Digital Rhetorics

Level
Advanced Exposition undergraduate course

Themes
- Remix & Circulation
- Multimodal Writing
- Digital Advocacy
- Locative Media
- Data Analysis

Key Texts

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

Charlie Lowe and Pavel Zemliansky, *Writing Spaces: Readings on Writing*

Laurie Gries, "Iconographic Tracking"

Dustin Edwards "Framing Remix Rhetorically: Toward a Typology of Transformative Work"

Frank D'Angelo, "The Rhetoric of Ekphrasis"

Michelle Kennerly, et. al., *Ancient Rhetorics and Digital Networks*
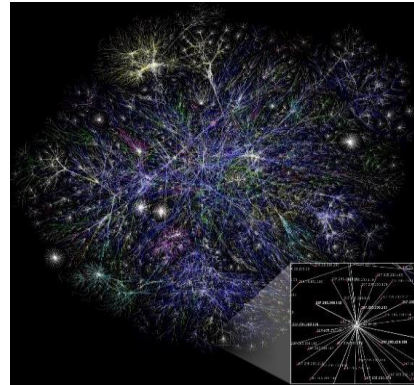
John Tinnell, *Actionable Media: Digital Communication Beyond the Desktop*

Justin Hodgson, *Postdigital Rhetoric and the New Aesthetic*

Jim Ridolfo & William Hart-Davidson, *Rhetoric and the Digital Humanities*

Danielle DeVoss & Jim Ridolfo, "Composing for Recomposition"

John Lucaites & Robert Hariman, *No Caption Needed*

Partial internet map. By The Opte Project via Wikimedia

Digital Rhetorics defines an emerging field of scholarly inquiry that uses ancient and contemporary theories of rhetoric to interrogate the impact of emerging digital technologies on how we read, write, think, argue, and create meaning through acts of textual, visual, and discursive production. Mobile and wearable technologies present discrete opportunities and obstacles to distinctions of digital and non-digital spaces. With this ontological shift in mind, this course focuses on digital writing as a rhetorical act. Throughout the course students will define the exigencies facing writers in contemporary media environments by discussing and making digital texts.

Readings will challenge students to consider how digital publishing changes research, writing, and circulation of scholarship. Assignments follow a project-based learning model. Students will track, collect, and visualize data on the circulation of digital artifacts; use emerging technologies and tools for composition; and describe the impacts of digital technologies on rhetoric and writing.

Learning Outcomes
- Survey the field of digital rhetoric
- Identify rhetorical strategies in different online texts and discourses
- Discuss circulation's importance for public advocacy initiatives
- Analyze and employ the rhetorical affordances of different modalities
- Critique & revise texts for digital publication

Assignments	Points /100

Discussion Posts, 1200 words — **15**

Students will compose 4 discussion posts (300 words each) throughout the semester. Posts are focused, crafted, edited and then carefully revised. They may be assigned in class or for homework. Review the detailed schedule below for specific deadlines. Students will be required to read and respond to two other student posts before the next class.

Unit 1 Assignments, 1250 words — **15**

Remix Essay, 1000 words — *10*

This assignment asks students to produce an expository essay exploring the relationship between a poem and a contemporary advertisement featuring that poem. Students will identify one of the four typologies of transformation from D.W. Edwards' essay and apply it to their poem and ad. Essays should draw from sources covered in class and additional research to explore the concepts of remix, copyright, and intellectual property.

Remix Video 250 words — *5*

Students will produce a 2-3 minute remix video featuring a mashup of a poem and an advertisement.

Unit 2 Assignments, 1500 words — **15**

Icon Analysis, 500 words — *5*

Students will identify an iconic image and write a brief rhetorical analysis of that image.

Iconographic Tracking Data Analysis Report, 1000 words — *10*

For this project, students will use Zotero to track the circulation of an iconic image and gather a data set using Laurie Gries' iconographic tracking method. Students will submit a paper describing the research, methodology, analysis, and results of gathering their data.

Unit 3 & 4 Assignments, 1800 words — **20**

Location-Based AR Tour Proposal, 600 — *5*

This assignment is a proposal for the final project. Students will identify specific locations and background information for their augmentations as well as opportunities and potential obstacles for their proposed projects.

Location-Based AR Tour, 1200 words — *15*

The final project will have students contributing to the grant-funded project *Ecotour: Using Mobile Technologies to Promote Local Environmental Engagement* at Paynes Prairie. Students will research and propose augmentations at the park and will produce content based on this research. The word count will be split across various modalities (video, audio, image-caption, and text).

In-Class Assignments, 250 words — **35**

Discussion Leader, 250 words — *10*

In pairs, students will lead a brief (15 minute) discussion of one scheduled reading. Students are responsible for including a multimedia text (music, images, video, ect.) to pair with the reading. One or two week(s) prior to leading discussion, students should meet with the instructor during office hours or by appointment. Students will individually submit a brief (250 word) reflection no later than two weeks after the discussion.

Class Participation — *25*

Class participation includes contributing to discussions; coming to class prepared and on time, participating in class activities; providing adequate drafts for group work; participating once per week on Twitter (using #UFDigRhet), participation in the class #DefineRhetoric competition, and paying close attention to lectures and class activities. In general, students are expected to contribute constructively to each class session. Because this course relies heavily on workshops, students should bring computers and writing tools to each class meeting. This grade includes minor assignments such as weekly writing as well as other homework and classwork assignments.