

WRIT 2311

## Writing in the Digital Age

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### Course Introduction:

These past few years have changed the way the world has been working, communicating, thinking, collaborating, learning, loving, and the list goes on... This past year we have seen an exponential increase in the use of generative artificial intelligence. This course is about examining, analyzing, and understanding how writing in this digital age continuously changes, shifts, adapts, and adopts new technologies and ways of thinking to accomplish tasks.

We will explore how to create and analyze various genres: social media, organizational pages, websites, blogs, youtube channels, career documents, etc. We will focus on creating, revising, analyzing, and supplementing various artifacts for St. Edward's University and its multitudes of audience. You will have ample opportunity to choose what you focus on and determine the rhetorical and design principles at work for various audiences and purposes. Through the process of analysis, drafting, and revising, I will provide different routes and strategies to help you create successful projects. We will delve into how rhetoric is different in various contexts and explore the best options for delivering information to specific audiences. By the end of the course, students will have an understanding about the intricacies and complexities of digital media and digital writing and be able to apply these skills in a multitude of situations with the most appropriate medium and message. The successful appropriation of information and form will transfer into other aspects of academic and professional contexts. This course introduces you to understanding that writing is everywhere and can look like anything. There are no "traditional, academic" essays in this course.

When we encounter, create, analyze, design, write, read, and experiment with writing and technologies, we must consider four things:

1. What will you write about? The content.
2. How and why will you present your ideas and arguments? The purpose.
3. Who should be, and will be, informed or interested? The audience.
4. What is timely and appropriate about this information? The context.

These four principles are necessary in all communication. These four principles are tied simultaneously to choices in rhetoric and design. As technology has advanced and changed so have the ways in which information is presented, read, written, discussed, etc. This course is an introduction and discovery of the multi-faceted ways in which technology and digital media has

changed the way writing takes place in various contexts. Throughout the semester, we will explore a variety of different media through analysis, creation, discussion, and reflection to determine how the digital age has impacted in meaningful ways how writers now communicate.

## **Student Learning Goals and Outcomes**

**By the end of this course students will be able to**

- Analyze various artifacts to determine purpose, audience, content, and context
- Make appropriate choices in rhetoric and design to reach various audiences and purposes
- Design multiple artifacts with successful content and context
- Understand and argue their choices for rhetorical and design principles in all of their artifacts and communications
- Experiment with various technologies and tools to understand and learn the various, multi-faceted choices available when writing in the digital age
- Determine and understand real-world expectations and conventions of writing

### **Course Description:**

From the Undergraduate Bulletin 2023-2024:

This course will introduce students to the study of media artifacts, analysis, and production through the frame of digital storytelling, exposition, and/or argument. In exploring the ubiquity of (digital) text, students will gain an ability to understand, criticize, choose, and apply different media to match different messages. This course takes a project-based approach to learning about media and producing media objects such as digital essays, podcasts, social media, video, websites, and mobile apps. Although the course will ask students to work with a variety of technologies and tools, the primary aim of in-class activities will be to experiment with available means of production to tell stories that are personally and culturally relevant. Ultimately, this course will demonstrate to (potential) English majors how digital media is changing (and being changed by) the forms of writing present in rhetorical studies, professional writing, creative writing, and journalism.

## **Engagement and Interaction Policy**

I do not take attendance in the traditional sense. As you can see below in the grading policy, I do not give a grade for attendance. Instead, you are graded for your engagement and interaction with the course. If you do not complete your assignments or participate in the weekly activities, you will most likely fail the course. Make sure you time-manage well to complete your assignments and come to class prepared! Being prepared can also mean coming to class with questions and voicing any confusion you had. If you come with nothing, you will not receive credit for being engaged that day and I reserve the right to ask you to leave and only return. There will be ample instruction and direction for what we will be doing in class each day and your engagement and interaction is highly valued! I am always available to help you if you struggle with any of the coursework or material so you can receive as much credit for Engagement and Interaction!

Engagement and interaction in this course is expected and required. I expect you to contribute to our discussions in class. Engagement and dialogue is essential for you to develop critical thinking skills and enter into academic discourse. Engagement and Interaction is not just about speaking, but is also

about listening; listening requires you to read and pay attention to your peers and professor critically, reflectively, and analytically. Engagement requires thoughtful, prepared, and supported questions, conversations, and inquiries. Engagement must connect ideas and arguments to other topics and audiences. Engagement, in this course, should be challenging because you have to engage with the material deliberately and carefully. Students who are successful will have a more enriching experience and more successful drafts as interaction and collaboration are a part of the writing process. Any discussions or participation in this course which is redundant or surface level is unacceptable. I will let you know if I am seeing this so you can adjust accordingly. We will discuss successful and effective engagement and interaction during the first few weeks of the course.

Please review the course overview calendar for quick insight into our semester.

## **Assessments**

Throughout this course you will complete self and peer assessments. You will also receive an assessment from me on major assignments and feedback along the way. Assessments for each project will detail and describe how your writing meets the required expectations and requirements for the writing. This is also where you will address what is missing or lacking. Together, these assessments are used to have a dialogue about your writing. Much of this assessment will happen during our conferences. Your self-assessments also demonstrate your understanding of your strengths and weaknesses and build your vocabulary and explanation of your own writing. This allows us to see where any miscommunication or misunderstanding is occurring. When you turn in your major assignments, you will receive a grade along with my assessment.

These assessments will have guided and specific questions you must answer fully. I will also complete assessments of your work. These assessments are geared toward deepening our understanding and thinking about writing and to assist in revision. Assessments are used to help you complete the most successful writing projects you are able to within your time in this course. There is a google slides presentation on assessment we will review in the first few weeks of the course.

## **Conferences**

You will meet with your instructor twice during the semester. You will be responsible to schedule your conference with me during these weeks. Conferences will be based around the major writing assignments to make sure you understand what is expected of you for these papers. These conferences are used to discuss your current progress in the course and areas for improvement. Failure to show up for your conference will result in a zero for your engagement and interaction for the week. There will be a calendar adjustment for office hours for you to select your time and date.

## **Grading Policy**

### **Revision Policy**

You have the option to revise. If you choose to revise, you must complete another assessment which specifically addresses what your revisions are and why they are necessary to improve your writing. Without completing your revision cover letter, your assignment will not be graded. A revised writing project does not guarantee you a higher grade. You are only allowed to complete revisions if you have turned in your assignments on time and completed all necessary components of the

assignment. If you choose to submit a new, revised project, this project will be graded and this will be your final grade for that project. You have until November 26th to turn in any revised major projects.

### **Assignments and Assessments**

<b>Assignment</b>	<b>Description</b>	<b>Points</b>
Social Media	Analysis and Creation of Writing Center Video	5
Digital Writing Assignment	Analysis, Critique, and Arguments; includes creative presentation	10
Professional Revision	Research and Discover professional writing expectations and conventions; synthesize information	10
Self-Assessments (3 total)	After each assignment	15
Final Self- Assessment	Argument for PACC and reflect on semester	10
Engagement and Interaction (includes conferences)	Completion of weekly assignments: <ul style="list-style-type: none"> <li>● Insufficient work: 2 point deduction</li> <li>● Missing work: 3 point deduction</li> </ul> This grade will be updated weekly <ul style="list-style-type: none"> <li>● A record will be kept in Canvas</li> </ul>	50
		100

A: 100-90  
B: 89-80

C: 79-70  
NP: 69-60

F: BELOW A 60

I will be able to give you the grade which reflects the work and progress of you as a writer from the semester. Please feel free to come speak with me about your progress during the semester if you are unsure about how you are doing. I will not discuss grades via email. If you wish to discuss grades you must email me to set up a conference to personally speak with me.

#### **Requirements for class:**

- Online course account in Canvas (Automatically set-up when you registered for course)
- St. Edward's email account (Must use for communication for this course; check daily)
- Readings will be provided by instructor Reliable Internet
- Access and use of Google Suite (slides, docs, sites, sheets, forms, calendar)
- Submit all major assignments in Canvas

#### **Email Policies**

When writing and sending me an email, you must do the following four items to receive a response from me:

1. Use the subject entry to inform me of the nature of your email (homework question, class questions, etc.) Also include the course title!
2. Within your email you need to be direct and concise about why you are emailing me. Your subject heading can help with this. Let me know the urgency of your email.

3. Use professional and respectful language. Any emails that are not respectful or use appropriate language risk not being answered.
4. Sign your name! An email signature is a useful item to have and will serve you well throughout your time here at SEU.

You are responsible for checking your email and Canvas **daily; I will use announcements to inform you of important information.** I will also check my email daily: I check my email every morning at 9 am and again at 4 pm. I will also be in my email during office hours so this is a good time to send me an email about questions or concerns you have. Do not email me ten minutes before an assignment is due. If you have a concern, you must email me at least 24 hours prior to when the issue is being resolved. I cannot guarantee that I will respond to your email within the time needed because of the times I check my email. If I have not responded to your email, then assume I have not read it! Stopping by office hours is the best way to get your questions answered!

**Warning of messages in Canvas:** Do not respond to my announcements in Canvas and do not message me through Canvas. Canvas does not notify me of a message in my inbox until the following morning. Please send me an email if you need to get in touch with me.

## **LATE WORK POLICY**

As this is a college course and you will know your assignments well beforehand, I will not accept late work. When you have assignments to submit, make sure you do so in a timely fashion, especially when you need to respond to your peers. **Turning in late assignments means you will not receive feedback from your peers or your professor.** If you want feedback from your professor on an assignment that you turned in late or missed, you must sign up for a meeting during office hours. Weekly assignments are due by 9 am. I will be checking all the assignments at that time. If your work is not there OR I cannot access it, you will receive a zero.

Turning in late assignments will create difficulty for you to achieve a high grade in this course as peer assessment is part of your grade. I am always available to provide feedback and answer questions during office hours.

## **ENGAGEMENT AND INTERACTION POLICY**

I expect your engagement and interaction through the use of our assignments in and out of class. As you can see below in the grading policy, I do not give a grade for attendance or participation. Instead, you are graded for your engagement in the course material through a grade called engagement and interaction. If you do not complete your assignments or participate in the weekly activities, you will fail the course. Each week has a point value which reflects the complexity and time commitment for the weekly work. Your engagement and interaction grade will be updated each week. Late, missing, or insufficient work will result in losing points each week. I will leave you comments in the gradebook about your weekly work to let you know how you are doing. If you receive no comments, you are doing a good job, so keep it up!

Make sure you manage time well to complete your assignments. There is a set schedule we will follow so you should be able to set your own schedule to get your work done on time.

**My “Absence” Policy:** You are allowed four unexcused missed assignments during the semester. These missed assignments could be not responding to your peers or not turning in your weekly writing activity. If you fail to not turn in any assignment one week, this will account for two of your missed “absences” for the semester. You cannot fail to turn in any of your assessments or main writing projects. These are never counted as unexcused. After four unexcused absences, I reserve the right to potentially lower your final grade a full letter grade for each additional absence. After six unexcused absences, I reserve the right to withdraw you from the course.

### **Engagement in this course**

Your engagement or participation is a major component within engagement and interaction. In this course, participation is expected and required. I expect you to contribute to each assignment every week through the use of google comments and in the discussion board assignments; many times this participation will require you to ask thoughtful and provoking questions. Participation and dialogue is essential for you to develop critical thinking skills and enter into academic discourse. Participation is not just about speaking (or typing), but is also about listening; listening in this course requires you to read critically, reflectively, and analytically. Participation requires thoughtful, prepared, and supported questions, conversations, and inquiries. Participation must connect ideas and arguments to other topics and audiences. Participation in this course should be challenging because you have to engage with the material deliberately and carefully. Students who are successful in participation will have a more enriching experience and more successful drafts as this participation is a part of the writing process and allows you to draft and revise your own thoughts and writings. Any discussions or participation in this course which are redundant or surface level are unacceptable (such as repeating what another peer has said or saying things such as “great idea!”). I will let you know if I am seeing this as I will be involved in all of your weekly assignments. Your engagement should be beneficial for you and your peers and promote substantial revision for the week.

### **Turning in Assignments**

All assignments are due when stated on the calendar unless alternative arrangements have been made with the instructor at least 24 hours before the due date. Assignments must be turned in on time to receive feedback from your peers and professor. If you need an extension or an extenuating circumstance arises, please reach out to me as soon as possible and you will need to include documentation, such as a doctor’s note. I know things happen! I have three little kids and I understand that sometimes life gets in the way of things, so please just let me know as soon as possible.

All assignments must be labeled with your Last Name and the assignment name: for example, Hinojosa\_Report Week 2. If your drafts are not turned in with the correct format, you risk not receiving feedback until this is corrected. You must turn in your assignments to the correct location: either the google folder or on Canvas, this information can be found in the modules and will link you where you need to submit.

## **Use of Wireless Projection**

In this course we are going to utilize wireless projection. We will discuss and set this up the first week. You will need to be ready to share when it is your turn and at the end of the course you will need to disconnect your device. We will use wireless projection in lieu of using the classroom desktop to share material. You are responsible for being respectful and mindful of what you share and what everyone can see. If this privilege is abused or used inappropriately, you will no longer be allowed to share wirelessly and this will affect your engagement and interaction grade.

## **REQUIRED Conferences**

You will meet with me two times during the semester. These conferences are used to discuss your current progress in the course and areas for improvement. We will meet the week your major assignments are due. When we have conferences, you are responsible to find an appointment slot that works with your schedule. You will need to email me if you need a different time/date that is available on the calendar. Failure to show up for your conference will result in losing your weekly engagement and participation points; even if you turn in your other weekly assignments, you will not receive credit for that week. This is deducted from your engagement and interaction grade.

## **GENERATIVE ARTIFICIAL INTELLIGENCE**

Within the past year, generative artificial intelligence (GAI), or more commonly just known as AI, has emerged. These machines create writing, images, and artifacts based off information that can be found on the internet. The most commonly used and known, right now, is ChatGPT.

So what is my policy? I view these GAIs as a new form of technology, as a resource and tool for you to use if you choose. Just as typing was once a new technology, or grammarly, or spellcheck, these GAIs can be helpful. But, a word of caution: GAIs learn from people using them. When people input information or ask for information, GAIs learn and store that information. This information is not always correct or factual. GAIs are known for creating and falsifying information and sources. They lie. They are inaccurate. They also sound like robots.

I will ask you in your weekly assignments to discuss your use of GAIs: did you use it, how, when, and why. If you chose to use a GAI, you must cite it just as you would any other source. If you fail to cite OR you do not check the information the GAI provides you this will be considered plagiarism. You must also fact check the information a GAI provides. Because I will be asking you to include sources and cite them in our assignments, make sure you know where the information came from and that you understand its content and how it works and fits in your assignment. During week 2, we will focus on GAIs and use it as part of your weekly assignment. GAIs can help you learn but they CANNOT and SHOULD NOT do the learning for you. You may find that be trying to use GAI to help you do your work, you will spend more time trying to get the “right” answer than if you had just sat down yourself and done the work. But, I am open to see how you are using GAIs in your school work.

Any use of a GAI cannot go against the Academic Integrity policy set by the University.

## **ACADEMIC INTEGRITY**

Students are expected to do their own writing and work. Plagiarism is academically dishonest, and illegal, for writers to present someone else's ideas or writing as their own. Even short phrases or parts of sentences obtained from other sources are considered plagiarized unless writers properly document those sources; this includes your peers! I will be looking at everyone's work so I will see if you are taking ideas from your peers and not giving them credit. In writing classes, intentional plagiarism usually (but not exclusively) takes the form of turning in a paper that is written by someone else or that is a rewritten version of published text, such as journal articles, text downloaded from a Web site, or information copied from study aids, or the use of GAI's and presented as your own work.

Unintentional plagiarism may take place when writers paraphrase part of a text, use the same language as a published writer, or represent the published writer's ideas as original. Carefully citing sources using MLA, APA, or another style of documentation for information and ideas that are not original goes a long way in preventing plagiarism. When in doubt, ask me if you are citing correctly and refer to your handbook.

### **Students who plagiarize may earn a failing grade for the course!**

The *Student Handbook* states, "St. Edward's University expects academic honesty from all members of the community, and it is our policy that academic integrity be fostered to the highest degree possible. Consequently, all work submitted for grading in a course must be created as a result of your own thought and effort. Representing work as your own when it is not a result of such thought and effort is a violation of our code of academic integrity. Whenever it is established that academic dishonesty has occurred, the course instructor shall impose a penalty upon the offending individual(s). It is recognized that some offenses are more egregious than others and that, therefore, a range of penalties should be available. Whenever possible, it would also be important to try to determine the intent of the offender, since the error could be a result of careless work rather than an intent to deceive. The maximum penalty for a first offense is failure in the course, and if that penalty is imposed, the student does not have the option of withdrawing from the course. In cases of mitigating circumstances, the instructor has the option of assigning a lesser penalty."

The St. Edward's University [Undergraduate Bulletin](#) and the [Student Handbook](#) state that a student who is dishonest in any work may receive the maximum penalty of an F for that course. SEU does not allow students to withdraw from a course where an F in the course for academic dishonesty has been imposed. Students caught committing academic dishonesty in this course will be subject to the full range of penalties as described in the bulletin and handbook.

At St. Edward's, plagiarism includes turning in as your own work any drafts, papers, journals, or homework that incorporates any ideas or actual writing done by others (or from the internet) without acknowledging the source you used. The availability of documents and information on the internet has made it increasingly tempting to plagiarize, so please maintain a rigorous sense of academic honesty.



# Other Important Policies

## 504 ACCOMMODATIONS

[Student Disability Services](#) coordinates reasonable accommodations for students with documented disabilities (medical, learning or psychological). Students needing accommodation based on a disability should follow the university's accommodation procedure by contacting Student Disability Services (512-448-8561, [sds@stedwards.edu](mailto:sds@stedwards.edu), or Moody Hall 102).

The General Education Writing Program is committed to helping all students successfully complete their required writing courses on the St. Edward's University campus. In addition to the university policies provided to you by Student Disability Services regarding accommodations, the writing program has specific guidelines intended to best serve students.

- If you have a documented disability and have an accommodation letter, ***it is your responsibility to schedule a meeting with me, as early as possible (preferably within one week of receiving your letter and during my office hours).***
- During our conversation, you and I will review the specific accommodations outlined in your 504 letter. We will determine what constitutes reasonable accommodations for those outlined.

Please note that I cannot accommodate any disability without a "504 letter," nor can I accommodate disabilities retroactively. Also, remember that a 504 letter entitles you to reasonable accommodations, not to an easier course. As always, you should be familiar with your duties and responsibilities as explained in the letter. Accommodations are to help you be successful but you still must complete all course material and work to receive credit.

## Title IX Policy

*A Note on Sex/Gender Harassment, Discrimination & Misconduct*

St. Edward's University is committed to fostering a safe, inclusive and productive learning environment. Title IX, state laws, and SEU policy prohibit discrimination on the basis of sex and gender identity. Consequently, sexual misconduct — including harassment, relationship violence, sexual assault, and stalking — is also prohibited at SEU. If you or someone you know has been harassed or assaulted, you can find the appropriate resources, both on and off campus at <https://www.stedwards.edu/campus-services/title-ix-and-preventing-discrimination>.

As a faculty member, I am a mandatory reporter and required by our university, federal and state laws to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details including the names of those involved in the incident. Please know that you can seek confidential resources at the Health & Counseling Center in Johnson Hall, 512-448-8538 or with one our 24/7 off-campus partners, Hilltopper Helpline at 833-434-1217 or SAFE Alliance at 512-267-7233. To make a formal report, you can contact the Dean of Students Office in Main Building, G 16, 512-448-8408, or go to

<https://www.stedwards.edu/campus-services/title-ix-and-preventing-discrimination/title-ix-students>.

You can also make a police report to the St. Edward's University Police by calling 512-448-8444.

## Non-Title IX Classroom Issues

In the event that a conflict arises during class—between either you and another student or between me and you—that does not fall under Title IX, your first course of action should be to come discuss the event with me, the instructor, so that we can attempt to address the issue. I want to work with you to ensure that the classroom is a safe environment. I will make myself available to discuss the issue in question either during office hours or during a scheduled meeting.

## Helpful Links:

- **Student Complaint Process:** <https://www.stedwards.edu/campus-services/office-dean-students/student-complaint-process> (note that this page contains links to other possibly relevant policies so it's handy);
- **Grade Appeals:** Pages 37-38 of the 2022-23 Bulletin; <https://stedwards.app.box.com/v/academicbulletins>
  - First step needs to be to talk to your professor. Students cannot appeal a grade until one has been posted (at the end of the semester).
- **Title IX:** <https://stedwards.app.box.com/s/syh014ak9qgh2vn0yogoisu9ocg0hnot>
- **Health and Counseling:** <https://www.stedwards.edu/campus-services/health-and-counseling-center>
- **UPD:** <https://www.stedwards.edu/campus-services/campus-safety/university-police>

## Student Complaint Policy

An academic community strives for excellence by encouraging an atmosphere of collaboration, collegiality, and integrity. St. Edward's University is committed to treating all members of the campus community fairly and respectfully in an environment that encourages resolution of most concerns through discussion that leads to mutual understanding. Policies applying to students are published annually in the St. Edward's University *Student Handbook* and in the *Undergraduate* and *Graduate Bulletins*.

This resolution process **should not be used** for concerns/complaints that fall under the following categories. See hyperlinks in each bullet point for information about how to get help with concerns in each category.

- [Incident of Bias](#) – to report a concern that is threatening, harassing, intimidating, discriminatory, or hostile in nature and targeting an identity or group affiliation;
- [Title IX Complaint](#) – to report a concern of sexual discrimination;
- Disabilities (see the [Disability Resources Guidebook](#));
- [Grade Appeals](#) - to file an appeal of a final course grade (Grades may be formally appealed only after they have appeared on the student's transcript; for a grade concern about a class still in session, please see below);
- Academic Integrity [policy](#) and appeal process;
- [Student Conduct/Concern Reporting Form](#) – to file a concern or complaint regarding another student, which may violate the Code of Student Conduct

The Student Complaint policy is designed to help students address issues at the lowest level in the most direct and least taxing way possible. Following the steps outlined below is the best way to

resolve, for example, a situation in which a student believes an assignment has been unfairly graded in a class still in session, has concerns about the academic quality or content of a course, or believes a staff member working in one of the schools or other departments at the university has not been responsive to repeated requests for assistance. These situations and others like them can usually be resolved through direct discussion.

## Online Library

The Munday Library is here to support the St. Edward's Community during this remote work period. The library's collections and services remain available to help you access information and materials so that your projects and research remain inspired. From personalized chat consultations with library staff to our online catalog Sorin and specialized databases, the library is here to support you. The best start is to email the library at [library@stedwards.edu](mailto:library@stedwards.edu).

Here are a wide variety of ways you can use the [Library's online resources and services](#):

- Search, save, and organize research through the Library's online catalog, [Sorin](#).
- Browse [academic ebooks](#)
- Search for [peer-review articles](#) online.
- Order articles not available through the catalog [through ILL](#).
- Access [FAQs and Research Guides](#) to online resources.

Students can access St. Edward's Munday Library via their [MyHilltop account](#) or at [library.stedwards.edu](http://library.stedwards.edu).

## Writing Center

Students are encouraged to take advantage of the free services provided by the Writing Center. [The Writing Center](#) can help during any part of the writing process and with any writing task. [In-person appointments](#) meet in Zoom, or [submit drafts](#) for written feedback. The Writing Center is located on the 2nd floor in the library and is staffed by writing instructors. A very valuable resource for this course!

## Health and Counseling Center

**The Health & Counseling Center:** Committed to ensuring that students receive the services they need in order to be academically successful. Our holistic approach emphasizes the importance of wellness of the body and mind. St. Edward's University Health & Counseling Center (HCC) together with Ascension Medical Group Seton (AMG) provides care on campus.

Virtual and in-person appointments are offered.

- Counseling Services: 512-448-8538
- Health Services: 512-324-4940

For more information, please go to this link: <https://www.stedwards.edu/campus-services/health-and-counseling-center>

Additionally, St. Edward's is happy to introduce the **Hilltopper Helpline**.

The HCC is partnering with Christie Campus Health to provide a support and referral service designed to support the mental health and wellbeing of St. Edward's University students. Licensed counselors will be available 24/7/365 to provide immediate support for student concerns, and refer any student who needs regular counseling to the HCC. **Call 833-434-1217 to access the helpline.**

### **Emergency Resources and Support:**

If you find yourself experiencing unanticipated challenges, please reach out. The Dean of Students Office wants to ensure that students and their families are supported and cared for. Please review their site for resources and information:

<https://www.stedwards.edu/campus-services/dean-students-office/student-emergency-support-resources->

*I reserve the right to modify this syllabus and the corresponding schedule as the course progresses. As a student in this course, you acknowledge and accept this syllabus and its policies.*