

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



COURSE OUTLINE

ENGL 270 – MEDIA WRITING

Prepared By: Laini Kavaloski

**SCHOOL OF BUSINESS AND LIBERAL ARTS
ENGLISH/HUMANITIES DEPT.
JANUARY 2016**

- 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:

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

K. TEXTS:

Texts may change slightly by semester.

1. Bechdel, Alison. *Fun Home: A Family Tragicomic*. NY: Houghton Mifflin Books, 2007
2. *Gone Home*.* (online game) Fulbright Game company. 2012.
<http://www.gonehomegame.com/>
3. Wardrip-Fruin, Noah and Nick Montfort, Eds. *The New Media Reader*. Cambridge: MIT Press, 2003. (ISBN 978-0262232272)
4. Selections from texts (in pdf or video) may include: Ken Robinson's "Changing Education Paradigms"; Donald Norman's *The Psychology of Everyday Things*; Jon McKenzie's "Toward a Sociopoetics of Interface Design"; Saul Wurman's *Information Architecture*; Edward Tufte's *Visual Explanations: Images and Quantities, Evidence and Narrative*; David McCandless's *The Visual Miscellaneum: A Colorful Guide to the World's Most Consequential Trivia*; and Nancy Duarte's *Resonate: Present Visual Stories that Transform Audiences*

L. REFERENCES:

Bogost, Ian. *Persuasive Games: The Expressive Power of Video Games*. Cambridge, MA: MIT Press, 2007.

Davidson, Cathy N. and David Theo Goldberg. "A Manifesto for the Humanities in a Technological Age." *Chronicle of Higher Education* (12 February 2004).

Farman, Jason ed. *The Mobile Story: Narrative Practices with Locative Technologies*. NY: Routledge, 2014.

Hayles, N. Katherine. *Comparative Textual Media*. Minneapolis: Univ of MN Press, 2013.

Manovitch, Lev. *The Language of New Media*. Cambridge, MA: MIT Press, 2001

McLuhan, Marshall. *The Medium is the Massage*. London: Penguin Books, 1967.

Murray, Janet. "Inventing the Medium." *The New Media Reader*. Eds. Noah Wardrip Fruin and Nick Montfort. Cambridge, MA: MIT Press, 2003.

Norman, Donald. *The Design of Everyday Things*. New York: Basic Books, 1988.

PeaceMaker. Impact Games Inc. Asi Burak and Eric Brown. MIT. 2007.

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
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**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