A. **TITLE:** Media Writing

B. **COURSE NUMBER:** ENGL 270

C. **CREDIT HOURS:** 3

D. **WRITING INTENSIVE COURSE:** No

E. **COURSE LENGTH:** 15 weeks

F. **SEMESTER(S) OFFERED:** Fall

G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
   3 lecture hours per week

H. **CATALOG DESCRIPTION:**

This course introduces the creative practices and theories of writing/designing for various electronic and digital media platforms. Through critical practice, students learn to integrate concepts and techniques in order to produce portfolio websites, illustrated proposals, presentations, and digital games for various public audiences. Class workshops and collaborative projects focus on writing and software skills; research, design and technical resources; and issues such as copyright/fair use. Students learn digital communication skills by utilizing industry design frames like CAT (Conceptual, Aesthetic, Technical), experience design, user experience, information design, and information architecture, which then serve as building blocks for subsequent technological communications courses.

I. **PRE-REQUISITES/CO-REQUISITES:**
   a. Pre-requisite(s): ENGL 101
   b. Co-requisite(s): None

J. **GOALS (STUDENT LEARNING OUTCOMES):**
By the end of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Institutional SLO</th>
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<tbody>
<tr>
<td>a. Apply the principles of clear media writing and creative media practices.</td>
<td>2. Crit. Thinking</td>
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<td>b. Identify legal rights and restraints as well as ethical responsibilities of media writers</td>
<td>2. Crit. Thinking</td>
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<tr>
<td>c. Design and create digital narratives in various software platforms for specific public audiences.</td>
<td>2. Crit. Thinking, 3. Professional Competence</td>
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<td>d. Demonstrate computer skills in visual composition, interactive design, web research, and persuasive writing/designing</td>
<td>1. Communication, 3. Professional Competence</td>
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K. **TEXTS:**

Texts may change slightly by semester.


L. **REFERENCES:**


M. **EQUIPMENT:** Technology-enhanced classroom preferably with flexible space (moveable tables and computers) where students will have access to computers during the instructional period.

N. **GRADING METHOD:** A-F

O. **MEASUREMENT CRITERIA/METHODS:**

- Weekly reflection in the form of blog posts
- Participation in class discussions of current events and media analysis
• In-class studio exercises in various software platforms, collaborative design team work, archival and/or web research, peer review, editing and proofreading
• Web portfolios (individual and group) that contain deliverables of Projects 1, 2, and 3
• Self-assessments of projects and group collaboration

P. **DETAILED COURSE OUTLINE:**
(According to Skill)

I. **Introduction to Critical Media Analysis**
   a. Textual and visual narrative structure
   b. Close reading techniques
   c. Introduce media genres such as: web portfolios, video essays, narrative maps, public presentations, graphic essays, mobile games
   d. Affordances and constraints of different media genres
   e. Introduction to new media theory and design

II. **Writing and designing for emerging media platforms**
   a. Introduction to digital branding, business design, educational media, mobile technologies
   b. Research and archival research techniques
   c. Writing for different audiences
   d. Issues of copyright and fair use

III. **Design Frames**
    a. CAT framework
    b. User experience frame
    c. Human-centered design (design thinking)

IV. **Media production skills**
    a. Graphic essay
    b. Online portfolio
    c. Collaborative problem solving (as design teams)
    d. Illustrated business proposal
    e. Public multi-media presentation

Q. **LABORATORY OUTLINE:** n/a