The University of North Carolina Greensboro

Course Number: ENG 391
Course Title: Studies in Digital Studio Theory and Practice
Credits: 3:2:3
Prerequisites: Permission of instructor.

For Whom Planned: This course is for students who want to be trained to work as consultants in the University Digital ACT Studio. This course is for all undergraduate students. It is an elective course.

Instructor: Lindsay A. Sabatino
Office: 031A Jackson Library, Lower Level
Office Phone: 336-356-0515
Office Hours: Tuesdays & Thursdays 11:00am-12:00pm and by appointment.
E-mail: lasabati@uncg.edu

Catalog Description
Explores digital rhetoric, aesthetic design, and pedagogy; training Digital Studio consultants to conduct individualized tutorials and workshops. Students cannot receive English major elective credit for both ENG 390 and 391.

Digital Studio Practicum
In addition to our classroom lectures, readings, presentations, and discussions, part of your learning experience will include practicum, which involves hands-on time in the University Digital ACT Studio. You must be in the Studio for three hours each week to observe seasoned consultants, learn policies and procedures, and apply the theory we have been learning about in class. This course is designed as a practicum for the University Digital ACT Studio similar to ENG 390 for the University Writing Center.

Long Description
The goal of this course is to explore the concepts behind digital literacies and understand best practices for providing helpful feedback and responding as an engaged audience. Together, we will discuss what it means to effectively communicate through different modes of technology and digital assignments. In this course, we will explore digital design, technological and digital literacies and policies, tutoring practices, storytelling, and communication.

The course content includes discussions of theories that inform peer tutoring practices and pedagogy, collaborative learning, and digital literacy research. You should expect to work collaboratively inside and outside of the class. We will learn the focus of audience, purpose, and context when helping designers create projects that effectively communicate their goals. As we venture on this journey, do not expect that
you will leave this class prepared for every situation that may arise in the Studio; instead, you will obtain a better understanding of how to assist designers with their projects.

**Student Learning Outcomes**

At the completion of this course, the student will be able to

1. Recognize that various digital technologies and literacies are modes of communication and a social activity.
2. Recognize and write in genres appropriate to the discipline(s) of the primary subject matter of the course.
3. Use formal and informal writing approaches to writing and multiple drafts to deepen mastery of the subject.
4. Demonstrate the ability to present orally, in writing, or through digital composition genres appropriate to the discipline(s) of the primary subject matter of the course.
5. Demonstrate the reading skill required to analyze and produce texts from a variety of contexts and media.
6. Critically evaluate written, oral, and/or visual arguments.
7. Evaluate and examine effective, organized digital projects to communicate clearly and demonstrate awareness of audience, adequate levels of detail, and overall coherence.
8. Incorporate constructive feedback from readers and listeners to improve written work and oral presentations.
9. Adapt modes of communication that helps designers match medium, message, and context to create projects that most effectively achieve the purpose they intend for their chosen audience.

The student will also have the ability to

10. Understand the general nature and purpose of tutoring practices, philosophies, and pedagogy.
11. Deliver an effective conference-style presentation or workshop for faculty and students.
12. Explain what approaches and strategies cultivate an effective learning environment.
13. Demonstrate an understanding of how changes in technological and social situations conditioned the development of rhetorical theory and practice.

**Speaking Intensive Learning Outcome**

Students will be able to speak in genres appropriate to the disciplines(s) of the primary subject matter of the course.

**Teaching Methods**

This course will consist of a combination of lecture, discussion, and practicum. In order to achieve learning goals, we will use small group and whole class discussion (SLO #1, 2, 4, 5, 6, 7, 8, 9, 13), role-playing (SLO #6, 8, 9, 10, 12), oral presentations and workshops (SLO #1, 4, 7, 10, 12), reflection papers (SLO #3, 5, 6), research (SLO #1, 3, 4, 5, 6, 8, 9) and instructor and peer feedback (SLO #3, 8).
Assignments for Achieving Learning Outcomes: Course Requirements

1. You must complete “Assignment A: Digital Literacy Narratives” (total of 5% of your final grade). Details are available in the “Assignments” bin on the Canvas site.
2. You must complete “Assignment B: Observation and Reflection” (total of 10% of your final grade). Details are available in the “Assignments” bin on the Canvas site.
3. You must complete “Assignment C: Technology and Literacy” (total of 25% of your final grade). Details are available in the “Assignments” bin on the Canvas site.
4. You must complete “Assignment D: Group Workshop Project” (total of 25% of your final grade). Details are available in the “Assignments” bin on the Canvas site.
5. You must complete “Assignment E: Digital Literacy Tutoring Philosophy” (total of 15% of your final grade). Details are available in the “Assignments” bin on the Canvas site.
6. Most weeks you will be asked to either submit a short writing assignment, design a poster, create a video or podcast, etc. and 30-50 pages of reading (total of 20% of your final grade).
7. There will be no mid-term or final examinations.

Required Texts

Required Readings (these readings will be found on Canvas; each week we will have 30-50 pages of readings)
Kress, G. (1999). “‘English’ at the crossroads: Rethinking the curricula of communication in the context of
the turn to the visual. In G. E. Hawisher & C. L. Selfe (Eds.), Passions, pedagogies, and 21st century technologies (pp.66-88). Utah State University Press.


**Academic Integrity Code:**

Students are expected to adhere to the UNCG Academic Integrity Policy, discussed in the first class and linked from the syllabus. See http://studentconduct.uncg.edu

**Attendance**

Regular and prompt attendance is expected of all students as well as remaining actively engaged for the duration of the class. You will receive no credit for the day if you fall asleep in class or are otherwise disengaged. Because this class will be heavily centered on in-class discussion, group work, and in-class projects, your attendance is required.

- You are allowed to have three unexcused absences without penalty; every absence after the 3rd lower your final grade up to a third of a letter grade at my discretion.
- If you are going to be absent, please contact me.
- **Missing more than 6 classes will result in failure of the course.**
- **Bonus:** If you do not use any of your personal days, you will be rewarded 2%.
- Missing a scheduled conference (without proper notice) is also considered a class absence.
- You are also responsible for the assignments and class notes from the day(s) which you missed.
- Being late for class, or leaving before class is over, will count as one-half of an absence.
Conferences
This is considered a part of your attendance of this course. Your instructor will meet with you minimum of three times throughout the semester. During these conferences, we will discuss your writing, ideas, progress and performance in class. This is a great opportunity for you to check on your progress in class and ask me questions. The **minimum of three conferences is required**. If you want to meet with me more than these three conferences, you can come see me during my office hours or by appointment.

Accommodations for Students
Any student with a disability who may require an accommodation for this class should be sure to document their disability with the Office of Accessibility Resources & Services (Office of Accessibility Resources & Services, Suite 215, EUC, 336-334-5440, oars@uncg.edu). Please request the Disability Support Services office to send me a letter, confirming your registration with their office and the accommodations you qualify for. Also, please schedule to meet or communicate with me as soon as possible, in order to discuss your accommodation needs for this class.

Deadlines
Assignments are due on the dates listed on the Tentative Calendar. In order to pass this class you must hand in all major assignments –Technology & Literacy, Group Workshop Project, and Digital Literacy Tutoring Philosophy. Late assignments will be accepted but will not receive full credit. Any assignment submitted after the deadline (the start of class the day the assignment is due) will be penalized 5% for each day it is overdue, except in cases of serious personal illness or extreme personal circumstances discussed with me prior to or immediately after (in emergencies) the deadline. I will not accept smaller assignments (Discussion Posts/Writing Responses and Digital Literacy Narrative) if it is over a week overdue.

Composing Projects
“It is the work that happens between the drafts that matters” Morris Young, Minor Re/Visions
Composing is a process and you will have to write, design, edit, sketch, etc. multiple drafts. A lot of learning and grappling with ideas takes place between drafts. It does not only happen while you are sitting in front of your computer wracking your brain at 2 a.m. I want you to pay attention to this process and learn what works best for you.

Revision
Since writing is a process, all students will have the opportunity to revise a paper and resubmit it for a higher grade. In order to do so, you must first visit with me and the writing center. This does not include the Digital Literacy Tutoring Philosophy.
The Writing Center
The writing center is an excellent resource. You will go to the writing center for at least one project this semester and hopefully will continue to go after that. Through a collaborative session with a consultant, you can develop any part of the writing process. At some point in the semester, we will take a trip to the writing center as a class so you can work with consultants and learn the scope of the writing center.

Location
3211 MHRA Building
Phone: 336.334.3125
Webpage: http://www.uncg.edu/eng/writingcenter/

The Speaking Center
The speaking center is another valuable resource on campus. You will also go to the speaking center for at least one project this semester. The speaking center will help you will you put words to your ideas. They will provide you guidance and feedback on areas of delivery, interpersonal communication, and group or team communication. At some point in the semester, we will take a trip to the speaking center as a class so you can work with consultants and learn the scope of the speaking center.

Location
3211 MHRA Building
Phone: 336.256.1346
Webpage: http://speakingcenter.uncg.edu

The Public Nature of Composing
Whenever we compose, we compose for an audience. Sometimes the audience is your friends, your colleagues, your professors, your significant other, your parents, or even yourself. Keep in mind that when we write/design/compose in this class, we will share our pieces with others to get feedback, comments, and critiques. Therefore, please avoid using subjects that you do not feel comfortable sharing. To become effective communicators, one must know how to share, critique, and appreciate comments from others.

Respect
Appropriate, professional and respectful demeanor is expected from all students. While I highly encourage you to share your opinions, be mindful of your comments and use good judgment. Any rude behavior or offensive language will not be accepted. Texting, playing games, or using technology inappropriately during class is seen as disrespectful.

Guidelines for Assignments
Assignments should be submitted in MLA, APA, or any other format. Type all assignments on a computer and print it out on standard, white 8.5 x 11-inch paper, double-space the text of your paper, and use 12 pt Font Times New Roman. Cite sources and create a work cited page. For additional questions and formatting, go to the writing center or refer to http://owl.english.purdue.edu/owl/resource/557/01/
Course Composing Projects

Discussion Board and Writing Responses
Throughout this course, you will be asked to explore the concepts we are discussing in class and reading about in the scholarship. Each week you will be asked to either submit a short writing assignment, design a poster, create a video or podcast, etc. and 30-50 pages of reading. These responses are a way for you to experiment with ideas, work out your thoughts about the concepts in the texts, and explore multiple types of communication. You are not expected to master the ideas, but instead reflect on them, incorporating your reactions and experiences. Take this time to play with your ideas and use different styles of writing and verse. These will be used as an open dialogue between your, peers and the instructor. These assignments will meet Student Learning Objectives (SLOs) 1, 2 and 4.

Assignment A: Digital Literacy Narratives – Due February 2nd
In this 4-5 page writing assignment, you will write a narrative about your own experiences with digital literacy acquisition. The concept of digital literacy is open. Digital literacy does not mean simply having technical expertise; it means being able to recognize the intellectual, emotional, ethical, and aesthetic effects that the technology—whether websites, video, audio, text, or animated media—will have on an audience. You will examine how you see digital literacies working in your lives, community, and culture. You will revise this assignment based on the instructor’s written and oral feedback for a grade. You must take this assignment or the Observation and Reflection report to the Writing Center for feedback. This assignment meets Student Learning Objectives (SLOs) 1, 3, 7 and 12.

Assignment B: Observation and Reflection -- Due February 23rd
For this assignment, you will observe a consulting session in the Digital Studio (at least 30 minutes long). You will take notes and write up a report about the session, which will include a 3-5 page summary and analysis. You will follow up this assignment with a personal reflection on your own practices in the studio. You will revise this assignment based on the instructor’s written and oral feedback for a grade. You must take this assignment or your Digital Narrative to the Writing Center for feedback. This assignment meets Student Learning Objectives (SLOs) 6, 8, 9, and 11.
Assignment C: Technology and Literacy – Due April 4th

(25% -- Step 1&2 = 10%, Step 3= 5%, Step 4=5%, Step 5=5%)

Technology has become more integrated in the ways we communicate with each other. We all use digital and technological literacies that are already a part of our daily lives. You must design a technologically-based project that communicates your examination of your digital and technological worlds. This assignment must be based upon a technological literacy you employ. As a class, we will examine the NCA’s eight public speaking competencies and criteria for assessment and determine together the overall criteria by which the individual will be graded (See attached rubric and checklist for past examples of assessment). You must take this assignment or the Group Workshop Project to the Digital ACT Studio for feedback. This assignment meets Student Learning Objectives (SLOs) 1, 3, 5, 7, 8, 11 and 12.

Assignment D: Workshop Project -- April 20th-25th

Each group will develop a workshop generated around a technology, digital literacy, or media they see being used either in the Digital Studio or around campus. Each team will organize itself and distribute the work responsibilities among its members. Each team will write an MOU (Memorandum of Understanding) spelling out these responsibilities. Each member will sign it, and the team will deliver the MOU to the instructor. As a class, we will examine the NCA’s eight public speaking competencies and criteria for assessment and determine together the overall criteria by which the individual will be graded (See attached rubric and checklist for past examples of assessment). You must take this assignment or the Technology and Literacy assignment to the Digital ACT Studio for feedback. This assignment meets Student Learning Objectives (SLOs) 1, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12.

Digital Literacy Tutoring Philosophy – Due April 27th

The digital literacy philosophy is a culminating project where students determine what tutoring practices best suit the Digital Studio. By analyzing the readings in this course, they will share their ideas on which approaches and strategies cultivate an effective learning environment in the Digital Studio. They should refer directly to the scholarship we have read. In addition to analyzing the readings and approaches to digital literacies, they will provide a self-reflective statement of their beliefs about tutoring, digital literacies, and learning. These should be supported by the scholarship, research, and personal observations. In addition to general comments, they should discuss how to put these beliefs into practice by including concrete examples. They can draw on their observations and tutoring in the Digital Studio. We will build on this project throughout the semester. This assignment meets Student Learning Objectives (SLOs) 1, 2, 3, 4, 6, 8, 9, 11, and 12.
Materials:
1. Notebook/Binder. You will need a notebook for in-class writing, writing responses, drafts and revisions of writing assignments.
2. Laptop. There will be days where you will be asked to bring your laptop or tablet to class.
3. Printing.
4. Access to a computer, internet and your email account. You should check your UNCG email at least once a day.
   a. When you email me, please include the section number of this course. I will respond to emails during the week within 24 hours. If you have not heard from me within 24 hours, please email me again.

Evaluation and Grading
I make every effort to apply criteria for grading assignments in a fair and consistent manner. If you have any questions about your grade, please see me.

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<th>Discussion Board &amp; Writing Responses</th>
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<td>Observation and Reflection</td>
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<td>Technology &amp; Literacy</td>
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<td>Group Workshop Project</td>
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Grading Scale:

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