RHET 3250
Digital Rhetoric

Course information: RHET 3250-01, M/R, 10:05-11:25, HATEM C205
Course prerequisites: RHET 1020

Instructor information
Instructor: Jasmine Maklad
Office: Waleed P108 (next to the Writing Centre)
Office Hours: Thursday 2:00 – 3:00 and by appointment
Office phone: 2024
Email: jmaklad@aucegypt.edu

Course Website: http://digrhetoric.pbworks.com/w/page/114731055/FrontPage

Course Description:
This is a course in the rhetorical analysis of the increasingly important genres that comprise the practices of E-Writing, including: blogging, wiki-development, networked writing, hypertext, and social networking. The course offers students an opportunity to work within various online contexts, with attention to their evolving conventions, textual features, the relationship between discourse and social practice, and the importance of medium in terms of opportunities and constraints offered. Students analyze and write about the social and cultural implications of developments in electronic literacy. Assignments involve the critique and construction of texts using new media tools and the exploration of how communication practices, notions of audience, elements of argument, narrative and meaning-making are enriched and complicated by the new possibilities of a global, digital environment.

Topics to be addressed may include:

- Discourses of the Digital and “Medial Ideology”
- The Rhetorical Situation in Digital Environments
- Political Participation and Activism in the Digital Age
- The Rhetoric of Intellectual Property
- The Rhetoric of Virtual Identity (online personas) and Virtual Community
- Personal engagement in online / digital environments

Learning Outcomes
To fulfill the requirements of RHET 3250 students will demonstrate ability to:
- Identify and analyze the characteristics of various forms of E-Writing
- Apply knowledge of rhetorical situations and theory to digital environments
- Use a variety of tools and environments to produce effective E-Writing
- Perform genre-specific rhetorical analyses of electronic texts and other forms of digital writing
- Analyze and write about the social and cultural implications of various developments in electronic literacy
- Create original works that make effective use of digital tools and environments, and demonstrate an understanding of media effects as well as audience, context, and other rhetorical and stylistic elements

Course Material
This class is coordinated online through a wiki and Turnitin. All course communication will be via email and the course website. The course site contains syllabus, outline, material covered in each class, due dates and assignments. All required readings will be available on the site. It is your responsibility to check daily for messages and updates and respond appropriately. Turnitin will be used for attendance, submission of all assignments and drafts, peer-review, instructor feedback and grading.

In the event of the suspension of classes, the initial plan will be to continue with the course schedule as long as there is internet accessibility. Please check your email and the course wiki for distance learning activities and assignments.

Assignments and Grade breakdown

I. Extended Definition 10%
   For this assignment you will conduct research and write an extended definition of not less than 750 words attempting to define the term Digital Rhetoric intended for an academic audience.

II. Digital Rhetoric, Digital Form 5%
    For this assignment you will re-create the extended academic definition you wrote for Assignment I in digital form. You will identify a potential audience for this digital definition and adapt the content and presentation to suit this particular audience. Your digital definition must be accompanied by a reflective writing piece of at least 750 words.

III. Research Blog 25%
     Over the course of the semester you will keep a blog a make at least ten entries of over 500 words each. Some of the topics for the entries will be assigned.

IV. Rhetorical Analysis of Digital Media (relevant to collaborative project) 10%
    For this assignment you will re-identify websites / blogs / wikis or other relevant ‘products’ which are related to the collaborative project you are working on and select one for the focus of your rhetorical analysis. You will then write a 1250 word rhetorical analysis that identifies, analyzes and evaluates the forms and strategies of persuasion used in light of the rhetorical situation.

V. Research Paper (relevant to collaborative project) 15%
   For this assignment you will identify an area within the broad field of digital rhetoric that relates to your collaborative project and can serve the project in some way. You will conduct research and write a paper of no less than 1500 words, citing minimum 6 scholarly sources, on the selected topic.

VI. Collaborative Digital Writing Project 25%
    Collaborative Digital Writing Project: For this assignment you will design your own project. This project which must receive instructor approval, should be related to the topics discussed in class, appeal to your interests and provide opportunity for you to demonstrated achievement of all learning outcomes.

VII. Participation 10%

*Assignment Sheets will be made available on the course website
Reading List

1. Selected articles from “Into the Blogosphere” <http://blog.lib.umn.edu/blogosphere/>


### Tentative Weekly Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>FOCUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30,2</td>
</tr>
</tbody>
</table>
| 2     | 6,9   | What is rhetoric?  
Discussion Zappen reading  
Digital Introductions (Assignment I) Due |
| 3     | 13,16 | Cool, Visual Rhetoric + Discussion Pepper reading  
New Technologies In-Class Assignment |
| 4     | 20,23 | New Technologies Presentations  
Conferences Assignment II and III  
Extended Definition Assignment Due |
| 5     | 27,2  | Collaborative Digital Writing Project  
Digital Rhetoric, Digital Form Assignment Due |
| 6     | 9,9   | In class presentations of work + Topic selection  
Citation and intellectual property |
| 7     | 13,16 | Multi-Media Project Discussion + Into the Blogosphere  
Proposal due  
Discuss Rhetorical Analysis Assignment |
| 8     | 20,23 | Into the Blogosphere: Reading Discussion  
Submit subject for rhetorical analysis |
| 9     | 27,30 | Submit storyboard / organizational structure for project  
Conferences on content / project |
| 10    | 3,6   | Rhetorical Analysis Assignment Due  
Discussion of Building Online Communities of Practice  
Presentation of Research on Building Community in class. |
| 11    | 10,13 | SPRING BREAK |
| 12    | 17,20 | SPRING BREAK  
Digital Activism  
Student Presentations of case studies |
| 13    | 24,27 | Research Paper Draft I, Peer-review  
Research Paper final draft due |
| 14    | 1,4   | Draft1 Project Due  
Conferences |
| 15    | 9,12  | Presentations/Group feedback on project  
Presentations/Group feedback on project |
| 16    | 16,20 | Last day of classes, focus tba  
All Work Due |
Instructor’s Policies and Expectations

a) You must have an AUC email address. Please provide this to me on the first day of class (or before the second class, if you do not have it on the first day.) You must use your AUC email address for this class.

b) Participation is critical in this class. The course is based on readings and discussions in addition to collaborative assignments, which are completed in-class. Repeated absences and failure to participate actively will seriously negatively affect your grade.

c) All assignments should follow MLA format and meet the formatting requirements explained on the course website.

d) Late work will not receive feedback and/or a grade.

Grades and Grading in this Course

A. Available Grades in the Course (Note: D- and IP grades are not available in this course)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>100-94</td>
</tr>
<tr>
<td>A-</td>
<td>93-90</td>
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<tr>
<td>B+</td>
<td>89-87</td>
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<tr>
<td>B</td>
<td>86-83</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
</tr>
<tr>
<td>C</td>
<td>76-73</td>
</tr>
<tr>
<td>C-</td>
<td>72-70</td>
</tr>
<tr>
<td>D+</td>
<td>69-67</td>
</tr>
<tr>
<td>D</td>
<td>66-60</td>
</tr>
<tr>
<td>F</td>
<td>59-54</td>
</tr>
</tbody>
</table>

B. Grade Breakdown

See above

C. Explanation of Final Grades

The instructor will be available via email for 24 hours after final grades have been posted if a student requires clarification of a grade. This is to better understand grading, and not to negotiate grades.

For additional information about grading and to get answers to questions like

- How will I know at what level (or grade) I am performing during the semester?
- I’m having trouble completing all the work by the end of the semester. What options do I have?
- Can I appeal a specific assignment grade?
- Can I appeal the final course grade given to me by the faculty?

Visit this link or scan this QR code.

http://schools.aucegypt.edu/academics/rhet/FAQ/Pages/Grading.aspx

Attendance, Absences, and Tardiness

Students are highly encouraged to attend all classes, as regular class attendance can significantly help a student do better in the class. A student is not allowed to miss more than six classes without severe consequences, up to and including, failing the course. Also, missing more than 10 minutes of a class counts as half of an absence and missing more than 30 minutes of a class counts as a full absence.

There are many important additional guidelines related to this area. To read complete details and to get answers to questions like

- Who is responsible for keeping attendance?
- What happens if I miss a class? What happens if I exceed six absences?
- What is the policy on tardiness or missing part, but not all, of a class session?
• What happens if I have a medical excuse, family crisis, or extracurricular activity?
  Visit this link or scan this QR code.

http://schools.aucegypt.edu/academics/rhet/FAQ/Pages/Attendance.aspx/FAQ

Academic Integrity
In accordance with the AUC’s efforts to promote a culture of academic integrity on campus, the Rhetoric and Composition Department strictly enforces the academic integrity principles found in AUC’s Code of Academic Integrity. Instructors are trained to ensure students are doing their own work; additionally, students must also use Turnitin.com for all drafts of major assignments. Violations of academic integrity can lead to serious consequences, including failing the course and having notes about violations added to your permanent transcript.

For further details about academic integrity and to get answers to questions such as
• How do I know what is legitimate borrowing from a source and what is plagiarism?
• How will the instructor know if I have copied my paper from the Internet, had the paper written by a professional writing service, or tried some other tricky thing?
• What are the consequences of violations of academic integrity?
• What is Turnitin.com and how do I use it?
  Visit this link or scan this QR code.

http://schools.aucegypt.edu/academics/rhet/FAQ/Pages/Academic_Integrity.aspx

Dropping, Failing and Repeating Courses
While we hope that you complete and pass your RHET course, sometimes disruptions do happen, and students, at times, drop or fail RHET courses. There are a number of important policies that affect these situations.

For further details about dropping, failing, and repeating and to get answers to questions such as
• I’m thinking about dropping my course. What should I do?
• What happens if I miss the drop deadline?
  Visit this link or scan this QR code.

http://schools.aucegypt.edu/academics/rhet/FAQ/Pages/Dropping.aspx

Special Needs, Concerns, or Additional Support
The Department of Rhetoric and Composition provides practical support to all students in a fair and equitable manner. Students who have special needs or concerns about the class should talk to their instructors the first week of classes or as soon as possible. AUC complies with the American Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973.

For further details about special needs, concerns or additional support and to get answers to questions such as:
• I have a documented special need. What should I do?
• I feel that I will need some additional support. What should I do?
• I have a concern about the instructor or the course. What should I do?
What does the writing center offer? How can the writing center help me?
Visit this link or scan this QR code.

http://schools.aucegypt.edu/academics/rhet/FAQ/Pages/Special_Needs.aspx

Research in RHET
Research is highly valued at AUC, and students are encouraged to participate in research during their time at AUC, however, research, both on-campus and off-campus, MUST comply with a number of important policies and regulations for security, legal, and ethical reasons. Students who plan to do ANY on-campus research involving people (surveys, interviews, etc) or ANY off-campus research of any nature MUST receive approval PRIOR to starting their research. To begin this process a student should discuss their plans with their instructor as as well as be familiar with the policies found at the link below.

For important information about the research process, ethical research, extracurricular research opportunities, and to get answers to questions like:
- When I conduct a survey or an interview, can I collect data from subjects off-campus?
- Do I need any approvals if I collect data from subjects on-campus?
- What is the IRB and what is CAPMAS?
- What presentation or publication opportunities do I have?

Visit the following link or scan this QR code

http://schools.aucegypt.edu/academics/rhet/FAQ/Pages/Research.aspx

Scope of this Syllabus and Contingency Plans
This syllabus includes all written content, graphic displays, as well as the content referenced in the links/QR codes included in this document. Any student who continues in the course is expected to understand and abide by all policies, guidelines and schedules mentioned therein. However, in the event of the suspension of normal university classes, the initial plan is to continue with the course as long as there is internet accessibility in Egypt, but this may require adjustment to policies, guidelines, and schedules. Thus, in the case of the suspension of classes, please check your email and course website for details about how the course will continue.