Module 1: Course Syllabus

Course Syllabus for ENC 6428: Rhetoric of Digital Literacy

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the syllabus quiz later in Module 1 by the end of the first week of classes, or as soon as possible after adding the course, but no later than August 27, 2014. Failure to do so will result in a delay in the disbursement of your financial aid.

Please read this syllabus thoroughly before moving on to take the syllabus quiz.

Instructor

Dr. Stephanie Vie

Office:	Colbourn Hall 304-G
Office Hours:	Mondays and Wednesdays 11:30 am-1 pm and by appointment
Contact:	Please message me through Webcourses

Course Catalog Description and Prerequisites

ENC 6428 CAH-ENG 3(3,0) Rhetoric of Digital Literacy: Studies rhetorical dimensions of digital discourse. Occasional.

Prerequisites: Graduate status or consent of instructor.

Required Texts

Selfe, C. L. (1999). *Technology and literacy in the 21st century: The importance of paying attention*. Carbondale: Southern Illinois University Press. ISBN 978-0809322695.

Cushman, E., E. R. Kintgen, B. M. Kroll, & M. Rose, eds. (2001). *Literacy: A critical sourcebook*. Boston: Bedford/St. Martin's. ISBN 978-0312250423.

Selber, S. (2004.) *Multiliteracies for a digital age*. Carbondale: Southern Illinois University Press. ISBN 978-0809325511.

Shipka, J. (2011). *Toward a composition made whole*. Pittsburgh: University of Pittsburgh Press. ISBN 978-0822961505.

Baron, D. (2009). *A better pencil: Readers, writers, and the digital revolution*. New York: Oxford. ISBN 978-0199914005.

Other readings will be included as PDF files or links to library resources here in Webcourses. If you have trouble opening PDF files, download Adobe Reader for free.

Course Objectives

By the end of the semester, you should be able to:

- Differentiate among interdisciplinary frameworks, vocabulary, and scholars that can illuminate intersections between rhetoric, literacy, and technology
- Articulate competing theories and definitions of literacy/literacies, both individually and as a group
- Connect digital literacy concepts, themes, and issues across multiple authors, texts, and readings
- Participate in digital technologies by composing in wikis and in Twitter
- Consider the pedagogical and research implications of digital and mobile technologies and literacy practices
- Gain experience in potential publication opportunities as a graduate student through a publishable book review
- Propose, research, and execute an extended course project concerned with digital literacies

Citation Format

We will use APA (American Psychological Association) format for all work in this class. Please have an updated copy of an APA handbook (make sure it references the 6th edition) or rely on the Purdue Online Writing Lab to format your work.

Basis for Final Grade

Assignment	Points Value
Syllabus Quiz	5 points
Introduction Video and Script	10 points + 5 points = 15 points
Discussion Posts	15 posts x 10 points each = 150 points
Group Wiki Project	50 points
Book Review	200 points
Proposal for Seminar Paper	50 points
Annotated Bibliography	200 points
Final Seminar Paper	500 points
Twitter Use	10 points

Assignment Category	Percentage of Final Grade
Introduction Video	5%
Twitter	10%
Discussions	35%
Assignments	50%

Webcourses will automatically drop your lowest discussion post at the end of the semester. There are 16 discussion posts, with one discussion post grade dropped. Completing all 16 posts will not count as extra credit.

Grading Scale

94-100	A	A final grade of "A" in a graduate course indicates consistently strong and outstanding achievement. Students receiving an "A" have not only fulfilled all course requirements but have exceeded them by the skill and originality of their work.
90-93	A-	A final grade of "A-" indicates that students have successfully fulfilled all course requirements satisfactorily.
87-89	B+	A final grade of "B+" indicates that a student has fulfilled all course requirements with minor exceptions.
84-86	B	A final grade of "B" indicates that a student has done passable work in the course although there may be some significant problems in some aspects of his/her performance. While this grade often indicates a potential greater than the finished work demonstrates, a student who receives "B" grades on a regular basis should seriously consider the kind and amount of commitment he or she is able to give to graduate school.
80-83	B-	A final grade of "B-" indicates that while some of the student's work was acceptable, other aspects of the work failed to fulfill the basic expectations for PhD-level work.
77-79	C+	Final grades of "C+," "C," "C-," "D+," "D," and "D-," indicates various degrees of substandard performance in a PhD-level course for graduate credit.
74-76	C	
70-73	C-	
67-69	D+	
64-66	D	
60-63	D-	
0 - 59	F	Failure.

I do not round grades up or down; the calculated grade earned is the grade that will be entered as your final grade. In general, grading is more stringent in PhD-level courses than students may have experienced in masters-level graduate courses.

Grade Dissemination

You can access your grades and comments at any time using the Grades function of Webcourses@UCF.

Late Work Policy

Late major assignments are accepted but are docked 25% per day late (including weekends). You may turn major assignments in early at any time.

Missed or Late Discussion Policy

Missed discussion posts cannot be made up for points. Late discussion posts will not be accepted. Please complete all class discussions, including responding to others' discussion posts, by the deadline for points.

Extra Credit Policy

There are no extra credit opportunities in this class.

Incomplete Grades

Incomplete grades (a grade of IC) are reserved for when a student is unable to complete a course due to extenuating circumstances, and when all requirements can clearly be completed in a short period of time following the close of regular classes.

Online Office Hours

I will hold traditional on-campus office hours from 11:30 am-1 pm Monday and Wednesday. During that time, I am also available to hold online office hours with you through Skype or Google Hangouts. Please let me know if you are interested in holding an online office hours session and I will make arrangements with you to do so.

Twitter Use

This course focuses on digital literacies. As such, you will be required to engage with various forms of social media and other technologies throughout the class. One of these is Twitter, which we will use to extend our classroom community and to experiment with through the semester. If you don't already have one, you will need to create a Twitter account. You will be asked to tweet periodically throughout the class and you should feel free to tweet whenever the mood strikes you. I encourage you to follow each other and follow other scholars you find engaging. You are also welcome to tweet things you come across that are useful for the class. When tweeting something relevant to class, always use #enc6428 as your hashtag.

Disability Access

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Academic Dishonesty

In an instructional setting, plagiarism occurs when a writer deliberately uses someone's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or online, to manuscripts, and to the work of other student writers. Plagiarizing or cheating—or assisting another student who plagiarizes or cheats—may result in a failing grade on an assignment or for the entire course; a report to the Office of Student Conduct; and/or a "Z" grade, which denotes academic dishonesty on your transcript.

Plagiarism in a graduate-level class is a serious offense. I will report any plagiarism to the Office of Student Services and to the director of your degree program if you are enrolled as a degree-seeking student. This may result in your dismissal from your degree program and/or the University.

University Writing Center

The University Writing Center (UWC) is for confident and struggling writers alike. We offer individual writing support to students at all levels, from first-year to graduate, in all majors. Trained peer tutors assist at every stage of the writing process, from understanding the assignment, to drafting and organizing, to revision. Consultations are available face-to-face, online, and in small groups. The UWC also hosts workshops and provides a wealth of writing resources on the web, from style guides to handouts on professional writing, grammar, and punctuation. Drop in, schedule an appointment online, or phone for an appointment. Before you visit, see our tips on how you can make best use of the Writing Center.

[About the University Writing Center](#)

About the University Writing Center Locations:

- 105 Colbourn Hall
- Hitt Library - Information/Reference Desk & 425
- Rosen College Library
- Chemistry Tutoring Lab - CHM 321
- Global UCF - 4365 Andromeda Loop N, Suite 384

Phone: 407-823-2197

Web: http://uwc.ucf.edu/

To assist writers across the disciplines, the UWC hires undergraduate and graduate tutors from a wide variety of majors. Visit our website to learn more about how to become a writing consultant.

[How to Become a Peer Writing Consultant](#)

Important Dates to Remember

Classes Begin:	Monday, August 18, 2014
Drop/Swap Deadline:	Thursday, August 21, 2014 11:59 pm
Labor Day (No Classes):	Monday, September 1, 2014
Veterans Day (No Classes):	Tuesday, November 11, 2014
Withdrawal Deadline:	Monday, October 27, 2014 11:59 pm
Thanksgiving Break (No Classes):	Thursday, November 27-Saturday, November 29, 2014
Classes End:	Monday, December 1, 2014

Religious Observances

Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith.