

Foundations of Digital Rhetoric

Spring 2018, Tuesdays, 6:00p, ADMN 221

Office Hours: Mondays and Tuesdays 4:30-5:30p, LSAX 240

Dr. Miles Coleman

Digital Technology and Cultures Seattle University

colemanm@seattleu.edu

(206) 296-5782

Catalog Description

Digital rhetoric is the study of how digital technologies shape methods of persuasion. You'll analyze the obvious and hidden values and arguments that exist in things like video games, search engines, webpage designs, digital networks, and digital images. You'll also produce of your own rhetorically informed digital media for your e-portfolio. This course is open to NCS students only. This course is a hybrid course, with most course content delivered online along with face-to-face evening classes every two weeks. Prerequisite or Co-requisite Course(s): DICE 3000.

Why Foundations of Digital Rhetoric is Important

Effective communication relies on the artistic abilities of individuals to inform and persuade others. The growing body of knowledge and tools used to understand that art is called rhetoric. Rhetorical criticism is the act of putting that mass of knowledge to work to help us more critically assess the communication we consume, as well as the communication we produce. In our so-called, "information age," we use media that have within them embedded arguments, implicitly and explicitly persuading us to think, do, and believe in certain ways. The job of the (digital) rhetorical critic then, is to study, analyze, and evaluate the communicative practices and technologies that exist in our publics so that persons can communicate more effectively and more thoroughly appreciate the communication of others. This course is important because someone who knows how to do good rhetorical criticism of digital phenomena is likely also someone apt to understand what it means to communicate well in an era permeated by digital technologies.

Course Outcomes

This course has been designed with the intent of building skill sets and knowledge within the rhetorical arena. When you are done with this course you will be able to:

- 1 Interrogate the rhetorical strengths and weaknesses of digital texts
- 2 Identify the hidden and obvious arguments that exist in digital spaces and platforms
- 3 Analyze the sociocultural dynamics of born-digital artifacts and their rhetorical situations

- 4 Use appropriate digital tools and sources in the service of researching rhetorical phenomena
- 5 Compose rhetorically effective and ethically responsible presentations of ideas, using digital technologies
- 6 Apply a strategic message plan

Program Level Outcomes this Course Supports

Shade of Box Corresponds with Emphasis of Outcome (Darker = More Emphasis).

| | |
|---|---|
| I | EXPLAIN KEY CONCEPTS IN COMPUTING: This outcome focuses your ability to explain key concepts in computing, technological modes of production, and information/data flow. |
|---|---|

| | |
|----|---|
| II | EVALUATE RESEARCH SOURCES & DIGITAL TOOLS: This outcome focuses on your ability to evaluate the relative strengths and weaknesses of research sources, digital tools, technologies, interfaces, and artifacts. |
|----|---|

| | |
|-----|--|
| III | ANALYZE TECHNOLOGY USING INTERDISCIPLINARY THEORIES & METHODS: This outcome focuses on your ability to analyze media, technology, and digital artifacts using interdisciplinary theories and methods. |
|-----|--|

| | |
|----|---|
| IV | EXAMINE TECHNOLOGICALLY MEDIATED IDENTITIES: This outcome focuses on your ability to examine how technologically mediated identities reflect and transform cultural ideologies of gender, nationality, ethnicity, sexuality, and social class. |
|----|---|

| | |
|---|---|
| V | DESIGN MULTIMODAL PROJECTS: This outcome focuses on your ability to design multimodal projects that demonstrate an engagement with and advocacy for social justice issues and are informed by digital rhetoric and an understanding of audience. |
|---|---|

| | |
|----|--|
| VI | REFLECTION: This outcome focuses on your ability to reflect upon your own work, roles, values, and identities related to digital culture. |
|----|--|

Assignments

Note: Most of our assignments will be written into our class WordPress blog (Links to an external site.) . For each assignment you will post your entry there, and then post the URL of that blog entry to the course discussion board or assignment sheet on Canvas. [This is how our community activities and practice analyses will go all quarter.] This is a "closed blog," so our work will only be accessible to course members.

Participation

A portion of your grade consists of participation, both online (e.g., on discussion boards,

small online activities, e-mail correspondence) and face-to-face (e.g., in class discussions and activities), and is based on frequency and quality of contributions to class. (You can find the specific items to be calculated into your participation score in the assignments list. [For clarity it's probably best to set the display of the assignments list to "type"].)

Community Assignments

There are eight online community assignments. They take various forms (e.g., discussion board posts, and online "pair shares"). You will create your own post and then comment on at least two other students' work. These assignments are meant to spark conversation and to capitalize on student experience to enrich course material.

Quizzes

There will be four quizzes based on readings and discussion, given every other week. You will be given reading prompts before the readings are assigned from which the quizzes are written. And, before the quiz, you will be given an opportunity to ask clarifying questions about concepts. The quizzes will be multiple choice and short answer, delivered through the course web page.

Artifact Proposal

In the second week of class you will turn in an artifact proposal. In this 1-2 page document you will briefly describe a digital artifact that you would like to analyze for your class project. This paper should provide a rationale for why it is important that this artifact be analyzed.

Practice Analyses

Throughout the quarter there will be three frames of digital rhetorical analysis introduced. For each of these frames you will write a 1.5-2 page analysis of an artifact of your choosing. These practice analyses are meant to help you build material for your final paper. You can find more info on these assignments by clicking on Practice Analysis 1, Practice Analysis 2, and Practice Analysis 3.

Artifact Description/Background Paper

You will turn in a 3-4 page paper that describes the details and background information necessary for an analysis of your chosen artifact. This paper is meant to help you develop the front half of your final paper.

One-on-One Final Paper Meeting

You will meet with me once at the end of the quarter to discuss your final paper. This meeting will require you to be prepared with specific questions about, and possible solutions to, any "rough spots" in your work.

Feedback Report

You will craft a one-page, single-spaced report evaluating and critiquing the writing and media included in the penultimate draft of a fellow classmates' final project.

Final Project

Working from the foundation of work you have put into the proposal, the description/background paper, and the practice analyses, you will write a 5-8 page rhetorical analysis of a digital artifact that includes multimodal elements as appropriate, and includes description, method, analysis, and action sections, eight bibliographic citations and, of course, is abounding with insight about digital communication.

Reflection Paper

Using what you discover in the work you do on your final paper, you will write a 1 page reflection paper that affords you a venue to ruminate on the things you might have discovered you had skills or interest in, and things you would like to continue to work on. The reflection asks that you analyze your work, connecting it to course and program learning outcomes to make an argument about your growth and needs for improvement.

Course Assignments and Weighted Values

| | | |
|---------------------------|---------|--|
| Participation | 100 pts | |
| (7) Community Assignments | 70 pts | |
| (4) Quizzes | 100 pts | |

| | | |
|--------------------------------|----------------|--|
| (3) Practice Analyses | 150 pts | |
| (4) Quizzes | 100 pts | |
| (1) Artifact Proposal | 35 pts | |
| (1) Artifact Description Paper | 85 pts | |
| (2) Feedback Report | 40 pts | |
| (1) Final Paper Meeting | 10 pts | |
| (1) Final Project/Reflection | 250 pts | |
| Total Possible | 940 pts | |

Policies and Resources

University Resources

CANVAS HELP:

<http://www.seattleu.edu/canvas/students/>

LIBRARY AND LEARNING COMMONS:

<http://www.seattleu.edu/learningcommons/>

WRITING CENTER:

<https://www.seattleu.edu/writingcenter/>

LEARNING ASSISTANCE PROGRAMS:

<https://www.seattleu.edu/learning-assistance/>

ACADEMIC INTEGRITY TUTORIAL:

<https://www.seattleu.edu/academicintegrity/>

The following policies govern this course and comply with Seattle University policies.

Support for Students with Disabilities

If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296- 5740. Disability-based adjustments to course expectations can be arranged only through this process.

DISABILITY SERVICES:

<https://www.seattleu.edu/disabilities-services/>

Academic Policies from the SU Registrar

Be sure that you understand the following university academic policies, posted on the Registrar’s website:

ACADEMIC INTEGRITY POLICY:

<https://www.seattleu.edu/media/redhawk-axis/registrar/registrar-policies/Academic-Integrity-2011-3.pdf>

ACADEMIC GRADING GRIEVANCE POLICY: <https://www.seattleu.edu/media/school-of-theology-and-ministry/Academic-Grading-Grievance-2004-07.pdf>

Incomplete Grades

If you are unable to complete course requirements because of extenuating circumstances, please notify the instructor on or before the date the assignment is due and provide relevant supporting documentation (e.g. doctor's note, note from counselor).

An agreement to receive an Incomplete (I) grade may be negotiated if your circumstances do not allow you to finish the course on time. The Incomplete Removal Policy of the university available on the Office of the Registrar website:

<https://www.seattleu.edu/registrar/Policies.aspx> (Links to an external site.)

Assignment Deadlines and Extensions

Assignment deadlines are visible on both the Course Syllabus and the Assignment List (as well as the individual Assignment pages themselves). You can always find links to those two pages in the left sidebar of the course.

Due to the nature of the work, and the online structure of the course materials, assignment deadlines will be automatically enforced. Generally, there will be no extensions to the assignment deadlines, primarily because falling behind on work in this course makes it exponentially more difficult to complete the course successfully.

Because our face to face sessions are limited, missing class sessions can have a negative impact on your learning experience, and that of your colleagues. If you feel you must miss a session, and you know beforehand, you will need to consult with me, schedule a 30 minute 1 on 1, and demonstrate prior completion of coursework.

If an emergency arises, please alert me as soon as you can to schedule a meeting to explore next steps. My goal is for you to succeed, so please communicate with me.

An agreement to receive an Incomplete (I) grade may be negotiated if your circumstances do not allow you to finish the course on time. The Incomplete Removal Policy of the university is available on the Office of the Registrar web site: <https://www.seattleu.edu/registrar/Policies.aspx>

Student Responsibilities for Learning

You are expected to budget 10 hours per week for this course. Most of the time, this will be adequate time to complete all of the requirements for each week. However, given the nature of the material in these courses, it is likely that some weeks will be more time-consuming than others due to complexity of concepts. Please communicate openly with your instructor about how the course is going and let your instructor know if you are regularly spending a lot more time to complete work. Additional tutoring or other assistance may be available depending on the nature of the issue. You are also encouraged to review the calendar at the beginning of the quarter to flag any weeks that

seem to you to be especially full or challenging.

Schedule

Week 1--Defining Digital Rhetoric (F2F)

- Hahn, L. K. & Paynton, S. T. ([1990 \(Links to an external site.\)Links to an external site.](#)). Rhetorical criticism. In *Survey of Communication Study*.
- Deuze, M. ([2006 \(Links to an external site.\)Links to an external site.](#)). Participation, remediation, bricolage: Considering principal components of a digital culture. *The information society*, 22(2), 63-75.
- Hess, A. ([2018 \(Links to an external site.\)Links to an external site.](#)). Introduction: Theorizing digital rhetoric. In *Theorizing Digital Rhetoric*.

Community Activity 1: Due by Monday at 11:59pm.

Student Survey: Due by Monday at 11:59pm.

Reading Quiz 1: Due by Monday at 11:59pm.

Week 2--Asking Questions about Digital Rhetoric (At Home)

- Gunkel, D. ([2018 \(Links to an external site.\)Links to an external site.](#)). Critique of digital reason. In *Theorizing Digital Rhetoric*.
- Ceccarelli, L. ([1997 \(Links to an external site.\)Links to an external site.](#)). The Ends of Rhetoric: Aesthetic, Political, Epistemic. In *Making and Unmaking the Prospects for Rhetoric*. Lawrence Erlbaum Associate, 65-73.
- Eyman, D. ([2015 \(Links to an external site.\)Links to an external site.](#)). Defining and locating digital rhetoric. In *Digital Rhetoric: Theory, Method, Practice*. University of Michigan Press, 12-60.

Science, Art, or Politics Survey: Due by Monday at 11:59pm.

Set up Issue Crawler and Google: Due by Monday at 11:59pm.

Post Draft of Artifact Proposal: Due by Monday at 11:59pm.

Reading Quiz 2: Due by Monday at 11:59pm.

Week 3--The (Digital) Public Sphere (F2F)

- Wise, J. M. ([2018 \(Links to an external site.\)Links to an external site.](#)). Towards a minor assemblage: An introduction to the clickable world. In *Theorizing Digital Rhetoric*.
- "The public sphere." ([2015 \(Links to an external site.\)Links to an external site.](#)). Wikipedia.
- "Technology and the Public Sphere." ([2013 \(Links to an external site.\)Links to an external site.](#)) Wikibooks.
- Papacharissi, Z. ([2002 \(Links to an external site.\)Links to an external site.](#)). The virtual sphere The internet as a public sphere. *New Media & Society*, 4(1),9-27.

Post Draft of Artifact Description/Background Paper: Due by Monday at 11:59pm.

Launch Issue Crawl: Due by Monday at 11:59pm.

Artifact Proposal: Due by Monday at 11:59pm.

Quiz 3: Due by Monday at 11:59pm.

Week 4--Networked Publics (At Home)

- Coleman, M. C. (2017 ([Links to an external site.](#))[Links to an external site.](#)). Rhetorical Logic Bombs and Fragmented Online Publics of Vaccine Science. *Journal of Contemporary Rhetoric*, 7(4), 203-216.
- Baym, N. & Boyd, D. (2012 ([Links to an external site.](#))[Links to an external site.](#)). Social mediated publicness: An introduction. *Journal of Broadcasting and Electronic Media*, 56(3), 320-329.
- Rogers, R., & Marres, N. (2000). [Landscaping climate change: A mapping technique for understanding science and technology debates on the World Wide Web \(Links to an external site.\)](#)[Links to an external site.](#). *Public Understanding of Science*, 9(2), 141-163.

Post Visualization of the Network of your Artifact: Due by Monday at 11:59pm.

Artifact Description/Background Paper: Due by Monday at 11:59pm.

Reading Quiz 4: Take the quiz by Monday at 11:59pm.

Week 5--Materiality and Nonhuman Rhetorics (F2F)

- Zappen, F. P. (2018 ([Links to an external site.](#))[Links to an external site.](#)). Digital rhetoric and the internet of things. In *Theorizing Digital Rhetoric*.
- Coleman, M. C. (2018). Machinic Rhetorics and the Influential Movements of Robots. *Review of Communication*.
- Rickert, T. (2013 ([Links to an external site.](#))[Links to an external site.](#)). "The Rhetorical Thing: Objective, Subjective, Ambient." In *Ambient Rhetoric*.

Practice Analysis 1--Networked Public Analysis: Due by Monday at 11:59pm.

Reading Quiz 5: Due by Monday at 11:59 pm.

Week 6--Algorithms and Software Rhetorics (At Home)

- Reyman, J. (2018 ([Links to an external site.](#))[Links to an external site.](#)). The rhetorical agency of algorithms. In *Theorizing Digital Rhetoric*.
- "What is an algorithm and why should you care?" (2015 ([Links to an external site.](#))[Links to an external site.](#)). Khan Academy.
- Bogost, (2007 ([Links to an external site.](#))[Links to an external site.](#)). Procedural rhetoric. In *Persuasive Games: The Expressive Power of Video Games*.

- Brown, J. J. ([2015 \(Links to an external site.\)Links to an external site.](#)). Possibility Spaces: Exploits and persuasion. *Ethical programs: Hospitality and the rhetorics of software*.

Set up Axure and Power Mapper: Due by Monday at 11:59pm.

Post Final Project "Rough Plan": Due by Monday at 11:59pm.

Post Visualization of the Argument in your Artifact: Due by Monday at 11:59pm.

Reading Quiz 6: Due by Monday at 11:59pm.

Week 7--Visual Rhetoric (F2F)

- Reyman, J. ([2018 \(Links to an external site.\)Links to an external site.](#)). Pinning, Gazing, and Swiping Together: Identification in Visually Driven Social Media. In *Theorizing Digital Rhetoric*.
- Edwards, J. L. ([2009 \(Links to an external site.\)Links to an external site.](#)). "Chapter 25: visual rhetoric." In *21st century communication: A Reference Handbook*. Sage Publications, 220-229.
- Gries, L. E. ([2013 \(Links to an external site.\)Links to an external site.](#)). Iconographic tracking: A digital research method for visual rhetoric and circulation studies. *Computers and Composition*, 30(4), 332-348.
- Harold, C. ([2004 \(Links to an external site.\)Links to an external site.](#)). Pranking rhetoric: "Culture jamming" as media activism. *Critical Studies in Media Communication*, 21(3), 189-211.

Post "Mock Up" and Survey Ideas: Due by Monday at 11:59pm.

Practice Analysis 2--Procedural Rhetorical Analysis: Due by Monday at 11:59pm.

One-on-One Meeting: Due by Tuesday at 6:00pm.

Reading Quiz 7: Due by Monday at 11:59pm.

Week 8—Putting Digital Rhetoric to Work (At Home)

- - Pucillo, F., & Cascini, G. ([2014 \(Links to an external site.\)Links to an external site.](#)). A framework for user experience, needs and affordances. *Design Studies*, 35(2), 160-179.
 - User Experience Basics. ([2018 \(Links to an external site.\)Links to an external site.](#)). gov.
 - User Research Basics. ([2018 \(Links to an external site.\)Links to an external site.](#)). gov.

Post Trends Analysis: Due by Monday at 11:59pm.

Practice Analysis 3--Prototype Analysis: Due by Monday at 11:59pm.

Reading Quiz 8: Due by Monday at 11:59pm

Week 9--Analyzing Digital Rhetoric (At Home)

[Post Rough Draft of Final Project](#): Due by Monday at 11:59pm.

[Feedback Report](#): Due by Monday at 11:59pm.

Week 10—Creating/Celebrating Digital Rhetoric/Reflection (F2F)

[Final Project](#): Due by Tuesday at 11:59pm.

[Reflection](#): Due by Friday at 11:59pm.