



English 611: Writing with Digital Media Spring 2025

INSTRUCTOR INFORMATION

Instructor: Dr. Kelin Loe

Pronouns: she/her/hers

Email: kelin.loe@tamuc.edu

Office Location: Talbot Hall of Languages 316 & Writing Center (Talbot 103)

Office Hours: Mondays, 1:00pm-4:00pm and happily by appointment

Phone: 903-886-5260

Meeting Information: An optional meeting will be held via Zoom on Wednesdays from 5:30p-8:00m. The modality for ENG 611: Writing with Digital Media is online, and the delivery is asynchronous.

COURSE INFORMATION

Required Textbooks

Writer/Designer (3rd Edition), by Cheryl E. Ball, Jennifer Sheppard, and Kristin L. Arola

Additional Required Materials

Course readings (articles, excerpts) made available via D2L

Digital storage (flash drive, cloud storage, etc.)

Note: You should check your email and D2L daily for updates pertaining to ENG 611: Writing with Digital Media.

The syllabus/schedule are subject to change.

Course Description

ENG 611: Writing with Digital Media

Hours: 3

This course is a practicum for digital, multimodal modal communication. This semester, the emphasis will be on the composition of social media genres (image posts, video, podcasts)—both the creation of those projects *and* the delivery (stylistic delivery and technical delivery). Students will be introduced to a range of tools, concepts, and models for multimodal composing—and they'll get a lot of practice with platforms/software in the Adobe Creative Suite. Digitality and multimodalities always come with both rhetorical and ethical considerations. Students will gain experience with basic rhetorical analysis, as well as how ethical considerations of sharing texts and participating in social media play into rhetorical actions/practices. To bring “reality” (cough, cough) to our understandings of digital, multimodal rhetorical practices and their ethical ramifications, this course will be rooted in a case study: The Bachelor Franchise. We'll treat the parasocial world surrounding the Bachelor Franchise as a digital, multimodal sport, analyzing successes/failures and practicing the methods themselves.

Student Learning Outcomes

Through a mixture of reading, writing, and discussion throughout the term, students will:

- Understand the fundamentals of writing with digital media;
- Demonstrate understanding through a series of multimodal, digital, and text- based activities;
- Engage with the theories, methods, and methodologies guiding writing with digital media;
- Rhetorically analyze the effectiveness of digital, multimodal texts/projects;
- Consider the ethical implications of using digital, multimodal platforms, software, and social media generally. Aka, y'all are going to learn about surveillance capitalism.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

You will need regular access to the internet, digital storage (hardware or cloud storage), a valid working TAMUC email address, knowledge of D2L, and a computer with a word processing software.

You will be asked to engage with Instagram, but this is not a requirement. If you are unwilling to engage with this platform, please let Dr. Loe know immediately.

You will be required to use the Adobe Creative Suite, [provided for free to East Texas A&M students](#). If you are unwilling to engage with this suite of platforms and software, please let Dr. Loe know immediately.

Instructional Methods

The modality for this section of ENG 611: Writing with Digital Media is online and the delivery is asynchronous. Students enrolled in ENG 611: Writing with Digital Media do not meet in person. **An optional meeting will be held via Zoom on Wednesdays from 5:30pm-8:00pm.** We will follow institutional protocols if the University reconsiders instructional methods during the term.

The syllabus/schedule are subject to change.

Student Responsibilities or Tips for Success in the Course

Your success in ENG 611: Writing with Digital Media is tied to active participation in digital spaces (D2L), including the completion of all readings, activities, and assignments throughout the course.

GENERAL OVERVIEW OF REQUIRED WORK

In brief, you will work through the following each week:

When Your Grades Are Based on Labor

[Read more at tracigardner.com/labor](http://tracigardner.com/labor)

Your grades are based on your labor—on the time and intensity you put into your writing. Here's how to approach your projects.



Focus on Ideas

Focus on your ideas, on what you're trying to say. Forget about the pressure to be perfect. Focusing on perfection can distract writers from developing their ideas. Because you are graded on labor, mistakes won't undermine your grade.



Write for Yourself

You're studying the kinds of writing that are important in your field and developing a sense of what makes that writing effective. Don't worry about impressing me. Write what will make you successful in the workplace.



Take Risks

Try kinds of writing that stretch your abilities and help you learn new things. There's no need to play it safe. After all, the safe, easy route doesn't push you improve your writing.



Have a Do-Over

If you take a risk and it doesn't turn out, you can always try again. Just as in a game, you have unlimited do-overs. Making mistakes is part of the learning process. As long as you are trying to improve your work, you can't fail.



Put In the Effort

You will write, rewrite, start over, and try again. All this work counts, as long as you listen to feedback, incorporate what you hear, and reflect on how to improve.

LECTURE & A/SYNCH DISCUSSION – There will be weekly responses due. Many will be in the form of discussion posts on D2L, and as the semester progresses, responses will take on other forms and multiple modalities. Discussion will also occur during the optional Wednesday night meetings. **Students who don't attend the meetings are expected to watch the recording each week.** If I notice that not-present students are not using the recordings, I may institute "lecture notes" for not-present students due each week.

READING – Unlike most graduate courses, this is a practicum-style class. Our textbook *Writer/Designer* will provide approaches and frameworks for understanding multimodal composition. We'll also be listening to podcasts and studying Instagram accounts related to the current season of *The Bachelor* in order to track the success of multimodality on social media in real time.

WRITING/DESIGNING – Low stakes multimodal projects will be due most weeks. The skills practiced in those projects will build towards the Skills Demonstration projects.

GRADING

I see grading and evaluation as technologies of surveillance and control. I have never found normal grading practices productive for learning, watching how they limit the learning process, create habits designed only to "get the A," and cause harmful anxiety that is counter-productive to learning and thinking (and surviving school). Much research suggests the limits of grades and the benefits of going "gradeless." However, our education systems depend on grades, and they are a major factor in your pathway towards your

rule are subject to change.

degree. As data points, they almost work like a form of currency that you need to obtain and maintain scholarships, employment, and sometimes reductions in insurance costs. To balance my distrust of grades with the requirements of the university, we will work on a feedback and labor model, which will be codified in a grading agreement we negotiate at the beginning of the semester. This means you will receive (a lot of) feedback from me and your colleagues throughout the semester with the expectation that you use that feedback to continually revise, rethink, and remix your work.

That being said, this course is not “gradeless.” In this US higher education system, I must enter a final course grade at the end of the term. At the end of the semester, I will review your work, my various responses to your work throughout the semester, your attempts to compose something of quality, and your general fortitude and determine a final grade using our grading agreement and the standard East Texas A&M grading scale. You may always meet with me to discuss your progress in the course (though don’t expect me to give you a “grade”). *This grading policy is based on the pedagogical work of Traci Gardner, Gavin P. Johnson, & Ashanka Kumari.*

Assessed Course Work

Course Project	Description
Fortitude: Collaboration	Collaboration is your investment in your colleagues. You listen, respond, debate, and contribute your fair share. The goal of collaboration is to grow alongside your colleagues by making space for them. Contributing means sharing your thoughts and actions—and also remembering, responding to, and inviting the thoughts and actions of your colleagues.
Fortitude: Communication & Perseverance	Communication & Perseverance are combined because I will not know about your perseverance if you do not communicate with me. To me, perseverance means that you reach out when either the content or the pacing of the course gets difficult, and when you fall out of pace, you catch back up again. <i>Higher marks here will come with TIMELY communication—you ask for help or clarification as soon as you realize you need it, and you communicate about extensions 24 hours or more before the deadline.</i>
Weekly Responses	Each week will be doing a combination of: <ul style="list-style-type: none"> • following the social media progress the cast of the current season of <i>The Bachelor</i> • listening to or engaging with podcasts or social media accounts that perform commentary on the Bachelor Franchise • reading from Writer/Designer and other texts (provided on D2L) <p>Each week there will be response questions to capture your engagement with those materials.</p>
TEACH US SOMETHING Tutorial	You all have such a range of multimodal expertise! Pick something you know how to do (in the list of platforms/software we are using for this class) and make a video tutorial explaining it to us. You’ll have one of these due in the first part of the semester (on Adobe Web

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	Express) and another in the second (on a more advanced software).
Little Projects	“Little Projects” are short, low-stakes multimodal assignments meant to help you practice design skills. A Little Project will be due most weeks.
BIG PROJECTS	“Big Projects” are larger assignments meant to provide the opportunity to demonstrate your skills in a specific modality (or set of modalities). These will culminate in THE BIGGEST PROJECT.
THE BIGGEST PROJECT <i>Aka The Video or The Podcast</i> <i>Aka Your Final</i>	The BIGGEST PROJECT will be the composition and editing of a 5-10min video or podcast that uses multiple modalities. This will showcase the skills you’ve developed this semester. It will also require some academic research. 😊

ACCESS AND NAVIGATION

Our classroom is made up of a diverse array of learners and I am happy to make reasonable accommodations to make sure you and your colleagues have as much access to accomplishing course goals as possible. Disabilities are documented and undocumented, visible and invisible. If you know how you best learn, please communicate with me. If something is hard or isn’t working for you, please communicate with me. If you are proud of something, please communicate with me. In whatever workplace or academic context you enter next, you’ll best served by articulating your needs, challenges, and strengths as a learner and as a colleague. My hope is that this course can be generative for, and support you in, developing how you understand and talk about your needs, challenges, and strengths.

Students with Disabilities – ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

A&M-Commerce Supports Students’ Mental Health

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The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Military and Student Veteran Accommodation

I recognize the complexities of being a military student or a student veteran. If you are a military student or student veteran, please inform me if you need special accommodations. Drill schedules, calls to active duty, complications with GI Bill disbursements, and other unforeseen military and veteran-related developments can complicate your academic life. If you make me aware of a complication, I will do everything I can to assist you or put you in contact with other university staff who are trained to assist you.

Accessing the Course Website

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems.

COURSE AND UNIVERSITY PROCEDURES, POLICIES, & RESOURCES

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Inclusion & Nondiscrimination Notice

To me, diversity is the goal—and inclusion the practice—of valuing difference in higher education. If your colleagues share ideas and experiences you haven't encountered before, *they are giving you something beyond the course that I have designed*. Our readings, discussions, and activities may challenge how you perceive the world and your reality—and that challenge is at the heart of a liberal arts seminar. To learn *both from and alongside* your colleagues is an immense privilege. Often, moments when our thinking and perceptions are altered or challenged, we are provided a window into a deeper understanding of critical thinking and complexity. My goal is to *include* the challenges that difference and non-normativity create, and to approach them with openness, curiosity, and

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generosity. In so doing, I hope we can better prepare each other for our next academic and professional contexts.

When it comes to your comfort zone, my intention is that our beliefs and understandings are challenged, not our senses of value to our course community and campus community. I will not tolerate discrimination, rudeness, or insults (in person or online, in discussion or peer feedback, in voice or text). For questions, concerns, and problems related to discrimination based on race, ethnicity, class, disability, nationality, gender identity, sexuality, religion, veteran status, or other social or personal identity factors, if you are willing, please communicate with me. My intention is to support my students by any means available to me.

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx). <http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

Academic Integrity & Honesty

In a nutshell, plagiarism is any attempt to pass off the ideas (or worse, the words) of another as your own. And this can happen mistakenly by not giving credit where credit is due. I want to hear *your* thoughts, ideas, inquiries, and language. My assignments are challenging, and I want to support you through them. Please, before intentionally plagiarizing, communicate with me. Plagiarism is never worth the risk.

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

East Texas A&M University Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

DEPARTMENTAL-SPECIFIC PROCEDURES

Student Grievance Procedure

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Department Head or Assistant Department Head by completing a Student Grievance Form (available in the main office, HL 141). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult [University Procedure 13.99.99.R0.05 \("Student Appeal of Instructor Evaluation"\)](#).

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Collection of Data for Measuring Institutional Effectiveness

In order to measure the level of compliance with the university's Institutional Effectiveness guidelines, throughout the semester, I may collect some of the ungraded texts you produce. The texts will be part of a portfolio created on your behalf and will be measured to ensure that our program "promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation" (see "Department of Institutional Effectiveness," <http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx>).

This is solely an assessment of program effectiveness and in no way affects students' course grades or GPAs.

COURSE OUTLINE / CALENDAR

Weeks 1 & 2: Introductions

Introduction to Bachelor as a Rhetorical Sport & multimodality

Weeks 3 - 8: Experimentation & Rhetorical Analysis

We'll focus on familiarizing ourselves with Adobe Web Express, learning different approaches to multimodal composition and design, and analyzing multimodal rhetoric in the work of the contestants of the current season of *The Bachelor*.

Week 9: Spring Break ☺

Week 10: Introduction to New Technology

We'll train ourselves to approach new multimodal technology for capture and editing assets.

Weeks 11 & 12: Visual Composing

We'll focus on growing strengths in visual capturing, design, and editing.

Weeks 13 & 14: Audio Composing

We'll focus on growing strengths in audio capturing, design, and editing.

Weeks 15 & 16: Video Composing

We'll focus on growing strengths in video capturing, design, and editing.

Wed, 5/7 - FINAL: FILM/PODCAST FESTIVAL (virtual)

Attendance is optional, but join us if you can!

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