In Digital Rhetoric and Writing we will study and practice writing electronic genres with consideration of audience, media, and technology. We will spend the first few weeks exploring the digital genres you may be interested in, including games, databases, interactive data displays, websites, generative AI applications, etc. Then an independent project will allow you to focus on issues specific to language, visual rhetoric, composition, and publication in the digital environment you choose.

This course requires reading, short reflections, and small play/practice assignments to try out the concepts from your reading followed by a final paper or project. Between class, online work, and preparation, 9 hours per week of dedication is expected.

**GENERAL COURSE DESCRIPTION AND UNIT OF CREDIT**

“Study of and practice in writing electronic genres with consideration of audience, media and technology. The course will focus on issues specific to language, visual rhetoric, composition and publication in digital environments.”  
**Prerequisite(s):** 6 hours of ENGL

“The unit of credit is the semester hour, defined as one class meeting per week (or its equivalent) for one semester of 15 weeks. Most courses meet three hours per week and have a credit value of three semester hours. For each hour in class, at least two hours of preparation are expected on the part of the student. Many students should spend more than this amount of time in study.” – See full explanation in the Undergraduate Bulletin Registration page.

**REQUIRED TEXTS:**

Students must maintain access to SFA websites and applications including D2L Brightspace, the library, email, SFA 360 (Microsoft products available through MySFA), etc. Students must maintain access to readings posted on Brightspace through a personal laptop or handheld device or by printing out texts.

Students must obtain our book for the semester:
ACCOMMODATION INCLUDING MENTAL HEALTH AND WELLNESS

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

BRIGHTSPACE COURSE WEBSITE

SFA uses Brightspace as its virtual course management system. You can locate our course website through your MySFA login.

Class handouts, reading links, assignment sheets, and important documents such as this syllabus will be posted on Brightspace in the content tab.

We will use the discussion board and other Brightspace features.

Assignments will be submitted electronically. Look in the assessments tab for submission folders.

Locate the site’s gradebook. You are in charge of checking the gradebook for errors throughout the semester.

Dr. Parks will email you from both the Brightspace (for class listserv emails) and the regular Jacks email. So plan to regularly check both!

ATTENDANCE AND LATE WORK

This course requires that we meet regularly. During a global pandemic some flexibility may be required. We will expect disruptions.

Occasionally you may ask to Zoom into class if you are sick, isolating, or if your professor is. Make sure you Zoom from a place where you can freely speak out loud and resist the temptation to dual task during class.
In a livestream session, you may push yourself to attend class even if you are sick. While doing this is an option and can make your life easier in the short term, you are allowed to take sick days even from a livestream.

Please contact Dr. Parks in advance or as soon as possible after you have an extraordinary circumstance that affects your performance in this class. No penalties beyond the natural consequences of missing class meetings and work will be assigned.

Dr. Parks assigns due dates to keep you on track in the class and to keep herself on schedule in grading. Do not expect timely grading and feedback on renegotiated due dates.

**ONLINE AVAILABILITY**

Dr. Parks’ office hours are held during the day – which means some students may not be able to attend office hours. If this is the case, you may request to meet outside of these hours. Dr. Parks will send you a Zoom link if you request this.

Dr. Parks strives to maintain a 24-hour response time for email if you have a relatively simple question. Feel free to email her at any time at Sara.Parks@sfasu.edu.

**GRADES**

The purpose of grades in this class is to show you have learned ideas, demonstrated skills, as well as internalized and processed that learning and performance. Therefore the “small” assignments are the most important grade in this class.

70% - **Small Assignments** (includes reading responses and practice assignments that provide the opportunity to try out writing in digital environments as well as self-evaluate and reflect on your performance and learning)

10% - **Annotated Bibliography** (written to support final paper/project)

20% - **Final Paper or Project**

**ACADEMIC HONESTY**

Work for any course should be newly generated by you or your assigned team for each assignment.

Plagiarism involves using another’s work, words, or ideas without correctly giving credit to the author. It is just as serious to plagiarize the work of another student as it is to plagiarize the work of a published author.

Use a standard documentation style to credit your source. If you have questions about correct documentation, please ask!

In a collaborative class such as this, you may not always fully understand what is and is not plagiarism or what type of collaboration outside of class is and is not allowed. If you have questions, please ask!
We will be discussing how to use generative AI productively in this course. In this course, if you have permission to use AI, you will be submitting all of your process work – including your chats with the tool. Please keep in mind that you should always ask if you want to use generative AI in any course.

**General Policy**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**WITHHELD GRADES**

Ordinarily, at the discretion of the instructor of record (Dr. Parks) and with the approval of the academic chair/director (Dr. Tasker), a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the
same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. Note: often students who request a withheld grade do not end up passing. Therefore, it is very difficult for you to obtain permission. Please avoid this option if possible. https://www.sfasu.edu/policies/course-grades-5.5.pdf.

OTHER UNIVERSITY POLICIES APPLY

See the SFA Policy Manual and the General Bulletin for other university-wide policies and explanations.

GENERAL SCHEDULE

Please refer to our full schedule on Brightspace. This is just the required syllabus outline. Every date indicates a class livestream meeting. Schedule subject to change.

Unit Theme: Exploring the Rhetoric of Digital Environments

August

- Week of 28-30: Introduction to Digital Writing
  - 28 (M) – First day of class
  - Introduction to digital writing; Ch. 1 of Digital Writing textbook; Discussion board, reading summary and reflection due Sept. 4

September

- Week of 4-6: Writing for Websites
  - Writing for websites; Ch. 3 of Digital Writing; Discussion board, reading summary and reflection due Sept. 11
- Week of 11-13: Writing for Websites
  - Practice basic website coding; Basic website coding practice due Sept. 18
- Week of 18-20: Writing for Interactive Data Displays
  - Writing for interactive data displays; Ch. 4 of Digital Writing; Reading summary and reflection due Sept. 25
- Week of 25-27: Writing for Interactive Data Displays
  - Practice creating interactive data display; Data display practice due Oct. 2

October

- Week of 2-4: Writing for Games
  - Writing for games; Reading summary and reflections due Oct. 9
- Week of 9-11: Writing for Games
  - Practice creating a game; Game creation due Oct. 16; Final Paper/Project decision due Oct. 16

Unit Theme: Developing an annotated bibliography
• Week of 16-18:
  o Find and read 3 articles or 1 book on your paper/project genre
• Week of 23-25:
  o Find and read 3 articles or 1 book on your paper/project genre; Annotated bibliography due October 30

**Unit theme: Final Paper or Project**

• Week of 30-Nov. 1:
  o Class time explicit guidance on the proposal, Ch. 5 of Digital Writing due Dec. 4. Proposal due Nov. 6.

**November**

• Week of 6-8:
  o Independent Work; Status Report Due Nov. 13
• Week of 13-15:
  o Independent Work; Draft due for peer review Nov. 27
• Week of 18-24 (M-F) – Thanksgiving Break
• Week of 27-29:
  o Independent Work; Peer review Nov. 27; Paper or project due Dec. 4

**December**

• Week of 4-6:
  o Project Reflection Discussion; Reading summary and reflection for Ch. 5 of Digital Writing
• Week of 11-15:
  o 11-15 (M-F) – Exam Week; Course Reflection during assigned finals time