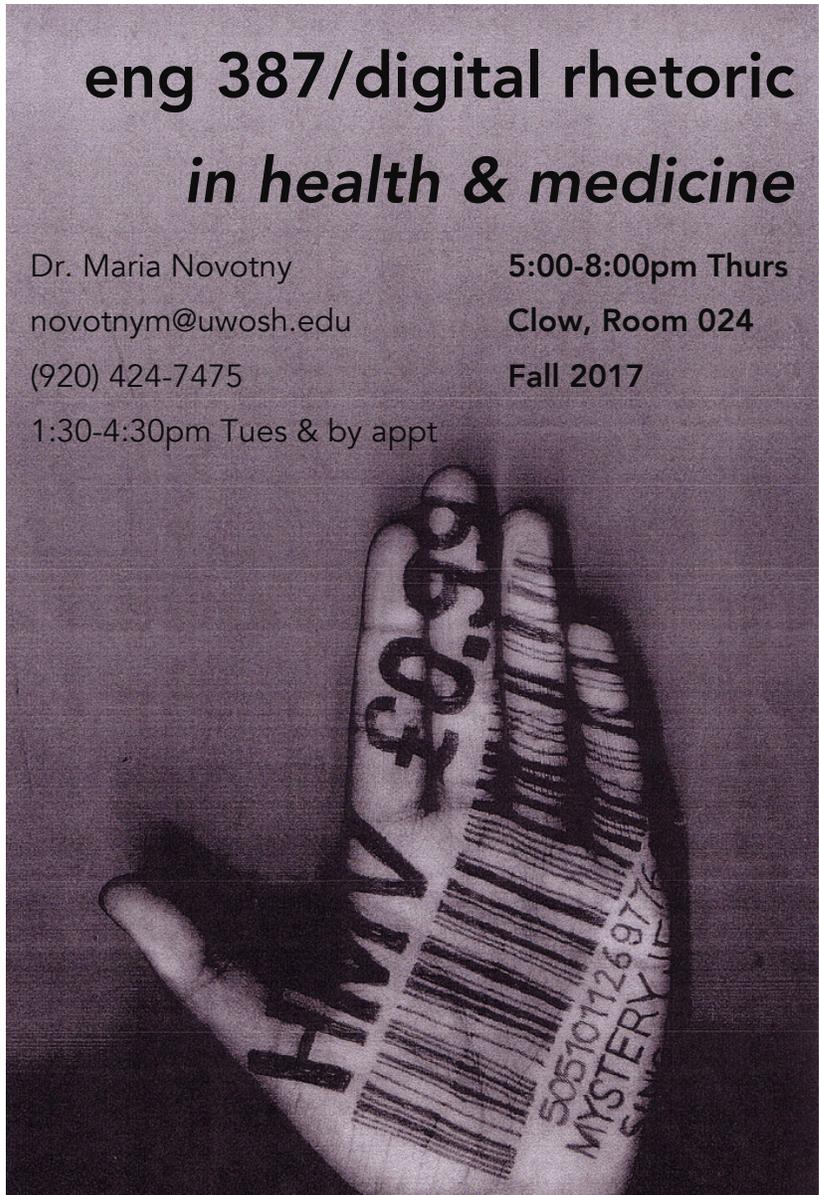


eng 387/digital rhetoric *in health & medicine*

Dr. Maria Novotny
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(920) 424-7475

5:00-8:00pm Thurs
Clow, Room 024
Fall 2017

1:30-4:30pm Tues & by appt



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course description

ENG 387, a special topics course focused on digital rhetoric in health and medicine takes up two questions: (1) what is digital rhetoric and (2) why does digital rhetoric matter to health and medicine? Students will study rhetorical theories of technology and analyze health informational technologies across race, gender, and sexuality. Methods of digital rhetorical research, ethics, project management and information design will be learned. These skills will support students in completing a final project

that informs a public audience about the intersections digital technologies in health and medicine. Understanding the rhetoric behind technologies and theories of health and medicine will propel you later, as professional writers, to become effective technical communicators.

course goals

ENG 387, a special topics course focused on digital rhetoric in health and medicine, is designed with four goals in mind:

- To develop **an understanding of rhetorical theories of technology** related to digital rhetoric and rhetorics of health and medicine;
- To practice **rhetorical analysis in/of either digital spaces, digital tools or infrastructures** through digital research methods;
- To **transfer research findings to a public audience** through effective informational design;
- To **create a definition of digital rhetoric** that is useful to your future goals as a rhetorician and digital writer.

You will meet these goals by completing a series of small assignments, developing a series of rhetorical skills, to complete one large project at the end of the semester titled “the BIG project”. This project acts as a cumulating moment in which you will work in teams to create an informational deliverable (format is up for negotiation between you and the university partner) for users to assess a particular health/medical technology.

course texts

You have three texts that you are required for this course: two that you must purchase and one that is free. In addition to these texts, you will also be asked to have an online peer review subscription (Eli Review). All other readings will either be provided to you via D2L (Desire2Learn) or through email prior to the class in which they’ll be read. The required texts for this class are:

- Laura Gurak: **Persuasion and privacy in cyberspace: The online protests over lotus marketplace and the clipper chip**. Paperback: 1999. ISBN: 9780300078640. (\$22 on Amazon)

- Danielle DeVoss, Elyse Eidman-Aadahl, and Troy Hicks: **Because Digital Writing Matters**. Paperback: 2010. 9780470407721 (\$17.95 on Amazon)
- Doug Eyman: **Digital Rhetoric: Theory, method, practice**. Paperback: 2015. (Free with online access through the University Wisconsin-Oshkosh library)
- **Eli Review**. Subscription available through the University Book Store or PayPal. (\$25/6 month subscription)

A note on textbooks: I understand that course textbooks are expensive. I take every action to find free or online-accessible books. However, there are times when purchasing a book is necessary. For all books, I try to select low-cost options and ensure that we will effectively use each text. Please feel free to always buy used books for my class. If for some reason you are unable to purchase any of these texts, please contact me immediately so that we can arrange an alternative solution.

course assignments

This course will be graded around four modules and class participation. I use the word “modules” intentionally. Each module is intended to build on a series of rhetorical skills that will get you to the next module. At the end of the course, we will conclude with “the BIG project.” **You must complete and submit every one of these modules in order to pass the class.**

- **Module 1a/1b: Digital Rhetoric Manifesto/a** (50 points for Module 1a; 150 points for Module 1b)
 - Students will be asked to draw on the class theories, definitions and personal experience to create a “digital rhetoric manifesto/a.” Module 1a will be assigned to students at the beginning of the course. At this time, students will create a drafted manifesto/a based upon their current understanding of digital rhetoric. At the end of the semester, students will return to their Module 1a and revise it. Module 1b will ask students to think about how the course has changed and altered their manifesto/a. It is intended that this module could be shared as a sample writing material to a potential employer. It is also hoped that students who may seek jobs in digital writing could use this manifesto/a to influence the drafting of their cover letters.
 - Objective for Module 1a: Draw on foundational texts & experiences to articulate what digital rhetoric means to you.

- Objective for Module 1b: Return to your original Digital Rhetoric Manifesto/a (Module 1a) and create a revised version drawing upon the skills, experiences and reflections you have made in this class. Develop new content and remix this manifesto/a into a new medium that highlights the key takeaways you have made throughout the semester.
- **Module 2: Mini Digital Research Project** (150 points)
 - Students will practice researching personal information shared online. Specifically, students will examine how individuals consent to the sharing of such personal information online. Students will examine their own practices sharing personal information online and compare that to others in their family, including parents and grandparents. This project will serve as practice for students to begin identifying spaces where digital identity and its data may be at risk. Methods of digital research will be discussed and students will reflect on the process of engaging in such research. Practice with such methods and digital research will be later utilized for executing “the BIG Project”.
 - Objective: Develop digital literacy research skills and critical awareness of how online personal information may put individuals at risk.
- **Module 3: Mini Digital Analysis Project** (200 points)
 - Using research method skills students developed in Module 2, students will research a relevant issue related to digital data collection/surveillance and present a digital analysis to class. Students will practice rhetorical analysis by presenting a summary of the case, claims and warrants for their analysis. This analysis will serve as practice for “The BIG Project”.
 - Objective: Practice rhetorical analysis of a digital health technology, such as a wearable and connect analysis to a theoretical lens (such as feminism or race), which may expose potential risk danger or related questions to the use of the technology.
- **Module 4: The BIG Project** (350 points)
 - Concept: The BIG project asks students to collaborate with a university partner, in this case either the Women’s Center or the Student Health Center to develop a student-centered deliverable, informing best practices when using digital health technologies. The development of this deliverable will be informed from understanding the genre conventions of the U.S. Department for Health & Human Services

“Agency for Healthcare Research & Quality” department’s “patient education materials assessment tool” (PEMA), see:

<https://www.ahrq.gov/professionals/prevention-chronic-care/improve/self-mgmt/pemat/index.html>.

- Objective: Co-create an informative deliverable (ex: user guide, website or interactive peer workshop; deliverable up to your discretion and informed from conversations with your university partner) for the local university organization to offer and assist students in developing critical digital health literacy practices.
 - Method: Students will be divided into groups and will consult with a university-affiliated organization to determine the audience and scope for the deliverable. The creation of the tool will require groups to engage in digital research, rhetorical analysis, and synthesis. Students will already have practiced these skills in Module’s 1-3. A series of project plans and updates will be required as you develop The Big Project. Frequent consultation and review by both your peers, instructor and your partnering university organization will also inform the development of this project.
 - Purpose: This project asks you to mobilize your understanding of digital rhetoric into the public sphere by creating an effective, user-centered deliverable to assist user’s of wearable health apps/products to understand how their data is collected and practices to be put in place to protect their data and privacy. It is hoped that the final version of your Big Project could be shared with the university-affiliated organization you consult with as well as any potential employers as a deliverable documenting your skills as a digital rhetorician.
- Class Participation (100 points)
 - As a class that meets only once a week, class participation is mandatory. I expect that you make every effort to attend class. Of course, when illness or an unexpected incident occurs, I understand that this may impact your attendance. Please email me in advance to let me know you cannot attend so that we can arrange a time to make up work you missed in class. With that, I will allow up to two absences with it not impacting your grade. To be clear, class participation does not mean simply showing up to class. I define class participation as actively engaging in the readings, texts and review of your peer’s work. Participation does not mandate active verbal discussion. I respect that some students are more introverted and thus I include reading responses as part of participation.

- As described below under “course policies,” you will need to submit a weekly reading response for the week’s readings. **These responses are due to D2L by 11:59pm each Wednesday.** I will provide a prompt that you may reflect on and respond to. You also have the option, if you are interested in a different topic related to that week, to write an alternative response. You are allowed to skip 1 reading response during the semester.
- Additionally, if you look at the schedule for this course, you will see that towards the end of the semester we will be spending much time in class “workshopping” on the BIG project. This will include time spent on Eli Review, which is intentional. As a digital rhetoric class, you will develop skills to provide online (digital) feedback for your peers. You will have practice interfacing in a digital space as a technical communicator. All of these moments when we engage in peer review are thus intentional and central to the topic of this course.

grading criteria

Your grade in this class will be determined by the quality of attention and seriousness in which you approach the content of this class. I want to emphasize that **if you turn in the work, you will pass the class.** That said, if you want to earn an “A”, you will have to perform above the minimal expectations. Points will be assigned according to the following criteria (but more specific criteria will be presented with each assignment):

- **Outstanding (A level work):** Written work reveals strong professional writing skills and a deep understanding of rhetorical principles as applied to technical communication contexts; only very few minor editorial adjustments needed in documents; exceptional content knowledge, research, and preparedness.
- **Strong (B level work):** Written work reveals adequate/acceptable professional writing skills and a basic understanding of rhetorical principles as applied to technical communication contexts; several minor editorial adjustments needed in documents; good content knowledge, research, and preparedness.
- **Acceptable BUT Needs Work (C level work):** Written work occasionally reveals less than adequate professional writing skills and/or difficulties understanding and applying rhetorical principles; a few major editorial problems in documents; occasional evidence of inadequate or inconsistent content knowledge, research, preparedness.
- **Weak (D and below level work):** Written work reveals significant problems in terms of writing ability and/or major misunderstanding of rhetorical principles

as applied to technical communication contexts; frequent evidence of inadequate or inconsistent content knowledge, research, preparedness.

In this class, you can earn up to 1000 points. Your semester grade will be based on the number of points you earn during the semester:

| | |
|---------------------|---------------------|
| 930-1000 points = A | 670-699 points = D |
| 900-929 points = A- | 630-669 points = D+ |
| 870-899 points = B+ | 600-629 points = D- |
| 830-869 points = B | 599 and below = F |
| 800-829 points = B- | |
| 770-799 points = C+ | |
| 730-769 points = C | |
| 700-729 points = C- | |

course policies

- **Attendance:** As I explained in the “class participation” section, I treat attendance like participation. As a class that only meets once a week, it is imperative for your own success to come to class. With that, I am human and understand that life happens. If you are sick, dealing with a family emergency or are encountering some other difficulty that impedes your ability to come to class, I ask that you email me in advance to let me know. Emailing me will allow me to coordinate with you outside of class how to best make up the time that you missed. Also, I follow UWO guidelines listed in the handbook and adhere to allowing up to 2 weeks of missed class (which is the equivalent of missing 2 class periods). After you miss the second class period, I reserve the right to deduct from participation points over your grade.
- **D2L & Submitting Course Work:** All graded work will be uploaded via D2L. This includes all modules as well as reading responses. Due dates for each module will be included on each module assignment overview sheet. These will be distributed on days listed in the syllabus “Introduce Module 1” etc. **For every**

reading, you will be expected to write a short 250-500 word reading response. These reading responses will always be due the Wednesday before our class meets by 11:59pm. This will allow me time to read, and if I feel necessary, respond to your responses before our class meets. The goal of these reading responses is less about me checking to see that you did the reading but, more so, what you are thinking about with the reading and if there are particular questions or areas of confusion that should be addressed during our class time. All reading responses fall under the grading criteria of "participation." You are allowed to skip 1 reading response during the semester.

- **Electronics:** I do not ban digital technologies in class; I embrace them. Why? Because this is a digital rhetoric class! However, I will expect that, from time-to-time, you will check in with your friends, family, and loved ones as needed. But please do not make a habit out of directing your attention to social media, texting, or digital games in ways that do not pertain to class. I won't stop you (unless I'm feeling extra cranky that day), but I will note it down and take points away from your participation grade.
- **Late Work:** Unfortunately, most of the assignments in this class will not be able to be turned in late due to the nature of their creation. If you cannot manage to turn something in on time, I ask that you speak with me immediately to determine a plan of action that allows you to still earn credit and participate in the class.
- **Confidentiality:** We will occasionally talk about serious topics in this class. We will also be writing about serious topics and very personal things at times. I will not rat on the things you disclose to anyone *unless* the incident falls under something to which I am mandatorily obligated to report. Those incidents are sexual violence and assault, child abuse, and/or self- inflicted harm. If you need to confide something to me, though, I will respectfully listen, offer my support, and recommend the appropriate services to see that you receive additional and appropriate support and care. Please do not talk yourself out of speaking to someone you trust if you are in need of help!

- **Academic Honesty:** I take academic honesty seriously. Plagiarism will not be accepted and/or tolerated in this class. If plagiarism is evident and/or suspected, we will pursue it in accordance with University Policy. You are expected to develop original work for this course. Please do not submit work already created for a previous course.

resources for students

Counseling Center: The Counseling Center provides free and confidential services, including individual and group counseling, crisis services, and wellness workshops, to all UWO students. To make an appointment or learn more, stop by room 240 in the Student Success Center, call 424- 2061, or visit http://www.uwosh.edu/couns_center/students.

Dean of Students: The Dean of Students office is an excellent first stop if you experience a crisis or emergency. They can assist you with finding appropriate on- and off-campus resources, navigating an extended period of absence or a withdrawal from school, and reporting and/or recovering from harassment, violence, or another crime. Visit the office in Dempsey 125, call 424- 3100, or go online to <http://www.uwosh.edu/deanofstudents>.

Disability Services: If you would benefit from any disability-related accommodations or assistance in this classroom, let me know as soon as possible and I'll do everything I can to help. If you haven't already done so, you'll want to contact Disability Services (Dean of Students Office, 125 Dempsey Hall, 424-3100) for the University accommodation request form and documentation requirements.

English language tutoring: Non-native English speakers can receive help with processing course materials, speaking and writing English, and understanding English grammar. Email Amy Jacobson at jacobsoa@uwosh.edu or call her at 424-0775 to make an appointment.

Information Literacy Librarian: Polk Library offers many professional librarians who can help you find library resources for your research. Specifically, Ted Mulvey, the Information Literacy Librarian, will be working with us at multiple points in the semester, but feel free to contact him at any time (phone: 920-424-7329; email: mulveyt@uwosh.edu). You may also set up a research advisory session with a librarian at: rap@uwosh.edu.

Writing Center: The Writing Center offers free one-to-one tutoring designed to help beginning and advanced writers work through assignments and gain additional writing skills. Trained peer consultants can assist writers at any stage of the composition process, from brainstorming for topics before writing to fine-tuning a final draft. Writers can make an appointment or drop in to see if anyone is available. The Writing Center is located in Suite 102 of the Student Success Center, across from Reeve and Polk on Elmwood Avenue. Learn more at <http://www.uwosh.edu/wcenter>. As a previous Writing Center tutor and instructor, I highly value and recommend your use of the center. It can be a great place to start when you feel writers block coming on.

course schedule

Please be advised that as the instructor, I reserve the right to revise the syllabus (including this schedule) to meet student/s or university needs. If revision is necessary, I will make every effort to work with you and ensure that you are notified as far in advance as possible.

| Week | Theme of Day | What We Will Do |
|---------------------------|---|---|
| Week 1 Sept. 7 | Introductions, Info on the Class & Background | Go over the course, introduce ourselves, address questions about the class as well as digital rhetoric itself <i>Introduce Module 1a</i> Come to class (c2c) having read "Identifying New Topics in TC Curricula: Preparing Students for Success in a Changing World" (Spyridakis, pdf in D2L) |
| Week 2 Sept. 14 | Digital Writing & Digital Rhetoric Background | What Is Digital Rhetoric? Why Does Digital Writing Matter? Come to class (c2c) having read selections of Because Digital Writing Matters (Intro; Ch1; Ch2) and all of Eyman's Digital Rhetoric ; D2L reading response also due Wednesday by 11:59pm |
| Week 3 Sept. 21 | Theories of Technology | <i>Guest Speaker from Information Technologies</i> Internet & Technology as Infrastructure <i>Module 1a Due</i> <i>Introduce Module 2</i> C2C: having read Ch. 2 of Baym (pdf on D2L) and Reyman's "User Data on the Social Web" (pdf on D2L); D2L reading response also due Wednesday by 11:59pm Evolution of Online Privacy, watch in class: TedX "Hacking Happiness" & Short Film "Sight" |
| Week 4 Sept. 28 | History of Online Privacy | <i>Guest Speaker: Les Hutchinson, PhD Candidate at MSU</i> C2C: having read selections of Gurak's book "Preface", "Introduction", "The Case of Lotus Marketplace", "The Case of Clipper Chip", "Exigence in Cyberspace", "Structures of Online Communication" and "Ethos, Flaming and Inaccuracy" ; D2L reading response also due Wednesday by 11:59pm <i>Introduce Module 3</i> |
| Week | Critical | Surveillance & Privacy Intersecting with Race, Gender, |

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| 5 Oct. 5 | Theories of Technology, Privacy & Surveillance | Sexuality *Note, Maria has to attend a conference this day and will create an online course for this week. Readings will include "Gender in Cyberspace" (Gurak), "The Big Brother and the Corporation of Big Brother the Government" (Gurak), Beck's "The Invisible Digital Identity" (pdf in D2L) and Your Choice of 1 Lisa Nakamura reading (Maria will provide). Possible outside watching of the film Snowden . <i>Module 2 Due</i> |
| Week 6 Oct. 12 | Technology, Health & Medicine | Wearables and health 2.0 C2C: Quartz piece https://qz.com/1042852/using-a-fitness-app-taught-me-the-scary-truth-about-why-privacy-settings-are-a-feminist-issue/ , Hill & Mattu article https://gizmodo.com/how-a-company-you-ve-never-heard-of-sends-you-letters-a-1795643539 and Smith article https://edtechmagazine.com/higher/article/2016/02/university-requires-freshmen-use-wearable-tech ; D2L reading response also due Wednesday by 11:59pm Meeting university partners: The Women's Center & Student Health Services |
| Week 7 Oct. 19 | PEMA as an Analytical Tool for Assessing Digital Health Information | <i>Introduce Module 4: The Big Project</i> C2C: having read Vie & deWinter (pdf on D2L) and Hutchinson & Novotny's Analysis of Glow (pdf on D2L); D2L reading response also due Wednesday by 11:59pm Overview PEMA as genre. |
| Week 8 Oct. 26 | Conferences for Module 4 | Group Conferences for Module 4 <i>Module 3 Due</i> |
| Week 9 Nov. 2 | Project Plans for Module 4 | Project Plan Due, Based On Conferences |
| Week 10 Nov. 9 | Module 4 | Presentation of Plans |
| Week 11 | Informational & User-Center | Workshop Additional Skills for Module 4 such as visual rhetoric and user-centered design |

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| Nov. 16 | Design | <i>Readings to be assigned at a later date.</i> University partners come to class again. |
| Week 12 Nov. 23 | | No Class. Happy Thanksgiving! Please continue to work on your projects for Module 4. |
| Week 13 Nov. 30 | Peer Review of Module 4 (PEMA) | Peer Review of the BIG Project <i>Introduce Module 1b</i> |
| Week 14 Dec. 7 | Class Presentations | Present Revised Drafts of the BIG PROJECT to Class & University Partners for final review before submission. |
| Week 15 Dec. 14 | Finals Week. | Module 4 and Module 1b will be due this week. Please view Module 4 and Module 1b's assignment sheet for exact dates/times this is due. |

course scaffolding

Scaffolding is a term used to describe the variety of assignments/readings assigned to students in an attempt to meet the overall course goals and learning outcomes. In an effort to be transparent, and address “why are we doing this?”, I am including a chart that outlines the different scaffolding moves meant to help ensure your success in this course.

| Enacting a Feminist Surveillance as Care Pedagogy | Maria’s Course “Digital Rhetoric in Health & Medicine” | | |
|---|--|--|---|
| | Weeks | Key Readings | Assignments |
| Foundational Theories | Weeks 1-3 | <ul style="list-style-type: none"> • “Identifying New Topics in TC Curricula: Preparing Students for Success in a Changing World” (Spyridakis) • <i>Because Digital Writing Matters</i> (DeVoss, Eidman-Aadahl & Hicks) • <i>Digital Rhetoric: Theory, Method, Practice</i> (Eyman) • “Personal Connections in the Digital Age” (Baym) • “User Data on the Social Web” (Reyman) | <ul style="list-style-type: none"> • Module 1a: Digital Rhetoric Manifesto/a <ul style="list-style-type: none"> ○ Objective: Draw on foundational texts & experiences to articulate what digital rhetoric means to you. • Module 2: Mini Digital Research Project <ul style="list-style-type: none"> ○ Objective: Develop digital literacy research skills and critical awareness of how online personal information may put individuals at risk. |
| Analysis | Weeks 4-6 | <ul style="list-style-type: none"> • <i>Persuasion and privacy in cyberspace: The online protests over lotus marketplace and the clipper chip</i> (Gurak) • “The Invisible Digital Identity” (Beck) • Selections of <i>Race in Cyberspace</i> (Nakamura) • Optional watching of film “Snowden” • “Using a fitness app taught me the scary truth about why privacy settings are a feminist issue” (Quartz) • “How a Company You’ve Never Heard of Sends | <ul style="list-style-type: none"> • Module 3: Mini Digital Analysis Project <ul style="list-style-type: none"> ○ Objective: Practice rhetorical analysis of a digital health technology, such as a wearable and connect analysis to a theoretical lens (such as feminism), which may expose potential risk danger or related questions to the use of the technology. |

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| | | <p>You Letters about Your Medical Condition" (Gizmodo)</p> <ul style="list-style-type: none"> • "University Requires Freshman to Use Wearable Tech" (EdTech) | |
| Critique | Weeks 7-9 | <ul style="list-style-type: none"> • "Surveillance, Privacy & Net Neutrality" (Vie & deWinter) • "Data Our Bodies Tell: A Feminist Surveillance as Care Methodology" (Hutchinson & Novotny) • PEMA: Patient Education Materials Assessment Tool | <ul style="list-style-type: none"> • Module 4: The BIG Project <ul style="list-style-type: none"> ○ <u>Objective</u>: User test a health technology, paying attention to its design, the collection of data and technical documents that ask for individuals consent and explain their privacy options. Apply a theoretical lens to the user testing to expose areas of critique in the use of this technology. |
| Response | Weeks 10-15 | <ul style="list-style-type: none"> • No Readings. • Course Focused on Building & Collaborating a Community-University Response | <ul style="list-style-type: none"> • Module 4: The BIG Project <ul style="list-style-type: none"> ○ <u>Objective</u>: Collaborate with a university organization (such as Women's Center and/or the University Health Center) and develop an student-centered user guide, informing best practices when using digital health technologies. Co-create either an information user guide, website or interactive peer workshop for the local university organization to offer and assist students in developing critical digital health literacy practices. • Module 1b: Revised Digital Rhetoric Manifesto/a <ul style="list-style-type: none"> ○ <u>Objective</u>: Return to your original Digital Rhetoric Manifesto/a (Module 1a) and create a revised version drawing upon the skills, experiences |

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| | | | and reflections you have made in this class. Develop new content and remix this manifesto/a into a new medium that highlights the key takeaways you have made throughout the semester. |
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