

# digital rhetorics

ENC 6421  
Spring 2018



## Contact

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Office Hours: TBA

## Description

This course is designed to introduce you to key theories, conversations, methodologies, and practices of digital rhetorics. We'll seek to understand where and why digital rhetoric emerged as a loosely defined thread of scholarship, unpacking definitions, boundaries, issues, and ways of knowing in a still very much emerging field of study. In addition to getting a feel for the tenor of the conversation in digital rhetorics, we will also explore means of digital invention and praxis. In other words, you will be encouraged to build projects and understandings of digital rhetorics *through* new media.

## Course Objectives

By the end of the course, students should be able to:

- Identify key conversations, debates, and issues related to digital rhetorics
- Design digital rhetoric research projects through a variety of methods and methodologies
- Compose and deliver digital media projects to public and scholarly audiences

## Course Texts

- Banks, Adam. *Digital Griots: African American Rhetoric in a Multimedia Age*. Southern Illinois UP, 2011. ISBN 0809330202. [note: reading abbreviation for schedule—DG]
- Brooke, Collin Gifford. *Lingua fracta: Toward a rhetoric of new media*. Hampton Press, 2009. ISBN: 1572738936. [note: reading abbreviation for schedule —LF]

- Eyman, Douglas. *Digital Rhetoric: Theory, Method, Practice*. University of Michigan Press, 2015. ISBN: 0472052683. [note: reading abbreviation for schedule —DR]
- Hess, Aaron, and Davisson, Amber. *Theorizing Digital Rhetoric*. Routledge, 2017. ISBN: 1138702390. [note: reading abbreviation for schedule —TDR]
- We'll also be reading a number of chapters and articles that will be uploaded as PDFs to Webcourses.

## Assignments

Note: You will be provided with a more detailed assignment sheet for the major projects.

### Reading Responses/Discussions via Webcourses — 20 percent total

Each week you will be responsible for critically responding to the scheduled readings. Your responses should go beyond summary—that is, you should attempt to make connections to other readings, to your larger project, to class discussions, to your past experiences, and so on. You might also consider how the readings connect to your teaching, workplace, education, or public rhetoric experiences. I welcome you to experiment with your reading responses—e.g., record a video of you talking through concepts, compose a Prezi map of key concepts, etc.

### Project 1: Keywords for Digital Rhetorics — 30 percent total

This project has two major parts. The first asks you to identify a keyword for digital rhetoric and then write a short paper on its relevance, issues, key theorists, etc. Each student will be responsible for researching a different keyword. In part 2 of the project, as a class, we will think through the best option to compose, deliver, and present *all keywords* in a coherent public-facing text. Given student interest and expertise, we might, for example, compose a collaborative podcast, webtext, or video series to showcase the keywords we've developed.

- Keyword Identification Paper (15 percent)
- Final Contribution (15 percent)

### Project 2: Digital Rhetorics Research — 40 percent total

In this project, you will pursue a digital rhetoric research question, develop an argument about that question, and present it in a rhetorically savvy way. Your goal will be to develop an argument that draws on, extends, complicates, or challenges work within the field.

- Contributing to the Conversation—Synthesis Paper (5 percent)
- Final Draft (30 percent)
- Presentation (5 percent)

### **Participation — 10 percent total**

As a graduate student, you are expected to attend every class session and participate actively to discussion. For each class session, you should be ready to contribute to discussions about the readings and assignments. If ever I'm concerned about a lack of participation, I will contact you individually.

## **Policies**

### **access/accommodations**

I am committed to maximizing your learning potential and making this course as accessible as possible. If there is any way that I can adapt this course to better meet your needs as a learner, please let me know. If you have a documented disability, I will provide any accommodations that have been best determined by you and Student Accessibility Services.

Contact for Student Accessibility services:

website: <http://sas.sdes.ucf.edu/>

email: [sas@ucf.edu](mailto:sas@ucf.edu)

office: Ferrell Commons 185

phone: 407-823-2371

### **late work**

All assignments must be turned in on time. In extreme cases, you may be allowed an extension if you contact me before the regularly scheduled due date.

### **academic integrity and plagiarism**

Plagiarism consists of knowingly copying and/or reproducing the work of someone else without supplying appropriate credit. In cases involving deception (e.g. buying an online paper or copying others' work without giving them credit), consequences can result in failing the assignment or, if serious enough, failing the course. If at anytime you are unsure about what constitutes plagiarism, please schedule a time to meet with me.

For further details about Academic Integrity at the University of Central Florida — including a detailed list of examples of academic dishonesty and procedures and penalties for dealing with instances of academic dishonesty — visit <http://goldenrule.sdes.ucf.edu/>.

## Schedule

### Week 1: Definitions of Digital Rhetorics

- Eyman, Douglas. DR. Introduction and Chapter 1.
- Haas, Angela. "Wampum as hypertext: An American Indian intellectual tradition of multimedia theory and practice." *Studies in American Indian Literatures* 19.4 (2007): 77-100.
- Losh, Liz. "Hacking Aristotle: What is Digital Rhetoric?," from *Virtualpolitik*.
- Zappen, James. "Digital rhetoric: Toward an integrated theory." *Technical Communication Quarterly* 14.3 (2005): 319-325.

### Week 2: Origins of Digital Rhetorics

- Banks, Adam. Selection from DG.
- Brooke, Collin. Selections from LF.
- Selfe, Cynthia. "Technology and literacy: A story about the perils of not paying attention." *College composition and communication* 50.3 (1999): 411-436.
- Palmeri, Jason. "Multimodality Before and Beyond the Computer." In Jonathan Alexander and Jacqueline Rhodes, Eds. *Routledge Handbook of Digital Writing and Rhetoric*. Routledge.

### Week 3: Theories of Digital Rhetorics (focus: Invention)

- Arroyo, Sarah, and Bahareh Alaei. "The Dancing Floor." <https://www.youtube.com/watch?v=wQDtOMdEHv4>
- Brooke, Collin. Invention chapter from LF.
- Rickert, Thomas. Introduction and Chapters 1 and 2 of *Ambient Rhetoric*.
- Ulmer, Gregory. Selection.

### Week 4: Theories of Digital Rhetorics (focus: Delivery and Circulation)

- Brooke, Collin. LF Chapter 4.
- Edbauer, Jenny. "Unframing Models of Public Distribution: From Rhetorical Situation to Rhetorical Ecologies." *Rhetoric Society Quarterly*.
- Gries, Laurie, and Collin Brooke. Introduction to *Circulation, Rhetoric, and Writing*. Utah State UP.
- Ridolfo, Jim, and Danielle DeVoss.
- Porter, James. "Recovering Delivery for Digital Rhetoric." *Computers and Composition*.

Week 5: Issues for Contemporary Digital Rhetorics (focus: Control, Agency, Ethics)

- Beck, Estee. "The invisible digital identity: Assemblages in digital networks." *Computers and Composition* 35 (2015): 125-140.
- McKee, Heidi. "Policy matters now and in the future: Net neutrality, corporate data mining, and government surveillance." *Computers and Composition* 28.4 (2011): 276-291.
- Reyman, Jessica. Algorithms. (TDR)
- Johnson, Jeremy David. Agency, Ethics, Algorithms (TDR)
- Brown, James. *Ethical Programs: Hospitality and the Rhetorics of Software*. Read Introduction and Chapter 1. Available: <https://quod.lib.umich.edu/cgi/t/text/text-idx?cc=dh;c=dh;idno=13474172.0001.001;rgn=full%20text;view=toc;xc=1;g=dculture>

Week 6: Issues for Contemporary Digital Rhetorics (focus: Identity and Embodied Rhetorics)

- Rhodes, Jacqueline, and Jonathan Alexander. "Techne: Queer meditations on writing the self." *Computers and Composition Digital Press/Utah State University Press, Logan* (2015).
- Gruwell, Leigh. "Writing Against Harassment: Public Writing Pedagogy and Online Hate." *Composition Forum*. Vol. 36. 2017.

Week 7: Digital Praxis and Born Digital Scholarship

- Ball, Cheryl. "Show Not Tell: The Value of New Media Scholarship."
- Anderson, Erin. "The Olive Project: An Oral History Composition in Multiple Modes."  
<http://kairos.technorhetoric.net/15.2/topoi/anderson/index.html>
- Hidalgo, Alexandra. *Cámara Retórica: A Feminist Filmmaking Methodology*. Logan, UT: Computers and Composition Digital P/Utah State UP, 2017. Web. Read: Introduction, and Chapters 1 and 2.

Week 8: Workshop Concept Project

Week 9: Digital Rhetorics Methodologies

- Dadas, Caroline. "Messy Methods: Queer Methodological Approaches to Researching Social Media." *Computers and Composition* 40 (2016): 60-72.
- McNely, Brian, and Christa Teston. "Tactical and Strategic: Qualitative Approaches to the Digital Humanities." *Rhetoric and the Digital Humanities* (2015): 111.

- Edwards, Dustin, and Heather Lang.
- Selfe, Cynthia L., and Richard J. Selfe. "The politics of the interface: Power and its exercise in electronic contact zones." *College composition and communication* 45.4 (1994): 480-504.
- Sullivan, Patricia and James Porter. Introduction to *Opening Spaces*.

#### Week 10: Digital Rhetorics Methods

- McKee, Heidi and DeVoss, Danielle. Selections from *Digital Writing Research*.
- McKee, Heidi and James Porter. "The ethics of digital writing research: A rhetorical approach." *College Composition and Communication* (2008): 711-749.

#### Week 11: Digital Methods (cont.)

- Buck, Amber. "Examining digital literacy practices on social network sites." *Research in the Teaching of English* (2012): 9-38.
- Gries, Laurie. "Iconographic Tracking: A digital research method for visual rhetoric and circulation studies." *Computers and Composition* 30.4 (2013): 332-348.
- Takayoshi, Pamela. "Methodological Challenges to Researching Composing Processes in a New Literacy Context." *Literacy in Composition Studies*. vol. 4, no. 4, 2016.  
<http://licsjournal.org/OJS/index.php/LiCS/article/view/114/162>

#### Week 12: Digital Literacies

- Yancey, Kathleen. "Made Not Only in Words: Composition in a New Key." CCC.
- Selber, Stuart. Chapter from *Multiliteracies for a Digital Age*.
- Vee, Annette.
- Vie, Stephanie.
- A game studies reading.

#### Week 13: Digital Pedagogies

- Selfe, Cynthia. "The movement of air, the breath of meaning: Aurality and multimodal composing." *College composition and communication* (2009): 616-663.
- Yergeau, Melanie, et al. Multimodality in motion: Disability and kairotic spaces. *Kairos*.
- An online learning reading.
- Selections from the MLA Commons.

Week 14: On Digital Rhetorics Futures (Readings

- Readings TBA based on class preferences, but possible topics include:
  - Embodied Composing
  - Augmented Reality, Physical Computing
  - Materiality/infrastructure
  - Digital Rhetoric in/and the Anthropocene

Week 15: Presentations

