

Instructor Information

- Dr. Jeffrey A Bacha
- Email: jbacha@uab.edu
- Office: HB 217
- Office hours: T & TH
11-12 & 2-3 or by appointment

Important Dates

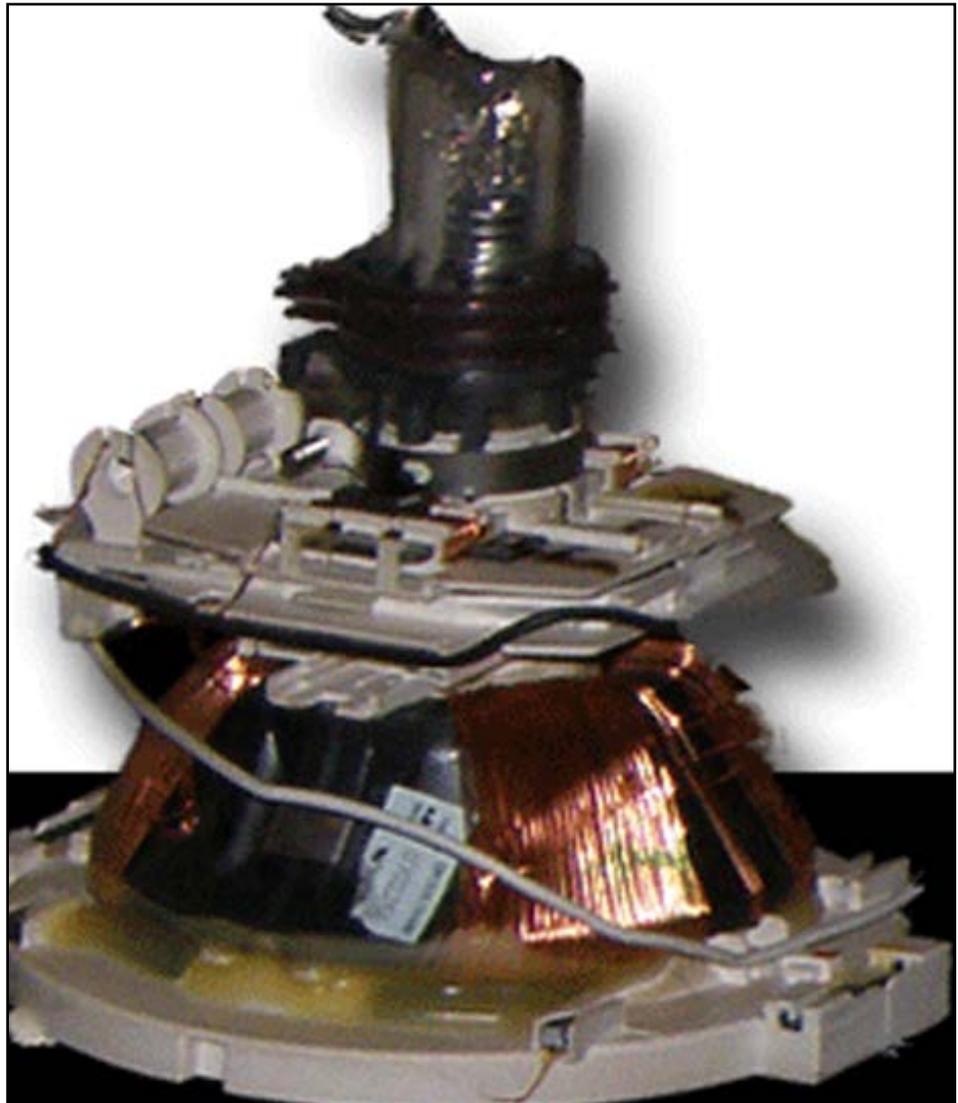
- **January 19** is the last day you can add/drop a course without paying a penalty.
- **March 21 - March 25** is the Spring Break Holiday.
- **April 1** is the last day you can Withdraw from a course.

Announcements

- Make sure to pick up your course textbooks from the book store.
- Make sure you can access Canvas, because your first reading assignment will be due on the second day of class.

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EH 455/592 - Digital Publishing is designed to help students sharpen their abilities to make rhetorical arguments in newer communication contexts.

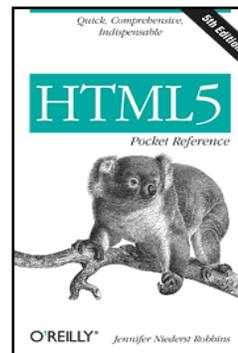
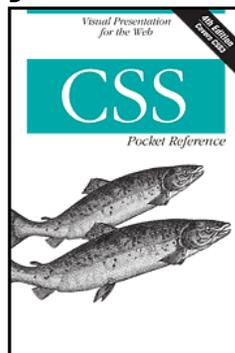
English 455/592 Course Overview

Beginning with the shift from print to digital publication, students in this course analyze how the act of text production is changing and learn rhetorical strategies necessary to publish information in newer communication contexts. Specifically, students explore how newer trends and technologies for digital communication are influencing how people read, write, interact with, and share publicly available information. Students in this course are also introduced to a variety of industry standard communication technologies designed to help them prepare and publish interactive information (including web-based and video productions) designed to function in a number of different communication contexts. No prior experience with any type of technology is required for this course.

Required Textbooks, Technology, and Other Materials

By the second day of class, students should have:

- *CSS Pocket Reference* (4th ED) by Eric Meyer
- *HTML5 Pocket Reference* (5th ED) by Jennifer Robbins
- Access to the Digital Textbook (<http://jeffbacha.com/textbook/>)
- A printed copy of this syllabus
- Access to the Digital Course Reserves
- A plain text HTML Editor
- Access to a photo editing program like Gimp
- Access to <http://www.w3schools.com/>
- An 8G USB Flash drive



Student Responsibilities and Expected Outcomes

This course helps students practice and understand how emerging technologies are changing how writers think about and approach communication acts. Throughout the semester, students will closely examine and prepare content for numerous online communication mediums. Course readings will focus on how different media communicate meaning, shape our reactions, and alter how people interact with one another in digital environments. Students propose, plan, and develop a number of multimedia projects, including those for the Web, using a variety of technologies that support and enhance the presentation of digital content.

Although no prior knowledge of any specific technology is required for this course, to be successful, students will quickly need to develop a willingness to learn how to control the production of “texts” in a variety of different technology dependent contexts. Even though the instructor will provide the students with a lot of

in-class activities, students are expected to complete a number of activities outside of class in preparation for those applied learning sessions. In addition, because all of the assignments in this course have multiple components that build on each other over the duration of the semester, students will need to develop some strong and effective project management skills. Specifically, students will need to:

- Use, adapt, and evaluate various writing techniques and technologies for specific rhetorical purposes
- Learn to evaluate and apply effective principles of document design and digital media
- Develop multiple and flexible online work strategies to make a project portfolio
- Plan and articulate design decisions throughout the production process
- Develop strategies for planning, researching, and producing documents that effectively respond to specific professional situations, problems, or research



My office is located in the Humanities Building room 217.

Policies Concerning Attendance and Communication

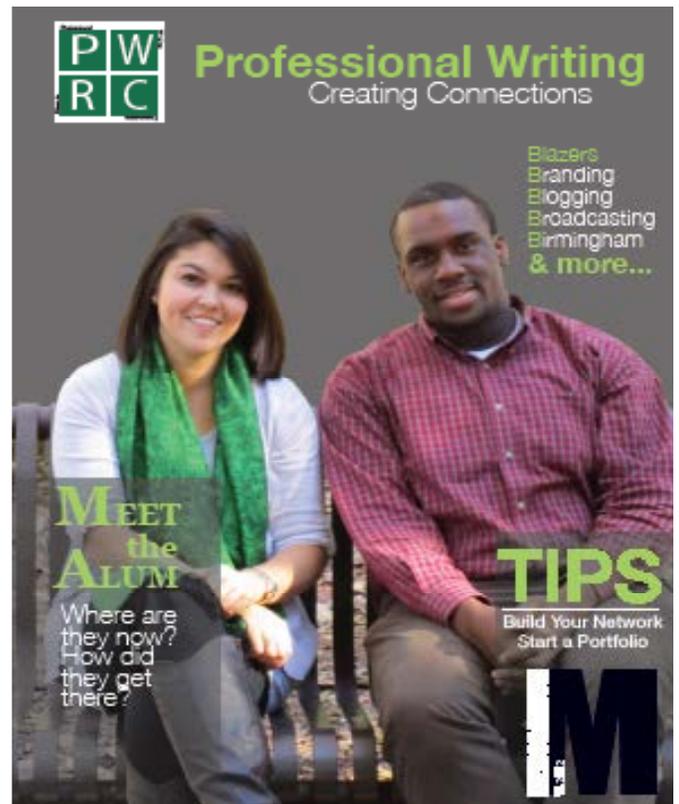
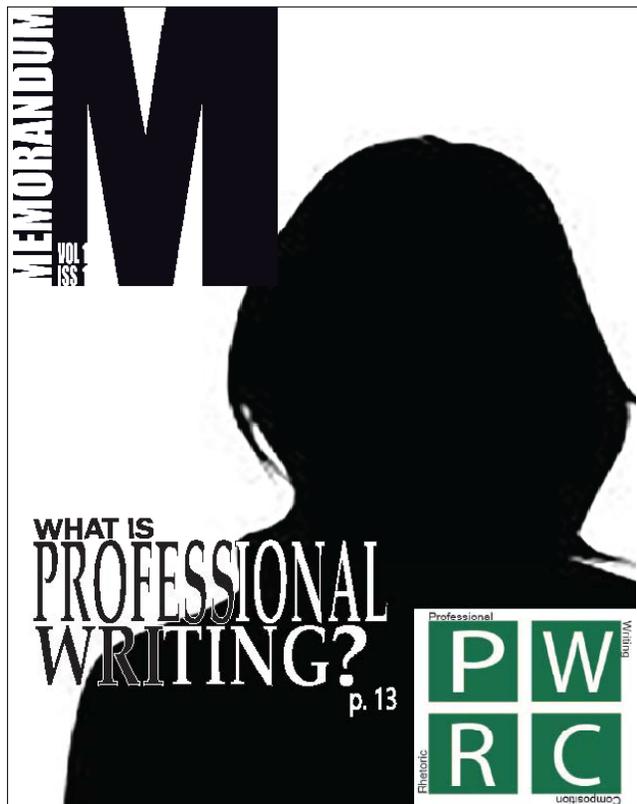
Office Hours – Throughout the semester I will be holding regular office hours in HB 217. You do not need an appointment to visit me during my office hours. However, please send me an email if you are unable to see me during my regularly scheduled office hours so we can set up a different time to meet.

Attendance – All absences can hurt your grade indirectly: you might miss a deadline or you might not learn how to prepare a particular document. In this class, you have a cushion of 5 absences for which your course grade will only be affected indirectly. But, absences begin to hurt your grade directly when they become excessive. Your final grade will be reduced by 50 points (about one letter grade) for each unexcused absence over five. Nine absences or more result in an F for the class. If you come to class after I have taken attendance you will be counted “late” (two “lates” equal one absence). It is your responsibility to remind me to change your absence to a “late.” Absences are “excused” only in cases of jury duty, military duty, or official UAB business (and only when documented).

Email Communication – All students are required to obtain and use their UAB email address that was automatically assigned to them as UAB students. All official correspondence will be sent ONLY to the @uab.edu address. All students are responsible for ensuring that the correct email address is listed in Canvas by the beginning of Week 1. It is your responsibility to make sure a valid email address is provided. Failure on your part to do so can result in you missing important information that could affect your grade. *(Please note: I will usually respond to your emails within one business day, however, during busy times of the semester it may take up to two business days to respond. I do not respond to work related emails over the weekend).*

Drop/Add – This course follows UAB policy concerning drop/add and will adhere to the university date of Jan. 19, 2016 being the last date to drop/add a course. Students registering late (after the first class meeting and until Jan. 19, 2016) will be able to make up all class items that have been missed. The last day to withdraw from this course with a grade of “W” is April 1, 2016.

MEMORANDUM: UAB's Professional Writing & Rhetoric and Composition Magazine



Published in late Fall and early Spring, MEMORANDUM is a completely student generated and student focused publication. Written, designed, and published by students taking classes in the Professional Writing Program at UAB, each issue of MEMORANDUM is packed with articles that explore the field of professional writing and what it means to be a professional writing student. Back issues of the publication can be found online at <http://issuu.com/uabpwrc> and at <http://uabmemorandum.blogspot.com/>.

University Policies and Student Support Systems

Library Support – The Libraries at UAB provide access to materials and services that support the academic programs. The address of the library’s Website is <http://www.mhsl.uab.edu/>. This site provides access to the resources of all Campus and Regional Libraries, as well as the Library’s Catalog and Databases.

Weather or Other Emergencies – During any actual emergency or severe weather situation, this site - www.uab.edu/emergency - will be the official source of UAB information. In addition, the UAB Emergency Management Team will use B-ALERT, the university’s emergency notification system, to communicate through voice calls, SMS text messages, and e-mails to the entire campus all at the same time. B-ALERT also integrates with Facebook and Twitter. To register for B-ALERT or update your existing information in the system, go to www.uab.edu/balert. All registration is connected to your BlazerID.

Non-Harassment, Hostile Work/Class Environment – The UAB College of Arts and Sciences expects students to treat fellow students, their Course Instructors, other UAB faculty, and staff as adults and with respect. No form of hostile environment or harassment will be tolerated.

Faculty Evaluation – At the end of each term, students will be requested to fill out a printed and an online Course Evaluation. These evaluations are completely anonymous. Your participation in this activity will be appreciated.

Turnitin – UAB reserves the right to use electronic means to detect and help prevent plagiarism. By enrolling at UAB, students agree to have course documents submitted to www.Turnitin.com or other means of electronic verification. All materials submitted to Turnitin.com will become source documents in Turnitin.com’s restricted access database, solely for the purpose of detecting plagiarism in such documents. Students may be required by instructors to individually submit course documents electronically to Turnitin.com.

Early Alert System (EAS) – The EAS is designed to help students be more successful academically at UAB. If you receive an e-mail with EAS in the title, please open it, read it, and take advantage of the support that UAB offers to all students. UAB is committed to ensuring that students receive academic support and that students are aware of the resources available that will assist them in successfully completing their degree program.

Reasonable Accommodations – If you are registered with Disability Support Services (DSS), please make an appointment with your instructor to discuss accommodations that may be necessary. If you have a disability but have not contacted DSS, please call 934-4205 or visit DSS at 516 Hill University Center. Students with disabilities must be registered with DSS and provide an accommodation request letter before receiving accommodations in this class.

Academic Misconduct – UAB faculty expects all members of its academic community to function according to the highest ethical and professional standards. Academic dishonesty and misconduct includes, but is not limited to, acts of abetting, cheating, plagiarism, fabrication, and misrepresentation. Candidates are expected to honor the UAB Academic Code of Conduct as detailed in the most current UAB Student Catalog. Please consult this resource for additional information regarding the specific procedures to be undertaken when a student violates the UAB Academic Code of Conduct (link: <https://www.uab.edu/students/academics/honor-code>).

Because this is a writing course, the most relevant type of academic dishonesty is plagiarism. We will discuss plagiarism—its definition, penalties, and how to avoid unintentional plagiarism—regularly throughout the semester. Plagiarism is defined as “using the words or thoughts of another person without proper citation; specifically, it is submitting as one’s own work any portion of a book, magazine, journal, handout, original creation, speech, lecture, oral communication, paper or examination written by someone else.” This policy includes both traditional material and electronically mediated material such as that found on websites. Penalties for plagiarism may include failure on an individual assignment, automatic failure of the course, and even dismissal from the university. The penalty depends upon the severity of the infraction.

Out-of-Class Research – Students may be required to access information on the Internet for completion of specific written assignments due to the fact that this course involves, or may involve, a research project. No stage of a research project for this course is to begin prior to the student, course instructor, and student advisor receiving a stamped copy of the IRB Approval Form. Initiating any stage of the research prior to such formal approval is a violation of UAB guidelines and will result in failing the course. This policy has been approved by the UAB Institutional Review Board. The UAB Institutional Review Board may impose additional consequences. Students may request additional information about IRB requirements from the Office for Research Grant Support: EB 233 (975-5388).

EH 601: Classical Rhetorical Theory - Review of Rhetoric from Classical period through Renaissance with emphasis on the works of Plato and Aristotle.

Spring Reading Schedule: Writing and Emerging Communication Contexts

All readings listed below are due on the day they are listed and This Schedule is subject to change.

Part I: Building and Marking-Up Content	
<p>Week 1 {Jan. 11 - Jan. 15} T: Introduction to the course and the assignments (What is writing for the Web?) TH: Williams & Tollett CH1, and Rennie & Zorpette</p> <p>Week 2 {Jan. 18 - Jan. 22} T: Stolley, Slatin*, and Homework #1 Due TH: Horton "Introduction", Horton Ch3, Horton Ch10, and Topic Proposal Due</p>	<p>Week 3 {Jan. 25 - Jan. 29} T: Ryan, Baehr & Lang*, and Homework #2 Due TH: Fenton & Lee Ch 5-7 and XML Tutorial (Don't miss this class)</p> <p>Week 4 {Feb. 1 - Feb. 5} T: Bolter "Introduction", Bolter "Writing as Technology", and Homework #3 Due TH: Glazer and Project One Due</p>
Part II: Designing the Interface	
<p>Week 5 {Feb. 8 - Feb. 12} T: Bush, Gitelman CH3*, and Homework #4 Due TH: Howard</p> <p>Week 6 {Feb. 15 - Feb. 19} T: Bernhardt , Miller & Shepherd*, and Homework #5 Due TH: Search Engine Optimization</p>	<p>Week 7 {Feb. 22 - Feb. 26} T: Self & Self, Jenkins*, and Homework #6 Due TH: Dibbell and CCCC Position Statment on Digital Learning*</p> <p>Week 8 {Feb. 29 - Mar. 4} T: Tapia* and Workday TH: Midterm Assignment Due</p>
Part III: Designing the User Experience	
<p>Week 9 {Mar. 7 - Mar. 11} T: Grusin, Stallman "Misinterpreting Copyright"*, and Homework #7 Due TH: Packer & Jordan's Overture</p> <p>Week 10 {Mar. 14 - Mar. 18} T: Shirky, Homework #8 Due, and 592 User Profile Due TH: Turkle, 455 Group Designs, and 592 Research Report</p> <p>Week 11 {Mar. 21 - Mar. 25} T: Spring Break TH: Spring Break</p>	<p>Week 12 {Mar. 28 - Apr. 1} T: Stallman's "What is Copyleft?", Dunn & Dunn*, and Homework #9 Due TH: Stallman's "Copyleft: Pragmatic Idealism" and 592 Testing Materials Due</p> <p>Week 13 {Apr. 4 - Apr. 8} T: Stallman's "Science must push Copyright Aside"* TH: Vaidhyanathan, Harold*, and Client-Based Project Due</p>
Part IV: Using the Internet and Social Networks	
<p>Week 14 {Apr. 11 - Apr. 15} T: Lessing "Introduction" and Homework #10 due TH: Lessing "Eldred I" and 592 Topic Proposals Due</p> <p>Week 15 {Apr. 18 - Apr. 22} T: Lessing "Eldred II" TH: Williams & Tollett CH5 and CH6</p>	<p>Week 16 {Apr. 25 - Apr. 29} T: No Class TH: Digital Portfolio Due; 592 Presentations* (Our Final Exam Period is from 10:45 am to 1:15 pm)</p>

Links to all readings can be found inside the "Links to Digital Readings" Announcement in Cavas.

All readings marked with an * are optional for EH 455, but are required for EH 592



The Digital Media Commons (HHB 334)

The Digital Media Commons (HHB 344) provides students and faculty with access to the latest technology for enhanced learning. Technology enables students and faculty to incorporate digital media into instruction, create documentary films, produce and record compelling oral histories, and explore the boundaries of their imaginations.

- Fully Loaded, Multimedia Mac Stations
- 9 Dual Stations
- 11 Individual Stations
- First of its kind at UAB and in Alabama

<https://www.uab.edu/cas/digitalmedia/>

Course Projects Grade Breakdown and Grading Scale

Project	Undergraduate	Graduate
Homework	100 points 20%	100 points 20%
Newsletter	75 points 15%	75 points 15%
Mini-Website	125 points 25%	125 points 25%
Client-Based Project	100 points 20%	100 points 20%
Portfolio	100 points 20%	100 points 20%
Total	500 points	500 points

Course Projects, Grades, and Late Work Policies

Communication across multiple audiences and for multiple purposes continues to be a desired skill set in technical and professional fields. Beyond field-specific knowledge and experience, successful and ethical communication drives the professional world. This class, in content and form, models these successful communication practices. To achieve success in this course, students must display the ability to succeed in their future workplaces by developing a variety of informative and visually effective digital documents.

Grading – All major projects in the course will be comprised of several components, each of which will be worth a percentage of the student’s final grade (further details about each assignment will be provided as we get closer to each project’s initial due dates). Grades are not rounded. This means a grade of 79.99% is 79.99% (C), 89.99% is 89.99% (B), etc. This applies to all grades including the final overall grade. All grades will be posted in the student’s individual Gradebook in Canvas and students are expected to review their grades in their Canvas Gradebook at least once a week. The Course Instructor does not use e-mail to communicate scores on assignments or make comments about the graded assignments.

It is the student’s responsibility to review scores and comments on graded assignments as instructed above. Students are expected to complete all of the assignments by the given deadlines. If an assignment is mistakenly submitted and the student wants to re-submit it, the student must e-mail the Course Instructor asking that the assignment be deleted BEFORE it is graded and BEFORE the deadline for the assignment. Both of these criteria must be met.

EH 203: Writing in Birmingham - Improvement of skills for public writing, using Birmingham as geographical, historical, and institutional context. Emphasis on issues related to Birmingham’s past and present, including the ethics and civic responsibilities of Birmingham residents. Ethics and Civic Responsibility and Writing are significant components of this course.

Early Alert System (EAS) – The EAS is designed to help students be more successful academically at UAB. If you receive an e-mail with EAS in the title, please open it, read it, and take advantage of the support that UAB offers to all students. UAB is committed to ensuring that students receive academic support and that students are aware of the resources available that will assist them in successfully completing their degree program.

Incomplete Grade Policy – Missing any part of the Course Schedule may prevent completion of the course. If circumstances prevent the student from completing the course by the end of the term, the student should complete a request for an Incomplete Grade. *Note: A grade of Incomplete is not automatically assigned to students.*

Late Work – The instructor will stick closely to the course calendar. It is important that you keep up. When possible, you may certainly complete assignments early, but you must complete them on time. Much of what you do for this class quickly leads to another assignment. Thus, the majority of missed class assignments cannot be made up.

I do not grade work that is turned in after the initial due date. I do not make exceptions for computer catastrophes or email glitches, so save your work often and do not wait until the last minute to turn in your work. Being absent does not relieve students from the responsibilities of this course. If a serious and unavoidable problem arises, however, you should contact your instructor by email prior to the deadline to determine whether or not an extension for the work will or will not be granted. Late work will rarely, if ever, be accepted without prior approval.

Note: All of the assignments you will complete for this course will be submitted digitally. Not having access to a computer, computer problems, computer crashes, loss of Internet and/or loss of electricity are not acceptable excuses for late work, incomplete work or a request for an assignment deadline extension. Students are expected to have a back-up plan in case any of these occur.

Participation, In-Class Workshops, and Homework

Participation - Although I will be showing the occasional PowerPoint presentation to offer some additional context to our course readings, this is a discussion-based and not a lecture-based course. When we meet, I expect the members of this course to drive the conversation by asking questions that should lead the class into discussions about the assigned readings. There is a lot of reading in this course; occasionally, some of the material will not be completely covered in discussion. Nevertheless, you are still responsible for that content.

Homework – Although we will discuss a number of rhetorical principles in this course, this course, above all else, is framed around the applied learning model. As such, much of what students learn in this course happens outside of class as they attempt to learn the tools necessary to apply the rhetorical principles they are learning in-class to a number of different contexts.

Even though the instructor will provide students with a lot of in-class activities and applied learning workshops, starting with the second week of class students will be responsible for completing out-of-class homework assignments. Instructions for each homework assignment will be posted in the Assignments section of Canvas and these assignments should be uploaded to Canvas before the start of class on the dates listed. (Although students are welcome to work ahead and submit the homework assignments early, because of the time restraints associated with the academic calendar students will not receive credit for homework assignments turned in after their initial due date.)

Collectively, the homework assignments will be worth 100 points (20% of your final overall course grade).

EH 403/503: Business Writing - Advanced writing course focusing on writing clearly and ethically in professional business contexts, with particular emphasis on memos, letters, résumés, and reports. Writing, Ethics and Civic Responsibility are significant components of this course.



UNIVERSITY
WRITING CENTER
College of Arts and Sciences
www.uab.edu/writingcenter



The University Writing Center (UWC), Mervyn H. Sterne Library Room 175, is open to students and faculty at all levels for individual writing consultations and instructional workshops.

To make an appointment: <http://uab.edu/writingcenter>

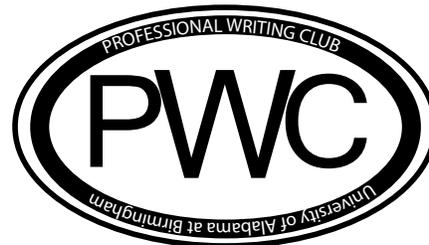
UABWritingCenter

@UABWritingCntr

Homework Due Dates

Deliverable	Value	Due Date
Homework #1	10pts	January 19
Homework #2	10pts	January 26
Homework #3	10pts	February 2
Homework #4	10pts	February 9
Homework #5	10pts	February 16
Homework #6	10pts	February 23
Homework #7	10pts	March 8
Homework #8	10pts	March 15
Homework #9	10pts	March 29
Homework #10	10pts	April 12

Documents not turned in by the due date will receive a zero.



The Professional Writing Club at UAB's mission is to equip students interested in Professional Writing with knowledge and experience to prepare them for the workforce, to allow students interested in Professional Writing the opportunity to network with each other, and to connect with professionals in the field by participating in industry-focused workshops.



BA Concentration in Professional Writing: The UAB English Department offers an undergraduate concentration within the English major in Professional Writing. The concentration is designed for English majors who are interested in non-fiction writing for corporate and public life. English majors who complete the concentration might pursue a variety of career options that require advanced writing skills, in areas such as technical writing, publishing, teaching, editing, and business.

Writing for the Web and Single Source Publishing

Engaging in 21st Century Professional Communication contexts requires a person to become more than just the author of static texts. Instead, to fully participate, a professional and/or technical communicator needs to be able to produce a variety of mixed genre communications that incorporate a number of different rhetorical forms. The first course project asks you to develop content you can repurpose for different digital platforms. Specifically, you will be developing content for the next issue of MEMORANDUM, the Professional Writing (PW) & Rhetoric and Composition (RC) magazine. Then, you will prepare your content for two different digital publication genres (a basic HTML based blog and an RSS newsfeed). This project is worth 75 points (15% of your overall course grade).

Deliverables

To successfully complete this project, students must prepare all of the documents listed below. Everything listed below, with the exception of the topic proposal, is due before the start of class on February 4 and should be included on the USB drive, in a folder labeled News_Article, you are using for this class.

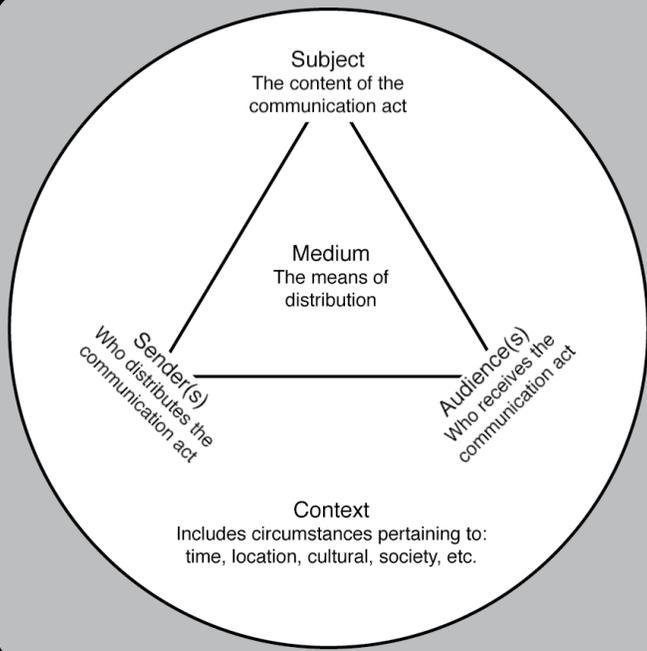
The Content (35 points): Because MEMORANDUM is a student focused publication, each student will be required to propose and write one short news article other students in the PW program or RC program might find interesting and useful. To complete this part of the project, each student will first need to post a 100-word article proposal in Canvas before the start of class on January 21 (10 points). Once the proposal has been approved, each student will then need to write a 300 to 400-word news article and, if possible, create one corresponding image for that article (25 points). Both the article and the image should be saved to your USB drive.

XML/RSS Markup (20 points): The next step in the process is to build an entry for your article so it can be included in an RSS newsfeed. For this part of the assignment, each student will use some predefined XML tags to create an XML document containing their article's title, a by line, a link to their article, publication date, and a short 50 character description (spaces count as characters). This document should be saved to your USB drive and is due on February 4. The file will also be added to a much larger XML based RSS feed.

HTML Markup (20 points): Once you write your article and its XML entry, the next step in the process is to prepare its content for publication on the Internet. Using basic HTML tags, convert the news article's content into a plain text HTML document. This document, and the image you included in your article should be saved to your USB drive and is due on February 4. Eventually, your HTML based article will be made publicly available on the Internet.

EH 315: Introduction to Professional Writing

Introduces students to professional writing as a discipline and teaches them to compose professional documents. Recommended prior to taking 400-level courses.



The Rhetorical Situation

A professional writer's work will usually be influenced by four equally important factors: The subject; The audience(s); How the communication act will be distributed; The developer(s) of the communication act; and the context surround the distribution and reception of the communication act. In this course, successful professional communication depends on how well the communication act balances all of those factors.

EH 592 Requirements

Students enrolled in the EH 592 course need to write and code a 500 to 600-word article for this assignment.

Project One Due Dates

Documents not turned in by the due date will receive a zero.

Topic Proposal	January 21
HTML Mark-Up	February 4
XML Mark-Up	February 4

Designing Engaging and Interactive User Experiences

Professional and Technical Communication practices continue to become more and more interactive. Rather than develop static content, professional and technical communicators are continually being asked to engage in what is known as UX Design (User Experience Design) where interactivity is key to a product's success. To help you practice this type of content deployment strategy, this assignment asks you to produce an HTML/CSS based mini-website. Specifically, you will create the content for four webpages, help build a shared HTML/CSS template, personalize the template to match the content you have developed, and create one video essay. What needs to be included in your mini-website is listed below. This project is worth 125 points (25% of your overall course grade) and everything you include in your project, even the images, need to be created by you.

Deliverables

To successfully complete this project, students must prepare all of the documents listed below. Everything listed below is due before the start of class on March 3 and should be included on the USB drive, in a folder labeled mini_website, you are using for this class.

HTML/CSS Templates (30 points): To help you get started on this project, the class will jointly build the framework of one mobile-ready, responsive HTML/CSS page template, which you will then personalize and use as the base design for your mini-website. To complete the template, you will need to establish a color scheme and an 800 pixel wide by 150 pixel high banner image. The content of the banner image you create is up to you, but the entire composition must be based on your own work and should include both images and text. In other words, you can incorporate illustrations and photos into your banner, but the images or photos you include must be taken or produced by you (i.e. no stealing images or photos from the Internet, not even creative commons images). Then you will need to create four pages with your personalized template, get the navigation menu working, and populate the template with content. When finished, both the banner image and the CSS file you create need to be saved to your USB drive.

EH 592 Requirements

Students enrolled in EH 592 should also include summaries for all of the readings with a * next to them on their reading response page. Also, students enrolled in the EH 592 course will need to incorporate at least two of those readings into their video essays and add one additional minute of time to their video essay. (Note: What you include in the extra minute of your video is up to you to determine.)

Homepage (15 points): The first web page you will need to create content for is your mini-website's homepage. To help keep things a little balanced, I would like everyone to create a 250 pixel wide by 350 pixel high image and then create enough text to fill the content section of your homepage. Like the banner image, the entire composition must be based on your work. When finished, the image and the HTML file for your homepage should be saved to your USB drive and the HTML file should be named index.html.

Summary Page (25 points): The second web page you will need to create content for is a reading response page. On this page I want you to include a 150 word summary for all of the readings listed on the course calendar for weeks four through seven. Each summary should contain at least two in-text links to outside source material. Additionally, I want you to locate an image for each author and include an embedded, linked, and cited image of it in your text. When finished, the HTML file containing your summaries should be saved to your USB drive and should be named summary.html.

Video Essay (40 points): The third page you will need to create and produce content for is a video essay page. For this part of the assignment you will first need to create a three minute thirty second video essay focused on presenting and updating the issues presented in the course readings (you must reference at least four of the readings listed on the course calendar for weeks four through seven). In other words, the video essay should go beyond the surface level features of the text and focus more on application or use value for a contemporary professional and technical communicator. At minimum, your video essay should contain a 10 second title sequence, one minute of still images, one minute of you talking, one minute of someone else talking, and a 20 second Works Cited sequence at the end. (Note: the three minute sections should be broken up into smaller sections and included throughout the video.) Once finished, you will then need to embed the video into the content area of the third page of your mini-website and fill the rest of the page with an introduction to your video. When finished, the HTML file for the third web page should be saved to your USB drive and should be named video.html.

Works Cited Page (15 points): The last web page you will need to create for this project is an MLA formatted Works Cited page. Make sure to fill the content area of the fourth web page with a citation for all of the summaries, the author images, and any other material you included in this project, including the personal interviews you incorporate into your video. When finished, the HTML file for the fourth web page should be saved to your USB drive and should be named wc.html.

Crafting a User Experience for a Client

Thus far, you have produced a few different digital documents. This project puts your recently acquired expertise to the test by adding a “real” audience to the mix. During this project, students will work in groups to build a new WordPress powered digital home for the student publication MEMORANDUM. Everything associated with the website we are building will be determined—or rather negotiated—by the students in this course. Meaning, your ability to judge and appeal to our audience will be instrumental in this project. If you fail at that task, you will fail this assignment. The project is worth 100 points (20% of your overall course grade).

Note: The current digital home of MEMORANDUM is <http://issuu.com/uabpwrc> and at <http://uabmemorandum.blogspot.com/>.

EH 592 Requirements

Students in the 592 section of this course will develop a website for UAB’s “Discoveries in the Making.” To successfully complete this project, students must collaboratively complete all of the documents listed below. Note: More details about each document will be provided at a later date.

User Profile (10 points): A short (500-word) memo identifying the user population(s) your group thinks will visit the website most frequently. When finished, post your group’s user profile memo to Canvas before the start of class on March 15.

Research (10 points): Each group member will need to find one example of a website that provides similar content to what was identified in your group’s user profile memo and then combine your work into one short 500-word memo. Your research report memo should be uploaded to Canvas before the start of class on March 17.

Wireframes and Iterative Design Testing (30 points): Design a paper-based wireframe prototype of the website. Then, craft a set of materials specifically designed to test the wireframes. The testing materials are due before the start of class on March 31. During class on March 31, you will administer your tests to members of EH 455.

Final Build (50 points): Once you have had a chance to develop and test a design plan for the website, the last step in the process is to prepare your content for publication. Every piece of content your group has developed for this project needs to be coded and included in a WordPress powered website by the end of class on April 7.

Deliverables

Although there are a number of due dates for this project, which are listed below, you must have all of your work for this project uploaded to the website we are building by the end of class on April 7. Any material not included in the website by the end of class on April 7 will be given a 0.

Text (50 points): Each group will be given a number of articles from past issues of MEMORANDUM to edit and code. Some groups, based on the amount of work needed to complete the group designs listed below, will be given a larger number articles to edit. In addition, the group will also be responsible for updating the XML entries for the articles they have been assigned to edit (details on how to update the XML entries will be provided when we get closer to the assignment’s due date).

Group Designs (50 points): To complete this portion of the assignment, the class will be divided into small design groups to develop specific aspects of the website we are building. Specifically, each design team will be responsible for one of the following:

- Determining the fonts and developing a style sheet
- Selecting a template for the website and creating a navigation structure
- Developing 4 Banner images and a color scheme for the website
- Creating the text and images for the website’s Homepage
- Creating the text and images for the website’s About page
- Preparing the text and images for a page advertising the PW & RC programs

Drafts of your group’s designs are due on **March 17** for critique. During this critique, each member of the class will examine your work and, as a group, we will offer suggestions on how to revise your work before it is incorporated into the website. *(This is mandatory. If your group does not have something to share your group will receive a 0 on the Group Designs portion of the assignment.)*

Submission Instructions

Instructions on how to properly import your work into the website we are building will be provided in class throughout the project cycle. Meaning, you will not want to miss any class sessions during Weeks 9, 10, 12, or 13 because you may miss the submission instructions.

Note: Please keep in mind that this is a time sensitive project and that your work must be completed by the listed due dates so we can publish the website before the semester ends. In other words, if you miss any of the deadlines you will not get credit for that portion of the assignment. In addition, if your work does not make it into the final publication you will not get any credit for your final build

English 455 Final Project: The Digital Portfolio

The final project for this course asks you to create a very useful and practical digital artifact. Specifically, I am asking you to create something every professional and technical communication specialist should, in my opinion, have as part of their job search toolbox. For this assignment, you are required to create a digital portfolio that advertises your growing skills as professional and technical communicators or your own job specific skills.

This assignment can be composed in any digital platform of your choice, but the final product must be published on the Internet. There are a number of free resources you can explore when determining the best way to publish your portfolio (Google Sites, a Wiki, Google's Blogger, Livebinder, WordPress, etc.). Some of those resources even give you the ability to control the people who can or cannot access your information.

The first step in completing this assignment is to gathering the materials you will need to include in your digital portfolio (current résumé, papers from other courses, work related materials, publications, or anything else you think might help you get the job you

want after you graduate or the internship you feel will help you eventually get that job). At minimum, you will need to incorporate four standard parts of a successful digital portfolio: a cover page/portal page, a work sample page, a résumé page, and a three minute video résumé.

The second aspect of your final project that I will be focusing on when evaluating your work will be your portfolio's final presentation. The main reason for this is because, in the end, you want to create an aesthetically appealing portfolio that is also usable and capable of keeping a diverse audience attached to its content.

Submission Instructions

The final project for this course is worth 100 points or 20% of your final overall course grade. Fifty points will be based on presentation, site architecture, and branding. The other fifty points will be based on the content you include in your portfolio. To receive full credit on this assignment, you must upload a link to your portfolio in Canvas before the final exam period for this course (10:45 am – 1:15 pm on April 28).

English 592 Final: Teaching Presentation

In the final course project, you will use the course readings to develop, defend, and present a four-week multimodal assignment for a first-year composition course. This assignment is worth 20% of your overall course grade and is due during our final exam period.

Note: Simply converting a traditional print-based essay into a multimodal project does not qualify for this assignment. Instead, you must develop an assignment that makes preparing a multimodal product necessary and which makes the process of building a multimodal "text" part of the learning process.

Deliverables

Topic Proposal (10 Points): The first step in completing this assignment is to write a 500-word topic proposal memo, addressed to the instructor, detailing the type of product students will be building during the assignment sequence you will develop and why it is a good fit for a first-year composition course. This document should be posted in Canvas before the start of class on April 14.

Rationale (40 Points): The second step in completing this assignment is to develop a 1500-word project rationale. In this document, you should explain the goals of the assignment, what you think students should learn while progressing through the steps necessary to complete the assignment, and why it is necessary for students to produce multimodal texts for the assignment you have developed. In other words, in this document you must clearly articulate the advantage of producing a multimodal text as opposed to a traditional print-

based essay. In addition, you are required to include 4 peer-reviewed sources in your rationale not listed on the course calendar. This document should be posted in Canvas before our final exam period.

Teaching Materials (25 Points): The third step in completing this assignment is to prepare the materials you would give the students before they started working on the multimodal project and during the process used to complete the project. Specifically, you must include: an explanation of the assignment, a four-week calendar of readings, details about what the students will be producing, and instructions on how the students should submit their final product for grading. You will also want to include any other handouts needed for the students to complete the assignment you have developed (assume your students have no experience building multimodal texts). Your materials should be uploaded to Canvas before the start of our final exam period.

Presentation (25 Points): The final requirement for the assignment is to present your work to the rest of the class. During our final exam period, 10:45-1:15 on April 28, you will be given 15 minutes to present your approach, explain the benefits of your approach, and demonstrate how you plan to help the students build the type of product you outlined in your topic proposal. **You should, of course, have some sort of prepared visual** for this part of the assignment—which should be uploaded to Canvas before the start of our final exam period—and provide your audience with an example of what a student might produce using your approach.

