SUMMER SEMESTER 2016
ENGLISH 4300/S10
Writing and Persuasion Beyond the Classroom:
Apprenticeship in the Digital Humanities
Wednesdays, 1:00-3:50PM in Cedar 2065
Instructor: Greg Chan

CONTACT INFORMATION
- Phone: 604-599-2182 (Surrey) or 604-599-2611 (Richmond)
- Email: greg.chan@kpu.ca
- Office hours: Mondays, 1:00-2:00pm and Wednesdays, 11:50am-12:50pm in Fir 313 (Surrey); Tuesdays, 1:00-2:00pm in 2480 (Richmond); or by appointment
- Course website: http://www.greg-chan.com/engl-4300/

REQUIRED TEXTS


**All other course readings will be posted on the course website or on the ENGL 4300 LibGuide: http://libguides.kpu.ca/c.php?g=183897&p=3278833

COURSE DESCRIPTION
> The digital intersects with the humanistic in ENGL 4300, an advanced composition course in which students will apply rhetorical theory to digital computing projects in the classroom and in the community. If “the medium is the message” like Marshall McLuhan once suggested, then what do Twitter, vlogs, landing sites, infographics, and video essays signify about the current cultural milieu? This class will find out by studying social media as a rhetorical device, while creating several of these digitized artefacts as an investigative activity. As a term project, each student will undertake a digital literacy practicum as one of the following: a community outreach assistant; a video production assistant; or a website co-author. Such work will highlight the value of public humanities within and beyond the university.
Rhetorical Analysis Blog: 25%
Microblog: 10%
DH Demonstration: 15%
Practicum: 30%
DH Showcase: 20%

Rhetorical Analysis Blog. A key component of your apprenticeship as a digital humanist will be to document and critically analyze your activities in ENGL 4300 as they happen. Representing our mashup of rhetoric and digital computing will be a digital artefact of your authoring: a WordPress blog. Your task will be to populate it throughout the semester. A minimum of one post per week in each of the following streams will keep your blog relevant:

1) In-class Reflection - You will be given dedicated time (typically 25 minutes) during each class meeting to blog about course readings, topics/themes, live demos by classmates (see below), DH theory, and/or rhetorical theory and history. Images, video essays, infographics, GIFs, audio clips, and other digital content can be embedded alongside your text to help tell your digital story.

2) Weekly Roundup – This out-of-class entry will summarize and evaluate what you have learned about rhetoric and digital computing during each week of the course. It should recap some combination of key readings, topics/themes, live demo of the week, DH theory, and rhetorical theory and history – you choose the emphasis. It should also embed a curated selection of live tweets that captured the week’s activities; these can be your own, your instructor’s, your peers or outside sources. If you prefer, a Storify narrative can serve as your weekly roundup, but it must be linked to your blog.

3) Field Work/Practicum Update – Among other functions, your blog will serve as a insider’s guide to the field work your are conducting as part of your community-based practicum. Think of it as a live ‘to do’ list/timeline that documents your progress with your project. As an informal progress report, this update should include a discussion of work completed, work underway, and work to be completed. It could also include images, social media posts, videos, and audio clips to document your collaborative work with your practicum supervisor, peers, community partner, and audience.

Evaluation: Biweekly, qualitative (level of analysis/persuasion; content, style, expression), one-on-one with instructor
Microblog. Microblogging will be your semester-long activity as a member of the ENGL 4300 community. Both in class and at home, you will be live-tweeting across the 13 weeks to document your development as a digital humanist studying advanced rhetoric. To track the momentum of your learning curve, you are invited to tweet topic-related a.) comments/observations/summaries, including retweets; b.) questions; c.) resources for sharing; e.) quotations; and e.) media (videos, GIFs, audio clips, images) in 140 characters or less per post. As this is intended to be an interactive, experiential learning activity, you must tag @ENGL4300 in your post and use the course hashtag, #dighumKPUArts. You are also encouraged to tag individuals, groups, and organizations that you come into contact with throughout your practicums when you post.

Evaluation: Monthly, qualitative (concise/relevant/like-able), quantitative (eight posts per week) via Twitter direct message

DH Demonstration. You will be responsible for facilitating an introductory workshop for your classmates on an example of a.) open-source software or b.) educational technology currently in use in the digital humanities. Your talk will provide an overview of the software or technology, which will be followed by a guided tour and basic ‘how to’ using a sample you have created. Please note that this demonstration will function as a starting point for DH users; it is not intended to be an intermediate or advanced application. Overall, the demonstration should explain the deeper context of the digital technology in question: what does it bring to the study of the humanities? Tentative topics (with official sign-up happening in Week 2): Prezi, Tableau Public, StoryMap, Vennage, WordPress, Audacity, Twine, ELMO visual presenter, Pinterest, kinetic typography or Zotero. Demonstrations will be 45 minutes in length and will be scheduled throughout the semester beginning in Week 3.

Evaluation: Formative feedback from audience (peers and instructor) based on practicality, critical inquiry/research, interactivity, and applicability as a DH resource, followed by an assessment email from the instructor

Practicum. As ‘Writing and Persuasion Beyond the Classroom’ is central to ENGL 4300’s identity as a service learning course, you will be completing a 12-hour (unpaid) community-based practicum on a digital literacy project. This work-study experience will allow you to apply your digital computing and rhetorical skills to the creation of a digital asset for a non-profit organization. Each of you will work collaboratively in a cohort with a supervisor and a community partner, whom you will meet 2-3 times during the practicum and remain in contact with through email, Skype or telephone. During Week 1, you will sign up for one of the following practicums:
1) **KDocs promotional video** – KDocs, Kwantlen’s official documentary film festival ([www.kdocsff.com](http://www.kdocsff.com)), requires a promotional video to represent its history, vision, and mandate of “Uniting learners through social justice, global citizenship, and creative solution-building.” Supervised by producer **Manon Boivin** and KDocs director **Janice Morris** (who will headline the video), this project will have you serving as a production assistant responsible for co-authoring the script and fulfilling duties associated with the pre-production, production, and post-production process. This digital asset will be featured on the KDocs website and in mailouts to attract partners, sponsors, volunteers, panelists, keynote speakers, and audience members. Budget: $1,595. Spots available: 3. Delivery date: August 3, 2016 for the DH showcase.

2) **KDocs Community Outreach Program** – The outreach program ([http://www.kdocsff.com/outreach-program/](http://www.kdocsff.com/outreach-program/)) is hosting two events this summer: 1.) a screening and discussion of Jennifer Siebel Newsom’s documentary *The Mask You Live In* (2015) for members of the Pathways Aboriginal Youth Centre in Richmond on June 3rd, 4:00-7:00pm, and 2.) a KDocs/Vancouver City Hall ‘Movie Night’ in the councillors’ chambers on July 28th or 29th (documentary TBA) to coincide with Vancouver’s Pride Week. As an outreach assistant, you will be actively engaged in marketing (print, online, social media), documenting (blogging, social media, photographing, filming), and co-organizing these community events, under the supervision of **Greg Chan**; KDocs director **Janice Morris** will serve as this project’s community partner. Overall, the outreach program endeavours to promote social justice and civic engagement during the festival’s off-season. Budget: n/a. Spots available: 4. Delivery dates: June 3; July 28/29; and August 3, 2016 for the DH showcase.

3) **Website for the Social Justice Centre (SJC)** – Launched by members of the Criminology department, the SJC functions as “an umbrella organization and local incubator for community advocacy, civic change, and knowledge production.” The Centre hosts public events and coordinates student-led initiatives concerning harm reduction, poverty, and homelessness in Surrey. While the SJC has an existing website ([https://socialjusticesurrey.wordpress.com/](https://socialjusticesurrey.wordpress.com/)), this practicum’s cohort will be migrating it to a new home on Squarespace under the supervision of Criminology instructor **Mike Ma**, who will also serve as the community partner. Working with Mike, you will compile and upload content; establish pages and child pages; integrate media (images, video, documents); create a resources page; and set up an accompanying Twitter account for the SJC. Budget: $100. Spots available: 2. Delivery date: August 3, 2016 for the DH showcase.
Evaluation: Holistic rubrics (self, peer, community partner, supervisor) used by instructor to determine practicum grade

DH Showcase. Now that you are an advocate for public humanities, your ‘final exam’ will be to present what you have learned to the larger educational technology community at KPU. Invited guests will include your practicum supervisor and community partners; members of the English department and the faculty of Arts; KPU students; and other special guests. The interactive exhibit will showcase your WordPress blogs; the #dighumKPUArts Twitter feed; and mini-demos of open-source software and educational technology. Those attending the showcase will also be treated to the premiere viewing of the KDocs promotional video, the launch of the SJC website, and a press release on the outreach events for KDocs. Delivery date: August 3, 2016. Location TBA.

Evaluation: Scaled presentation inventory (form will be posted online): one by the instructor for 50% and another summative on by the audience for 50%.

**Bonus Assignment: Digital Humanities Summer Institute Field Study.** This optional, extracurricular assignment is open to a maximum of 3 students volunteers, representing each of the 3 practicums. Together, the team will author a student-led research grant application for the Faculty of Arts to secure funding for the University of Victoria’s Digital Humanities Summer Institute (http://www.dhsi.org/index.php), where they will lead a poster presentation on ENGL 4300’s practicums. Accompanied by their instructor, the team will be KPU ambassadors for the digital humanities as they present their research during the DHSI colloquium. As a perk, participating students can replace one of the course assignments, excluding the DH Showcase, with the field study. Dates: June 9-10th (with poster presentation on June 10th, 5:00-6:00pm at the University of Victoria).

Evaluation: Same method as for the practicums.

**LEARNING OUTCOMES**

Upon successful completion of ENGL 4300, students will have acquired the following:

- Understanding of the history of humanities research, rhetorical theory, and the development of the digital humanities
- Applied experience with digital methodologies
- Grounding in elemental digital literacy skills to produce digital assets for a community-based practicum
- Work experience as a digital humanist outside of the university classroom
- Enhanced critical thinking, reading, writing, editing, and digital literacy skills
COURSE POLICIES AND CLASSROOM PROCEDURES

⚠️ Attendance and participation. Regular, punctual attendance is mandatory for ENGL 4300. It furthers your cumulative understanding of course material, enables you to be actively involved and invested in class activities, and represents your commitment to the course. Being a theoretical and applied course, ENGL 4300 challenges you to engage in all learning styles: concrete experience, abstract conceptualization, active experimentation, and reflective observation. Much of what you will learn in this course is cumulative, with DH skill sets and grasp of rhetorical theory strengthening week to week, so your success is directly tied to attendance and participation.

⚠️ Late assignments. In the interest of fairness to students who work hard to meet deadlines, course work not time-stamped by its due date automatically receives a grade of zero. This includes take home as well as in-class work, for which there are no extensions or make-ups. An extenuating circumstance is the only possible exception. If there is a legitimate and serious reason why you will not be able to submit your work on time, please inform me of it in advance (a doctor’s note or other documentation will usually be required at this point.) Assignments must honour all submission guidelines, which includes format, documentation style, length, and delivery method.

⚠️ Plagiarism. It is your responsibility to familiarize yourself with Kwantlen’s Plagiarism and Cheating Policy, available at http://www.kpu.ca/sites/default/files/Policies/c08.pdf. Work suspected of plagiarism will involve the student meeting with the instructor to discuss it. If it is verified as plagiarized work, it will automatically receive a grade of zero and be recorded by the Registrar in the student’s file. Disciplinary action, up to and including expulsion from Kwantlen, could result from plagiarized work. To avoid plagiarism, consult the KPU Plagiarism Online Tutorial available at http://libguides.kpu.ca/academicintegrity/plagiarism.

⚠️ Use of technology in class. Technology is an integral part of the ENGL 4300 classroom environment. Unlike most classes, this one will require you to be on social media, to take selfies with your cell phone, and to test-drive software during class. However, unless otherwise specified, computers and cell phones are to be used only during blogging, microblogging, and live demonstration sessions; they are not to be used to check email, to text, to surf or to engage in any other personal activity, as these uses are distractions to all.
## Grading Standards

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<thead>
<tr>
<th>Letter Grade/ Percentage/GPA</th>
<th>Definition</th>
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<tr>
<td>A+=90 to 100 (4.33)</td>
<td>Exceptional in all respects, this work is characterized by its impeccable presentation, its well-developed ideas, and its engaging style. Controlled and consistent.</td>
</tr>
<tr>
<td>A=85 to 89 (4.00)</td>
<td>Outstanding in terms of ideas and presentation, this work is only held back by a few minor errors. Incisive.</td>
</tr>
<tr>
<td>A-=80 to 84 (3.67)</td>
<td>A superior effort. Reveals individual, intelligent thought and sophisticated expression of ideas, though it falls short of its potential. Creative.</td>
</tr>
<tr>
<td>B+=76 to 79 (3.33)</td>
<td>Above average work characterized by its strong content, style, and expression. Imaginative and consistent, but lacking the sharpness and individuality of a first class essay.</td>
</tr>
<tr>
<td>B=72 to 75 (3.0)</td>
<td>A solid achievement. Despite some difficulties with development &amp; expression, this is a thoughtful piece of work.</td>
</tr>
<tr>
<td>B-=68 to 71 (2.67)</td>
<td>Competent work that demonstrates clear understanding of the topic and makes many good points. Held back by some significant composition errors.</td>
</tr>
<tr>
<td>C+=64 to 67 (2.33)</td>
<td>Reasonably competent work notable for its grasp of assignment guidelines. However, evident errors in organization, development, and grammar interfere with this paper’s content.</td>
</tr>
<tr>
<td>C=60 to 63 (2.0)</td>
<td>Satisfactory work that fulfills the basic requirements of the assignment. Significantly impaired by errors in development, organization, and grammar.</td>
</tr>
<tr>
<td>C-=56 to 59 (1.67)</td>
<td>Marginal performance; shows that the writer has tried to respond to the assignment. This grade and those below it do not permit students to pursue more advanced courses.</td>
</tr>
<tr>
<td>D=50 to 55 (1.0)</td>
<td>This work reveals minimal competence. Final grades in this range do not qualify for transfer credit.</td>
</tr>
<tr>
<td>F=0 to 49 (0)</td>
<td>This work fails to meet course requirements.</td>
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ENGLISH 4300 Course Schedule, May to August 2016

This is a tentative outline that we will modify throughout the term according to the needs and interests of the class. Keep it up to date, as topics, readings, and due dates are subject to change. Prepare for class by having all of the listed readings completed for the accompanying lecture and discussion.

Week 1: May 4

- Course Introduction
- Your Communication Profile
- Rhetorical Situations in Context: Academic and Community-Based
- #WhatWouldAristotleDo?: An Overview of Rhetorical Theory & Digital Literacy
  - Chapters 1-2, Rhetorical Theory

Week 2: May 11

- Audience & Rhetorical Distance
- Rhetorical Styles in Context: Select Historical Movements
- Cultural Rhetorical Studies: Identity, Ethnicity, Class & Gender
- Digital Case Study: Rhetorical Analysis of Social Media Platforms
- Social Media Workshop: Setting up a WordPress Blog
  - Chapter 1, 10 Lessons; Chapter 3, Rhetorical Theory

Week 3: May 18

- Reason, Argument & Epistemological Rhetoric
- Style as Choice
- Digital Exercise: Plato the Blogger and Nietzsche the Vlogger
  - Chapter 1, 10 Lessons; Chapter 4, Rhetorical Theory

Week 4: May 25

- Linguistic Relativism: Dramatism
- Mapping the Rhetorical Moment
- Providing Your Audience with a Historical Frame of Reference
- Clarity: Actions & Characters
  - Chapter 3 + 4, 10 Lessons; Chapter 6, Rhetorical Theory
Week 5: June 1

- Rhetoric & Meaning: Cultural Milieus
- Evidence, Personal Observation & Experience
- Authoritative Testimony, Images as Evidence & Diversifying a Body of Evidence
- Digital Literacy Workshop: Web Authoring with Supporting Evidence
  - Chapters 7 & 8, 10 Lessons; Chapter 5, Rhetorical Theory

Week 6: June 8

Practicums Workshop

Week 7: June 15

- In the Gut: Argument and Emotion
- Development Emotional Arguments
- Taking the Pulse of Stakeholders
- Emphasizing and De-Emphasizing Emotional Connections via Tone
- Report from Field Study Team on the DHSI
- Digital Case Study: Visual Rhetoric, Emotional Appeal & Instagram Analysis
  - Chapter 10, Rhetorical Theory; Obama’s “Yes We Can” speech and McLuhan’s “The Medium is the Message” (online readings)

Week 8: June 22

- Exploring the Common Sense of the Community
- Ideology: Rhetoric & Marxism
- Arguing Through the Commonplaces
- Cohesion & Coherence
- Digital Case Study: Grant Proposals & Data Mining
  - Chapter 7, Rhetorical Theory; Chapters 5, 10 Lessons

Week 9: June 29

- Postmodern Approaches to Rhetoric
- Writing for Publication: Online vs. Print-Based Platforms
- Achieving Elegance: Coordination, Subordination & Balance
- Live Demonstration: Editing an Open-Access Journal in the Digital Humanities with Online Journal Systems
  - Chapter 9, 10 Lessons; Chapter 11, Rhetorical Theory
Week 10: July 6

- Is Obscurity Ever Justified?
- Business Writing in Context: Inclusive Language vs. Elegance
- Oppression and Liberation through Gendered Rhetoric
  - Chapters 10, 10 Lessons; Chapter 8, Rhetorical Theory

Week 11: July 13

- DH Showcase preparation

Week 12: July 20

- DH Showcase preparation

Week 13: July 27

- Course Review
- DH Showcase Preparation