

NEW AND REVISED COURSE COVER SHEET
University Curriculum Committee
100, 200, and 300-Level Courses
2007-2008

INITIATOR Cheryl E. Ball DEPARTMENT/SCHOOL English/Arts & Sciences DATE Sept. 14, 2007

Refer to New Course or Revised Course Proposal Instructions. In the space below, provide exact catalog copy including number, title, semester hours, prerequisites, and course description (20-word limit).

239 Multimodal Composition 3
101 pre req.

Workshop emphasizing rhetorical analysis and composition of digital texts in a variety of modes including graphics, typography, audio, video, animation. *May be repeated if content differs.*

Proposed action: Please read all statements below and check all that apply.

New Course: See "New Course Proposal Instructions." Check below all that apply.

Contains some portion of one or more former courses(s), course may not be repeated for credit.*

Contains some portion of one or more former courses(s), course may be repeated for credit.*

*Specify courses being displaced by this course: _____, _____, _____, _____.

Revised Course: See "Revised Course Proposal Instructions." Check below all that apply.

Number _____ Level _____ Title _____ Hours _____ Prerequisite(s) _____ Content _____ Structure (lecture/lab).*

Delivery format (requires signature of Department Chair or School Director and College Dean only):

Changing: _____ to distance education format, **OR** _____ from distance education format.

Contains some portion of one or more former courses(s); course may not be repeated for credit.*

Contains some portion of one or more former courses(s), course may be repeated for credit.*

*Specify courses being displaced by this course: _____, _____, _____, _____.

Deleted Course: See "Course Deletion Instructions." Check below all that apply.

Course has been replaced by new course number, which is _____.

Course has not been replaced or supplanted.

General Information: Please read all statements below and check all that apply. See also appropriate checklist.

General Education proposal. See Council for General Education Guidelines. (CCC routes to C.G.E.)

Check if course should be considered for the IAI General Education Core.

Course is required in a Teacher Education Major, Minor or Sequence (CCC routes to C.T.E.)

Course is for Study Abroad (Department notified International Studies)

Required in Major/Minor; specify _____.

Course to be offered only for Credit/No Credit.

Distance Education Course: 1. _____ offered as distance education course only, 2. _____ varies by semester;

3. _____ multiple sections, one or more of which may be offered as distance education.

Cross-listed; departments/schools offering course _____, _____, _____, _____.

Previously offered (including temporary courses) as 289.22: Multimedia Writing Workshop.

Students may repeat this course more than once for credit for a maximum of 6 hours.

300-level course may be offered for Graduate Credit. (See checklists for New and Revised Courses and GCC Guidelines.)

Copy only of Materials Fee form attached or _____ Materials Fee previously approved. (Department must send original fee form to Academic Administrative Services for approval before fee will be noted in the catalog.)

1. _____ Department/School Curriculum Committee Chair _____ Date Approved _____	5. _____ Council on General Education _____ Date Approved _____
2. _____ Department Chair or School Director _____ Date Approved _____	6. _____ Teacher Education Council Chair (10 copies to the Dean of the College of Education) _____ Date Approved _____
3. _____ College Committee Chair _____ Date Approved _____	7. _____ University Curriculum Committee Executive Secretary (8 copies to UCC Secretary, Moulton 102, for UCC review; 3 copies if for technical review only) _____ Date Approved _____
4. _____ College Dean _____ Date Approved _____	8. _____ GRADUATE SCHOOL (300-level courses desiring graduate credit) _____ Date Approved _____

Part A: Prerequisite and Other Catalog Information

Illinois State University
English Department, College of Arts and Sciences
ENG 239 Multimodal Composition, 3 semester credit hours, September 14, 2007

Pre-requisite:

English 101 is the pre-requisite for this course.

Pre-requisite rationale:

Students will build on the writing-process they learn in English 101 in this course. The pre-requisite is modeled on similar classes in the catalog, including English 248: Legal Writing and 249: Technical Communication.

Course Rationale:

This course will introduce students to ways of composing documents with digital media (including typography, images, audio, video, and animation). The class will meet three needs in the English department:

- (1) We have a strong sequence of 300-level digital rhetoric courses: English 350, “Visible Rhetoric” (which focuses on creating print-based multimedia documents) and English 351, “Hypertext” (which focuses on creating screen-based multimedia documents); however, too many students enter these courses with little experience in the rhetoric, grammar, and process of composing multimedia projects. This lack of experience analyzing, critiquing, planning, creating, and revising multimedia has proven to be more of a barrier to success in our 300-level classes than has student experience with the advanced software we use (such as Adobe InDesign or Dreamweaver). As a result, we find we are spending too much time introducing students to the grammar of multimedia and the process of creating multimedia projects, and not as much time as we would like working on advanced issues.

The course will introduce students to the process of planning, writing, reviewing, and revising multimedia projects, which will eventually enable us to better focus our 300 level digital rhetoric courses.

- (2) More and more teachers of courses in other areas of the English department (such as literature, children’s literature, linguistics, English Education) are offering students the option of creating multimedia projects in response to course content. While students are generally enthusiastic about creating such projects, many have no experience creating multimedia and can struggle with the details of creating and managing these projects.

The proposed course will provide students with experience creating multimedia projects. It will also emphasize creating multimedia using software that is widely available to students. As a result more students will come into other 200 and 300 level courses prepared to create multimedia projects when such an option is offered.

- (3) Students in the English Education major are required to take technology-rich courses in their areas of expertise, but the department currently offers only two, advanced choices (350: Visible Rhetoric; 351: Hypertext). The addition of this course will offer English Education majors a junior/senior-level choice that might better fit their areas of interest and levels of expertise.

Part B. Syllabus

Illinois State University
English Department, College of Arts and Sciences
ENG 239 Multimodal Composition, 3 semester credit hours
September 14, 2007

Pre-requisite:

English 101 is the pre-requisite for this course.

Course description:

Workshop emphasizing rhetorical analysis and composition of digital texts in a variety of modes including graphics, typography, audio, video, animation. *May be repeated if content differs.*

Course overview:

In this course, students will learn how to analyze and compose digital texts that use a range of media and genres. We will underscore the process of drafting, researching, creating, and revising that is typical of writing processes, applying those concepts to media-rich texts. Students will peer-workshop each assignment—to include soundtracks and research- or creative-based video projects—and will present their work in an interactive DVD portfolio that reflects on their learning outcomes at the semester's end.

Outcomes:

In this class, you will learn:

- to use and interrogate writing processes when composing in multiple media
- to understand the rhetorical, aesthetic, and other choices that help you compose multimedia texts
- to investigate the impact of digital technologies on producing multimedia texts

Assignments:

- media introductions (e.g., written, oral, visual, aural)
- video motifs
- audio motifs
- persuasive videos (e.g., visual arguments, documentaries)
- verbal and written analyses of sample texts
- final portfolio DVD with introduction

Grading:

- attendance/participation 25 points
- media introductions 5 points
- video motif 10 points
- audio motif 10 points
- persuasive video 25 points
- analyses 10 points
- final portfolio 15 points

Grades will be determined by totaling points.

Grading Scale:

92 – 100 points = A

83 – 91 points = B

74 – 82 points = C

65 – 73 points = D

0 – 64 points = F

Topical Outline:

- Week 1: introductions & discussions of differences between composing in alphabetic text versus composing in multiple media
- Week 2: filming video intros; how do we “read” videos; familiarizing ourselves with the digital technology (video cameras, network space, etc.)
- Week 3: rhetoric of composing and reading video motifs; planning your composition process; filming motifs
- Week 4: rhetoric of the video-editing process: transitions, cuts, video effects, etc. on meaning of motifs; editing motifs

- Week 5: how-to workshop motifs (discussion of language/vocabulary useful to this workshop setting); workshopping
- Week 6: rhetorical aspects of sound (soundtracks, voiceovers, sound-only motifs: planning for composing with sound)
- Week 7: rhetoric of audio-editing process: transitions, cuts, audio effects, etc. on meaning of audio motifs; editing and workshopping motifs
- Week 8: bringing audio and video together; discussion of sample video projects; choosing a project ‘thesis’; writing & workshopping treatments (i.e., project proposals)
- Week 9: visualizing the project; storyboarding (i.e., visual outlining); workshopping storyboards
- Weeks 10-13: filming/capturing media elements, importing and editing media elements; workshopping project drafts
- Week 14: revision of projects; reflection on composing process in multiple media; preparing DVD portfolio
- Week 15: finishing DVD portfolio; preparing for open house/media show

Required texts:

Ball, Cheryl, & Arola, Kristin. (2004). *ix: visual exercises*.

Bang, Molly. (1999). *Picture this: How pictures work*.

Block, Bruce. (2001) *The visual story: Seeing the structure of film, television, and new media*.

Part C. Attachments

Copy of original 89 proposal:

The original proposal is included in Appendix A. *Modifications* include a topical outline/syllabus option (presented here), which reflects the same student outcomes and basic structure to the class but with variations on the assignments. This modification demonstrates that students can repeat the course for credit if the content differs between semesters/instructors (i.e., modes of production and genres of texts change). Also modified is the grading system. The current proposal does not distribute grades for each assignment through the semester; instead, grading is based on participation in workshops (attendance) and the final portfolio, allowing for students to significantly revise and get further feedback on individual assignments before the portfolio is due.

Curricular rationale for permanent course (repeated from above rationale):

The class will meet three needs in the English department:

- (1) We have a strong sequence of 300-level digital rhetoric courses: English 350, “Visible Rhetoric” (which focuses on creating print-based multimedia documents) and English 351, “Hypertext” (which focuses on creating screen-based multimedia documents); however, too many students enter these courses with little experience in the rhetoric, grammar, and process of composing multimedia projects. This lack of experience analyzing, critiquing, planning, creating, and revising multimedia has proven to be more of a barrier to success in our 300-level classes than has student experience with the advanced software we use (such as Adobe InDesign or Dreamweaver). As a result, we find we are spending too much time introducing students to the grammar of multimedia and the process of creating multimedia projects, and not as much time as we would like working on advanced issues.

The course will introduce students to the process of planning, writing, reviewing, and revising multimedia projects, which will eventually enable us to better focus our 300 level digital rhetoric courses.

- (2) More and more teachers of courses in other areas of the English department (such as literature, children’s literature, linguistics, English Education) are offering students the option of creating multimedia projects in response to course content. While students are generally enthusiastic about creating such projects, many have no experience creating multimedia and can struggle with the details of creating and managing these projects.

The proposed course will provide students with experience creating multimedia projects. It will also emphasize creating multimedia using software that is widely available to students. As a result more students will come into other 200 and 300 level courses prepared to create multimedia projects when such an option is offered.

- (3) Students in the English Education major are required to take technology-rich courses in their areas of expertise, but the department currently offers only two, advanced choices (350: Visible Rhetoric; 351: Hypertext). The addition of this course will offer English Education majors a junior/senior-level choice that might better fit their areas of interest and levels of expertise.

Enrollment history:

Summer 2006: Course under-enrolled (3 students) and was cancelled

Spring 2007: Course enrolled 10 students (course is capped at 16)

Fall 2007: Course enrolled 16 students (maximum capacity).

Additional supportive materials:

Appendix B contains a third topical outline. This outline/syllabus further supports the proposal that students can repeat the course for credit if the content differs. While the above syllabus is for research-based texts like video documentaries, the syllabus in Appendix B would focus specifically on the composition of creative digital texts such as video poems, literary hypertext, experimental video, etc.

APPENDIX A: Original 289 course proposal

TEMPORARY COURSE (89), WORKSHOP (93) OR INSTITUTE (97) PROPOSAL COVER SHEET
University Curriculum Committee
2005-2006

Initiator James Kalmbach

Date 10-11-05

Department/School English

To be offered: (check all that apply)

Course # 289 Credit Hrs 3 Established _____

On campus x

Course Prerequisites English 101 or permission of instructor

Overseas _____

Course Title Multi-Media Writing Workshop

Off campus _____

Course Description (not more than 20 words)

Only once _____

Workshop emphasizing writing using a variety of digital media including type, color, images, sound and animation. Computer Assisted.

Fall _____

Spring _____

Summer x

Temporary courses are not listed in the *Undergraduate Catalog* and are listed separately in a section of the *Class Registration Directory*.

Approvals:

Department/School Curriculum Committee Chairperson _____ Date _____

Department Chairperson/School Director _____ Date _____

College Curriculum Committee Chairperson _____ Date _____

College Dean _____ Date _____

University Curriculum Committee Executive Secretary _____ Date _____
(100-, 200-, 300-level)

Graduate School _____ Date _____
(300-, 400-, 500-level)

Office Use Only:

Copies: Evaluations Office _____ Graduate School _____ Academic Department/School _____

Original: UCC Secretary, 108A Moulton _____

ILLINOIS STATE UNIVERSITY
Department of English—4240
English 289 Multimedia Writing Workshop
Date of Proposal: 11/05

Part A: Brief Overview and Rationale for Temporary Course

Overview

The English department wishes to teach a temporary course that will introduce students to ways of creating documents with digital media (including text, typography, images, color, sound, and animation). The permanent course, when proposed, will be offered as English 240, “Multimedia Writing Workshop,” and it will parallel current offerings such as English 246, “Advanced Exposition”, English 247, “Creative Writing” and English 249, “Technical and Professional Writing 1.” We are proposing a temporary course now so that we can offer this workshop on an experimental basis in the summer of 2006.

In the proposed temporary course, students will work with widely available software (primarily Microsoft Office products) to plan, create and review and revise series of multimedia projects in a workshop setting.

Rationale

The proposed class will meet two needs in the English department:

- (1) We have a strong sequence of 300-level digital rhetoric courses: English 350, “Visible Rhetoric” (which focuses on creating print-based multimedia documents) and English 351, “Hypertext” (which focuses on creating screen-based multimedia documents); however, too many students enter these courses with little experience in the rhetoric, grammar, and process of composing multimedia projects. This lack of experience analyzing, critiquing, planning, creating, and revising multimedia has proven to be more of a barrier to success in our 300-level classes than has student experience with the advanced software we use (such as Adobe Indesign or Macromedia Dreamweaver). As a result, we find we are spending too much time introducing students to the grammar of multimedia and the process of creating of multimedia projects, and not as much time as we would like working on advanced issues.

The proposed course will introduce students to the process of planning, writing, reviewing, and revising multimedia projects which will eventually enable us to better focus our 300 level digital rhetoric courses.

- (2) More and more teachers of courses in other areas of the English department (such as literature, children’s literature, linguistics, English Education) are offering students the option of creating multi-media projects in response to course content. While students are generally enthusiastic about creating such projects, many have no experience creating multimedia and can struggle with the details of creating and managing these projects.

The proposed course will provide students with experience creating multimedia projects. It will also emphasize creating multimedia using software that is widely available to students. As a result more students will come into other 200 and 300 level courses prepared to create multimedia projects when such an option is offered.

ILLINOIS STATE UNIVERSITY
Department of English—4240
English 289 Multimedia Writing Workshop
Date of Proposal: 10/05

Part B: Syllabus

Catalog Description:

ENGLISH 289 Multimedia Writing Workshop

3

English 101 or cons inst req.

Workshop emphasizing writing using a variety of digital media including type, color, images, sound and animation. Computer Assisted

Contact hours: 3.

Course Overview:

This course is an introductory writing workshop focusing on writing with digital multimedia including type, color, images, sound, and animation. The course will focus on the process of planning, drafting, reviewing, and revising multimedia projects using widely available software packages (rather than advanced, specialized tools). Projects will include a multimedia design portfolio, a multimedia collage, a multimedia exhibit, and digital storytelling. On completing the class, students will be prepared to create multimedia projects in a variety of other classes.

Student Outcomes:

Through successful completion of English 289, Multimedia Writing Workshop, students will have the opportunity to develop and demonstrate knowledge, skills, and competencies in the following areas:

1. Students will be able to analyze and critique multi-media compositions.
2. Students will be able to create projects in a variety of multimedia forms.
3. Students will learn strategies for effectively planning multimedia projects.
4. Students will learn how to manage reviews of multimedia projects and strategies for managing multimedia project revision.
5. Students will develop an understanding of design and of how design issues are mediated in paper and screen based documents.
6. Students will understand how to use commonly available software to create multimedia projects, and they learn how to chose among media and media combinations in a variety of rhetorical contexts.

Topical Outline

In addition to student multimedia projects, the following topics will be covered:

- Analyzing Multimedia Documents
- The Elements of Multimedia Writing
- Strategies for Planning Multimedia projects
- Purpose, Audience, and Forum
- Working with Text
- Working with Contrast, Alignment, and emphasis
- Soliciting and managing reviews of multimedia projects

Required Texts

Ball, Cheryl, Arola, Kristin. (2004). *IX Visual Exercises* (CD-ROM). Bedford St. Martin.

Bang, Molly. (2000). *Picture This*. Boston: Seastar Books.

Required Student Tasks/Assignments

1. *Class Blog*
Students will write weekly in a password protected community blogging site. Minimum requirement: Three blog entries or comments a week. These blogging entries include regular responses to the class books and to work by other students.
2. *Multimedia Design Portfolio*
Students in the first half of the semester will collect a portfolio of multimedia design work by others. They will write a reflective introduction to this portfolio about the design principles they see in this work.
3. *The Reading Collage*
Students will create a collage that combines images and text about a book or article of interest to them.
4. *The Picture/Text Exhibit*
Students will create an exhibition that combines a series of images, a series of quotations, and a series of commentaries and the images and text by the student. Students will also write an introduction to the exhibit for visitors.
5. *Digital Storytelling*
Students will create a multimedia project that tells a story.
6. *Multimedia Class Portfolio*
Students will construct a digital portfolio of all of their work for the semester.

Grading

Course activities will be weighted as follows:

- Class Blog 10 points
- Multimedia Design Portfolio 15 points
- The Reading Collage 20 points
- The Picture/Text Exhibit 20 points
- Digital Storytelling 20 points
- Multimedia class portfolio 15 points

Grades will be determined by totaling points and by factoring in attendance and participation.

Grading Scale:

- 92 – 100 points = A
- 83 – 91 points = B
- 74 – 82 points = C
- 65 – 73 points = D
- 0 – 64 points = F

APPENDIX B: Additional Topical Outline (with different course focus)

Multimodal Composition: 'Creative Works' Focus

Illinois State University
English Department, College of Arts and Sciences
ENG 239 Multimodal Composition, 3 semester credit hours
September 14, 2007

Course description:

Workshop emphasizing rhetorical analysis and composition of digital texts in a variety of modes including graphics, typography, audio, video, animation. *May be repeated if content differs.*

Course overview:

In this course, students will learn how to analyze and compose creative, digital texts that use a range of media. Drawing on the model of a creative writing workshop, we will apply the writing workshop model to researching, creating, revising, and presenting aesthetic media-rich texts. Students will peer-workshop each assignment—with the major assignment being a video poem or similar creative video—and will present their work in a public reading/showing at the end of the term.

Outcomes:

In this class, you will learn:

- to use and interrogate creative writing processes when composing in multiple media
- to understand the rhetorical, aesthetic, and other choices that help us compose multimedia texts
- to connect the contemporary field of e-literature with historical literary traditions, and to build on those connections
- to investigate the impact of digital technologies on producing literary/creative multimedia texts

Assignments:

- group presentation on history of literary hypertext
- literary hypertext remediation (e.g., re-media revision of a linear creative text)
- creative videos (e.g., video poems, experimental videos)
- public performance

Topical outline:

- Week 1: what is literary hypertext?; ways of reading linearly and non-linearly; connecting ancient with modern texts; Project #1 overview (group research report on historic connections to literary hypertext)
- Week 2: intro: schools of innovative creative writing; what are writing technologies?
- Week 3-4: connecting literary and creative theory to digital spaces; the role of the author and reader in literary hypertext; reading/mapping, structure, and closure in literary hypertext; presentations of Project #1
- Weeks 5-8: composing your own literary hypertext (remediation): drafting/planning; working in HTML; editing & workshopping.
- Weeks 9-10: using multiple media to compose creative new media texts; how to read multiple media for aesthetic and rhetorical meaning
- Weeks 11-14: planning, capturing, composing, editing, and workshopping creative videos
- Week 15: preparing for public performance

Grading

Attendance/workshop participation:	25 points
Group presentation:	10 points
Literary hypertext project:	25 points
Creative video:	25 points
Portfolio with reflective introduction:	15 points

Grades will be determined by totaling points.

Grading Scale:

92 – 100 points = A
83 – 91 points = B
74 – 82 points = C
65 – 73 points = D
0 – 64 points = F

Required texts:

Bolter, Jay David. (2003). *Writing Space: Computers, Hypertext, and the History of Writing*.
Hayles, Katherine. (2001). *Writing Machines*.