The Fiberculture Journal</i>, pp. 62-92)</p>	<p>WPB</p> <p>Presenter:</p>
Week 5	Power and Agency Play and Possibility	
Feb 15	<p>Jessica Reyman, <i>Theorizing Digital Rhetoric</i>, "The Rhetorical Agency of Algorithms" (pp. 112-125)</p> <p>Jeffrey T. Grabill and Stacey Pigg. "Messy Rhetoric: Identity Performance as Rhetorical Agency in Online Public Forums" (<i>Rhetoric Society Quarterly</i>, pp. 99-119) [PDF]</p> <p>Jennifer Daryl Slack and J. Macgregor Wise, <i>Culture + Technology</i>, "Causality," "Agency," "Articulation and Assemblage" (pp. 101-133); "Identity Matters," "Challenging Identity," "Politics" (pp. 149-182) [PDF]</p> <p>Joshua Daniel-Wariya, "A Language of Play: New Media's Possibility Spaces" (<i>Computers and Composition</i>, pp. 32-47) [PDF]</p>	<p>WPB</p> <p>Presenter:</p> <p>Project 1 due</p>

METHOD

Week 6	Research Basics	
Feb 22	<p>Douglas Eyman, <i>Digital Rhetoric: Theory Method Practice</i>, "Method" (pp. 93-111)</p> <p>Heidi M. McKee and Danielle Nicole DeVoss, <i>Digital Writing Research</i>, "Introduction" (pp. ix – 24)</p> <p>Amy Kimme Hea, <i>Digital Writing Research</i>, "Riding the Wave: Articulating a Critical Methodology for Web Research Practices" (pp. 269-286)</p> <p>Cynthia L. Selfe and Gail E. Hawisher, <i>Writing Studies Research in Practice</i>, "Exceeding the Bounds of the Interview: Feminism, Mediation, Narrative, and Conversations about Digital Literacy" (pp. 30-50) [PDF]</p> <p>Crystal VanKooten, "Methodologies and Methods for Research in Digital Rhetoric" (<i>Enculturation</i>)</p>	<p>WPB</p> <p>Presenter:</p>
Week 7	Ethical Research	
Mar 1	Heidi M. McKee and James E. Porter, <i>The Ethics of Internet Research</i>	<p>WPB</p> <p>Presenter:</p>
Week 8	Rhetoric Research + Digital Humanities	
Mar 8	<p>Brian McNely and Christa Teston, <i>Rhetoric in the Digital Humanities</i>, "Tactical and Strategic: Qualitative Approaches to the Digital Humanities" (pp. 111-121) [PDF]</p> <p>Krista Kennedy and Seth Long, <i>Rhetoric in the Digital Humanities</i>, "Coding, and Visualizing Subjective Data in Authorship Studies" (pp. 122-151) [PDF]</p> <p>David Hoffman and Don Waisanen, <i>Rhetoric in the Digital Humanities</i>, "At the Digital Frontier of Rhetorical Studies: An Overview of Tools and Methods for Computer-Aided Textual Analysis" (pp. 169-183) [PDF]</p> <p>Nelya Koteyko, <i>Rhetoric in the Digital Humanities</i>, "Corpus-Assisted Analysis of Internet-Based Discourses: From Patterns to Rhetoric" (pp. 184-198) [PDF]</p>	<p>WPB</p> <p>Project 2 due</p>

Spring Break		
Mar 10-18	No class – enjoy your break!	
Practice		
Week 9	Remix and Remediation	
Mar 22	<p>Douglas Eyman, <i>Digital Rhetoric: Theory Method Practice</i>, "Practice" (pp. 112-135)</p> <p>Virginia Kuhn, "The Rhetoric of Remix" (<i>Transformative Works at Culture</i>)</p> <p>Adam Banks, <i>Digital Griots</i>, "Remix" (pp. 86-109) [Library]</p> <p>Dustin W. Edwards, "Framing Remix Rhetorically: Toward A Typology of Transformative Work" (<i>Computers and Composition</i>, pp. 41-54) [PDF]</p>	<p>WPB</p> <p>Presenter:</p>
Week 10	Advocacy and Activism	
Mar 29	<p>Barbara Warnick and Michael S. Heineman, <i>Rhetoric Online</i>, "Anti-Institutional Politics Online: Activism, Hacktivism, and Digital Confrontation" (pp. 111-139) [PDF]</p> <p>Lauri Goodling, "MOAR Digital Activism, Please" (<i>Kairos</i>)</p> <p>Tracey J. Hayes, "#MyNYPD: Transforming Twitter into a Public Place for Protest" (<i>Computers and Composition</i>) [PDF]</p> <p>Stephanie Vie. "In Defense of 'Slacktivism': The Human Rights Campaign Facebook Logo as Digital Activism" (<i>First Monday</i>)</p>	<p>WPB</p> <p>Presenter:</p>
Week 11	Web Design, Usability, and Access	
Apr 5	<p>Steve Krug, <i>Don't Make Me Think, Revisited</i></p> <p>W. Michele Simmons and Meredith W. Zoeteway, "Productive Usability: Fostering Civic Engagement and Creating More Useful Online Spaces for Public Deliberation" (<i>Technical Communication Quarterly</i>, pp. 251-276) [PDF]</p> <p>Adam Banks, <i>Race, Rhetoric, and Technology</i>, "Oakland, the Word, and The Divide: How We All Missed the Moment" (pp. 11-46) [E-Book]</p>	<p>WPB</p> <p>Project 3 due</p>

Pedagogy

Week 12	Digital and Multimodal Writing	
Apr 12	<p>Douglas Eyman, <i>Digital Pedagogies in the Humanities</i>, "Rhetoric as Digital Pedagogy/Digital Pedagogy as Rhetoric"</p> <p>J. Elizabeth Clark, "The Digital Imperative: Making the Case for a 21st-Century Pedagogy" (<i>Computers and Composition</i>, pp. 27-35) [PDF]</p> <p>Jody Shipka, <i>Toward a Composition Made Whole</i>, "Rethinking Composition/Rethinking Process" (pp. 18-37) [PDF]</p> <p>Mickey Hess, <i>Multimodal Composition: Resources for Teachers</i>, "Composing multimodal assignments" (pp. 29-37) [PDF]</p> <p>Matthew Vetter, "Wiki Ed & Digital Humanities: Pedagogy that Works"</p>	<p>WPB</p> <p>Presenter:</p> <p>Find and bring one syllabus or lesson plan for a course that includes digital comp (ask friends, colleagues, or Google it, etc)</p>
Week 13	Digital Literacy/ies and the Digital Native	
Apr 19	<p>(Recall Eyman's discussion of digital literacy in the opening chapter of <i>Digital Rhetoric</i>)</p> <p>Barbara Monroe, <i>Crossing the Digital Divide: Race, Writing and Technology in the Classroom</i>, "Crucible for Critical Literacy" (pp. 70-84) [PDF]</p> <p>Marilyn Cooper, <i>Multimodal Composition: Resources for Teachers</i>, "Learning and Teaching Digital Literacies" (pp. 181-186) [PDF]</p> <p>Cindy Selfe, <i>Writing New Media</i>, "Toward New Media Texts: Taking Up the Challenges of Visual Literacy" (pp. 67-110) [PDF]</p> <p>Stephanie Vie, "Digital Divide 2.0: 'Generation M' and Online Social Networking Sites in the Composition Classroom" (<i>Computers and Composition</i>, pp. 9-23) [PDF]</p>	<p>WPB</p> <p>Presenter:</p>

Week 14	Identity in the Digital Classroom	
Apr 26	<p>Adeline Koh, <i>Digital Pedagogy in the Humanities</i>, "Race"</p> <p>Anne Cong-Huyen, <i>Digital Pedagogy in the Humanities</i>, "Gender"</p> <p>David Gaertner and Karyn Recollet with Elizabeth LaPensée, <i>Digital Pedagogy in the Humanities</i>, "Indigenous"</p> <p>Edmond Y. Chang, <i>Digital Pedagogy in the Humanities</i>, "Queer"</p> <p>Erika M. Sparby, "Digital Social Media and Aggression: Memetic Rhetoric in 4chan's Collective Identity" (<i>Computers and Composition</i>, pp. 85-97) [PDF]</p> <p>Barbara Monroe, <i>Crossing the Digital Divide: Race, Writing and Technology in the Classroom</i>, "Storytime on the Reservation" (pp. 85-114) [PDF]</p>	<p>WPB</p> <p>Presenter:</p>
Week 15	Collaboration and Community	
May 3	<p>Digirhet.org, "Teaching Digital Rhetoric: Community, Critical Engagement, and Application" (<i>Pedagogy</i>, pp. 231-259) [PDF]</p> <p>Melanie Kill, <i>Digital Humanities Pedagogy</i>, "Teaching Digital Rhetoric: Wikipedia, Collaboration, and the Politics of Free Knowledge" (pp. 389-405)</p> <p>Amanda Licastro, Katina Rogers, Danica Savonick, <i>Digital Pedagogy in the Humanities</i>, "Collaboration"</p> <p>Bridget Draxler and Jon Winet, <i>Digital Pedagogy in the Humanities</i>, "Community"</p>	<p>WPB</p> <p>Presenter:</p> <p>Project 4 due</p>
Finals Week		
TBA		<p>Presentations</p> <p>Final Project due</p>