

Matching (Fort Wayne)

New Course Request  
New Course to IU South Bend

Indiana University

South Bend Campus

Check Appropriate Boxes: Undergraduate credit  Graduate credit  Professional credit

1. School/Division College of Liberal Arts & Sciences 2. Academic Subject Code ENG

3. Course Number W367 (must be cleared with University Enrollment Services) 4. Instructor Sarah LaDow

5. Course Title Writing for Multiple Media

Recommended Abbreviation (Optional) Write for Multi Media  
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Spring 09

7. Credit Hours: Fixed at 3 or Variable from \_\_\_\_\_ to \_\_\_\_\_

8. Is this course to be graded S-F (only)? Yes \_\_\_\_\_ No X

9. Is variable title approval being requested? Yes \_\_\_\_\_ No X

10. Course description (not to exceed 50 words) for Bulletin publication: Introduces principles and practices of multimedia design and implementation, with emphasis on writing in multimedia contexts. Students will consider ways that new media affect the production and reception of writing and its relationship to other forms of communication (e.g., oral and visual).

11. Lecture Contact Hours: Fixed at 3 or Variable from \_\_\_\_\_ to \_\_\_\_\_

12. Non-Lecture Contact Hours: Fixed at - or Variable from \_\_\_\_\_ to \_\_\_\_\_

13. Estimated enrollment: 20 of which 0 percent are expected to be graduate students.

14. Frequency of scheduling: annual Will this course be required for majors? no

15. Justification for new course: meets need for visual literacy requirement of campus general education program.

16. Are the necessary reading materials currently available in the appropriate library? no (materials online)

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials. attached

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant. n/a

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

Margaret Scanlon Date 5/14/08  
Department Chairman/Division Director

Approved by: [Signature] Date 6/9/08  
Dean Assoc Dean CLAS

\_\_\_\_\_  
Date \_\_\_\_\_  
Dean of Graduate School (when required)

\_\_\_\_\_  
Date \_\_\_\_\_  
Chancellor/Vice-President

\_\_\_\_\_  
Date \_\_\_\_\_  
University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

<http://bulletin.ipfw.edu/content.php?catoid=1&navoid=5>

## W 367 Writing for Multiple Media

Introduces principles and practices of multimedia design and implementation, with emphasis on writing in multimedia contexts. Students will consider ways that new media affect the production and reception of writing and its relationship to other forms of communication (e.g., oral and visual).

### **Preparation for Course**

P: W233 or equivalent.

Cr. 3.

### **Notes**

If you are required by placement examination to take ENG P131, R150, or W130, it is recommended that you complete that requirement before enrolling in any other English course.

## **MATCHING COURSE—IPFW**

**W367 Writing for Multiple Media** Introduces principles and practices of multimedia design and implementation, with emphasis on writing in multimedia contexts. Students will consider ways that new media affect the production and reception of writing and its relationship to other forms of communication (e.g., oral and visual).

### **Prerequisites**

Passed W131 with a C or better; A106 or consent of instructor

### **Texts**

Crowley and Hawhee's *Ancient Rhetorics for Contemporary Students*

Williams and Tollett's *The Non-Designer's Web Book, 3<sup>rd</sup> ed.*

Ppts, Pdfs, Web sites, and Blogs

### **Description of the Course**

Visual Literacy is a necessity in a rapidly changing technological world. In a world filled with competing and contesting messages through advertisements, blogs, wikis, YouTube, and I-Reports, students should be equipped to interpret and form their own opinions concerning the daily bombardment of visual messages. The aim of the visual literacy/multimedia course will be to teach visual literacy through reading and creating visual rhetoric.

We will begin by defining visual rhetoric and the major principles involved in reading and creating visual rhetoric in a global context: alignment, contrast, proximity, repetition, and color. To further students' critical thinking about visual rhetoric, they will be introduced to classical rhetorical strategies involving ethos, logos, pathos, stasis theory, etc. Students will be asked to apply classic rhetorical strategies to contemporary visual readings and creations as they master the art of ethical visual literacy.

In addition to other assignments and quizzes, students will be asked to complete four projects during the semester:

#### *Project 1: PowerPoint (collaborative or individual)*

Students are asked to create a ppt introducing each other by incorporating the rhetoric of ppt and classical concepts

#### *Project 2: Comparing and Contrasting two similar visuals (individual)*

Students are asked to compare and contrast two similar visuals (possibly older works of art on the same theme) and make an argument based on contexts and rhetorical principles

#### *Project 3: Technology Presentation (collaborative)*

Students are asked to choose one small documentation project to teach the course: examples might be performing a specific task in photoshop or working with equipment from media services

#### *Project 4: Multimedia Website using FrontPage/Free Wiki site (collaborative)*

Students are asked to identify a problem on the IUSB campus or the larger South Bend/Mishawaka area and design an ethical, proactive response through a multimedia website, including a short documentary.

## W367 Writing for Multiple Media

### Week One

Introduction to the course

What is Visual Literacy?

Read and Write: *Ancient Rhetorics* (1-18), *Non-Designers* (ch. 8); [Introduction to MM](#), [MM 101](#)

The goal is to lay the ground work for the course and engage students in crafting a definition of visual literacy.

(LAB)

Show me Multimedia/How do I read it?

Create Blogs

Read and Write: *Ancient Rhetorics* (ch. 2), *Non-Designers* (ch. 6), Four Design Principles (assigned ppt);

Blog prompt

The goal is to introduce students to a variety of multimedia and begin discussing the interpretation of visuals, based on the previous assigned reading assignment. During the lab, students will also create blogs for use throughout the semester.

### Week Two

Kairos

Four Design Principles

Introduction to Project 1 (PowerPoint Presentation)

Discuss Rhetoric of PowerPoint

Digital Camera

Read and Write: *Non-Designers* (ch. 9); [The Color Museum](#), [Colormatters.com](#), [Interaction of](#)

[Color](#), [Applications of color theories](#); [Presentation Zen](#); [Really Bad PowerPoint](#)

The goal is to introduce students to the occasion and context for writing, basic design principles and the rhetoric associated with PowerPoint. There will be a small introduction to using a digital camera by asking students to photograph each other for our course site.

Examples on the websites exemplify uses of color from both western and nonwestern cultures; in addition Colormatters.com also explains color theory. The other websites should further the discussion and critical thinking about PowerPoint.

(LAB)

Writing Without a Net: Moving beyond the ppt template

[PPT help](#)

[Color--Color Scheme Generator](#)

Digital Camera

Read and Write: *Ancient Rhetorics* (ch. 6), *Non-Designers* (ch. 12, pg. 245-255), [Visual Rhetoric for](#)

[Writers](#), assigned ppts; blog prompt

The goal is to expose students to the invention of PowerPoint and the limits of avoiding prepackaged multimedia rhetoric.

### Week Three

Discuss: Assigned ppts

Ethos

Fonts

Read and Write: *Non-Designers* (ch. 10 and 11)

The goal is to critique PowerPoint examples, to begin critiquing and creating ethos related to multimedia.

(LAB)

Paint/ Photoshop basics

Group work on ppt

Read and Write: *Ancient Rhetorics* (ch. 7); blog prompt

The goal is to introduce students to editing images to further their understanding of how images are crafted to manipulate an audience and to help them create their own images.

#### **Week Four**

Introduction of Project 2 (Interpreting two similar visuals)

Pathos: using emotion in visuals-examples

Context—understanding the historical/social/economic circumstances surrounding emotional visuals

Activity: Making an argument

Read and Write: Polish ppt

The goal is to introduce students to project two and begin discussions about pathos and context.

(LAB)

Peer Review of ppts

Read and Write: Polish ppt; blog prompt

The goal is to have students interpret and critique their PowerPoint creations.

#### **Week Five**

In class PowerPoint Presentations

Read and Write: Working with Graphics in Word

The goal is to share students' work.

(LAB)

Show Your Visuals/Working with Word and images

Activity: Compare and Contrast

Read and Write: *Ancient Rhetorics* (ch. 5), blog prompt

The goal is to introduce students to incorporating images into traditional word documents.

#### **Week Six**

Discuss Logos: logic in visual arguments

Activity

Read and Write: Polish project 2

The goal is to guide students in making logical arguments through visuals.

(LAB)

Peer Review of project 2

Read and Write: *Ancient Rhetorics* (ch. 8) writing a proposal (handout); blog prompt

The goal is to have students interpret and critique their peers' work.

#### **Week Seven**

Introduction to Project 3 (Technology Presentation)

Discuss Extrinsic Proofs

Proposals

Example proposal

Discuss Options (possible visit from Media Services)

Read and Write: Blog prompt—exploratory research for Project 3

The goal for the class is to introduce the next project, extrinsic proofs, the rhetoric of proposals and discuss an example proposal.

(LAB)

Team meetings

Writing the Proposal

Read and Write: *Ancient Rhetorics* (ch. 10); write proposal

The goal is to have students begin functioning as a group and begin writing the proposal for project 3.

#### **Week Eight**

Proposal due

Discuss Arrangement

Activity

Read and Write: *Ancient Rhetorics* (ch. 11), How to Document (handout); blog prompt

The goal is for Students to think critically about the layout of information in terms of visuals and texts for

documentation.

(LAB)

Screenshots and why you need them

Work on presentation

Read and Write: *Ancient Rhetorics* (ch. 13); finish presentation

The goal is for students to learn the basics of screenshots and critically consider how they work in conjunction with written instructions.

### **Week Nine**

Discuss Delivery

Team meetings

Read and Write: polish presentations

The goal is to have students consider how their presentation will be given to the class.

(LAB)

Presentations due and presented in class

Read and Write: blog prompt

The goal is for students to share work with peers for the purposes of interpretation, critiquing, and teaching.

### **Week Ten**

Introduction to Project 4

Discuss topics

Read and Write: *Ancient Rhetorics* (ch. 3); blog prompt

The goal is to introduce students to the fourth project and lead them through brainstorming topics.

(LAB)

Finish presentations

Read and Write: *Non-Designers* (chs. 4 and 5)

Students should complete presentations.

### **Week Eleven**

Due: email your project idea

Moving from Print to Web

Read and Write: *Non-Designers* (ch. 7)

The goal is to help students critically consider the necessary changes for converting a word document to a visual document.

(LAB)

Web Design and/or Wiki Design tutorial

Read and Write: [Web Style Guide—Editorial Style \(all links\)](#); blog prompt

The goal is for students to learn how to apply visual theories in web design and/or a wiki.

### **Week Twelve**

Discuss Editorial Style

Team meetings

Read and Write: *Non-Designers* (ch. 13), [Web Style Guide—Multimedia \(all links\)](#); blog prompt

The goal is to help students understand how and why writing and visuals differ on the Internet.

(LAB)

Web Design

Working with multimedia on the site: audio, visuals, animation

Photoshop

Read and Write: Work on site

The goal is to help students to begin incorporating audio, visuals and animations into their project sites.

### **Week Thirteen**

Conferences

(LAB)

Web Design and multimedia

Read and Write: Blog Prompt

The goal is to continue instruction in web design and multimedia.

### **Week Fourteen**

How much is too much flash and pizzazz?

Team meetings

Read and Write: Blog Prompt

The goal is to have students consider whether flashier multimedia indicates the content is not as strong as it could be.

(LAB)

Animate it—Photoshop

Read and Write: Work on site

The goal is for students to learn new multimedia skills to incorporate on their project site.

### **Week Fifteen**

Preview of sites

Read and Write: Work on site

The goal is to have students share their project sites for critical feedback from the entire class.

(LAB)

Peer Review of Site

Read and Write: Blog prompt

The goal is to have students interpret and critique their project sites.

### **Week Sixteen**

Project 4 due

## **Grading**

We will use the traditional grading scale:

100-90	A
89-80	B
79-70	C
69-60	D
59-50	F

Grades for the course will be assigned as follows:

PowerPoint Presentation	150 points
Comparing and Contrasting Two Similar Visuals	150 points
Technology Presentation	250 points
Multimedia Website	350 points
Attendance, Quizzes and Participation	150 points