

## *Course Calendar*

### *Subject to Change*

#### **Week One: Introducing Digital Cultures**

The opening week, leading into the next, establishes our uses of digital technologies and begins our questions of how we might approach and understand digital cultures.

Date	Readings/Day's Activities	Assignments Due
(M) January 27	Introduction to the Course Review of Syllabus	
(W) January 29	<a href="#">d'Arnult, "What is Digital Culture"</a>  <a href="#">DiggIt Magazine, "Digital Culture"</a>	
(F) January 31	Boyd, "Participating in the Always-On Lifestyle" (Canvas) from <i>The Social Media Reader</i>  Review our own cultures, similarities, differences, technologies	Daily Digital Culture Outline (Canvas)

#### **Week Two: Writing and Communication**

The foundation of our course is writing and rhetoric; therefore, our second week is dedicated to establishing terms and discussing what writing looks like online. The week concludes with a connection to digital culture: unique rhetorics that digital tools afford us as writers, and an introduction to our first major assignment.

Date	Readings/Activities	Assignments Due
(M) February 3	College Composition and Communication, "Rhetorical Situation" (Canvas)	Office Selfie

(W) February 5	Marwick, “Memes” (Canvas)  Visual Rhetorics: Memes and Emojis (in-class activity)	
(F) February 7	Atay, “Digital life writing: The failure of a diasporic, queer, blue Tinker Bell” (Canvas)  Iversen, “Narratives and Online Decorum: The Rhetoric of Mark Zuckerberg’s Personal Storytelling on Facebook” (Canvas)  Introduction to First Project: Your Digital Cultures	Journal 1: Visual Communication

## Week Three and Week Four: Internet Histories and the Rise of Social Media

This week goes back in time, exploring the origins of the internet and key figures. Because it’s such a lengthy topic, we’re aiming for quick overviews and foundational knowledge. Through looking at our history, we may find trends in how we use the internet now. We’ll explore what types of writing are completed during this period, and allow ourselves time to code in class, exploring the initial language of digital culture. We’ll then move into the basis of our course: modern understandings of digital culture. We’ll conclude by discussing the creation of Facebook and social media as we know it now, including changes and concerns on content/users.

Date	Readings/Day’s Activities	Assignments Due
(M) February 10	Banks, “Looking Back on Where Did It All Begin” Chapter 1 from <i>On the Way to the Web</i> (Canvas)	
(W) February 12	Bray, “Writing with Scrivener: A Hopeful Tale of Disappearing Tools, Flatulence, and Word Processing Redemption” (Canvas)	
(F) February 14	Let’s Explore HTML and Word Processing	Create a CodeAcademy Registration

(M) February 17	Mezrich, <i>The Accidental Billionaires</i> , Chapters 5-7 (Canvas)  Clips of <i>The Social Network</i> (in-class)	
(W) February 19	Hinton and Hjorth, “Participating and User Created Content” Chapter 4 from <i>Understanding Social Media</i> (Canvas)	Journal 2: Complicating the History
(F) February 21	Social Media Writing (activity)	

### Week Five: Destruction and Loss

This week is dedicated to a rising concern in writing within digital cultures: the constant disappearance of writing. Case studies from class, such as Tumblr, will show reactions of writers who lost their agency and how people can cope with their content disappearing without permission. We’ll also use this week to acknowledge how different platforms of writing, such as Deadspin, can be killed, effectively losing years of writing.

Date	Reading/Activity	Assignments Due
(M) February 24	Alfonso, <a href="#">“The Real Origins of Tumblr”</a> from <i>The Daily Dot</i>  Sands, <a href="#">“Where Users are Headed After the Ban”</a> from <i>Forbes</i>  <a href="#">Tiffany, “Tumblr in 2019” from The Atlantic</a>  Introduction to Rhetorical Analysis of Digital Cultures	
(W) February 26	Disappearing Writing activity (20 minutes)  Workshop for Culture paper (30 minutes)	

(F) February 28	<a href="#">Yang, “Deadspin is Dead” from Editor and Publisher</a>  Walsh, “ <a href="#">The Senseless Death of Deadspin</a> ” from NYMag	Journal 3: Media Reactions
-----------------	---	----------------------------

## Week Six: Video Games

Half the semester is dedicated to explore different digital cultures, all of which rely upon writing and the rhetorical situation. The first is my favorite topic in the world: video games. While this is the most difficult topic to summarize in a week, I’ve highlighted two elements: how academics approach writing and reading in video games, and how we can see differences in the rhetorics of the same genre: Youtube Reviews. This is where we’ll perform an in-class rhetorical analysis to demonstrate how you might work towards your final paper.

Date	Reading/Activity	Assignment Due
(M) March 2	Alberti, “The Game of Reading and Writing: How Video Games Reframe Our Understanding of Literacy” (Canvas)  Finding Writing Within Gaming Activity	Your Digital Culture Due
(W) March 4	Girlfriend Reviews, “ <a href="#">Should Your Boyfriend Play Fallout 76</a> ”  ACG, “ <a href="#">Afterparty Review</a> ”	
(F) March 6	Writing Within Games Activity	

## Week Seven: Protest Culture = Digital Culture

The rise of social media has radically transformed how we protest online. While we’ll discuss famous protests in-class, the overall goal of the week is to hone in on a few case studies and discuss the rhetorics and writing utilized. Our writing activity of the week will see us try to create our own protests, determining what networks and writing to use.

Date	Reading/Activity	Assignment Due
(M) March 9	Earl and Kimport, “Movement Societies and Digital Protest: Fan Activism and Other Nonpolitical Protest Online” (Canvas)	Journal 4: Disappearing Digital Culture
(W) March 11	Change Protests <ul style="list-style-type: none"> <li>• <a href="#">Game of Thrones</a></li> <li>• <a href="#">Keep Game of Thrones Writers Away from Star Wars</a></li> <li>• <a href="#">Save The Punisher</a></li> </ul>	
(F) March 13	Creating Your Own Protest Activity  Introduction to Presentation and Reflection Assignment	

## Week Eight: Group Writing and Online Classes

This week is dedicated to exploring how we communicate in online writing classrooms, as I will be presenting at CCCCs. Much of this week is dedicated towards developing your rhetorical comparisons. The first online class is a workshop day, where we’ll all check in and discuss our progress. The second online class is a peer review. We’ll develop groups and create rules for peer review on Monday.

Date	Reading/Activity	Assignment Due
(M) March 23	Abrams, “Collaborative writing and text quality in Google Docs” (Canvas)	Journal 5: Video Games or Online Protests
(W) March 25 ONLINE CLASS	Workshop for Rhetorical Analysis Project	
(F) March 27 ONLINE CLASS	Peer Review	

**Week Nine: Online Support Groups**

I return triumphant to discuss online support groups, which emphasize shared experiences and shared identity markers (sexual, gender, maternal, racial, etc.) in favor of location. I will also dedicate class time to discussing the rhetorical analysis assignment, due the following week.

Date	Reading/Activity	Assignment Due
(M) March 30	Check-In  Barak, “Fostering Empowerment in Online Support Groups” (Canvas)	
(W) April 1	“Challenging the Roles of “Skilled” Professionals and “Risky” Young Mothers: Peer Support, Expertise, and Relational Patterns in Facebook Groups” (SKIM!!!! Canvas)	Journal 6: Online Writing Spaces or Topic Not Covered in Journal 5
(F) April 3	Reddit Writing Activity (Rhetorical Analysis)	

**Week Ten: Youtube and Chat Communication**

Youtube has radically altered how we communicate. While deserving of an entire course, we’ll focus our first part on the site’s overall development and how content changed, then hone in on a specific digital culture, beauty youtube. This culture is just a brief example of countless Youtube Cultures you may find interesting for later projects. Our final day will let us play with video and try to create them.

Date	Reading/Activity	Assignment Due
(M) April 6	Chau, “YouTube as Participatory Culture”  Youtube in 2020 Conversation (Activity)	
(W) April 8	Garcia-Rapp and Roca-Cuberes,	

	“Being an Online Celebrity: Norms and Expectations of Youtube’s Beauty Community  Youtube ‘Drama’ and Celebrity Culture Writing Activity	
(F) April 10	Video Creation Activity	Rhetorical Analysis Due

### Week Eleven: Fan Spaces

This week covers fan spaces, also known as fandom, a network of communication and connection (in the best cases), protest, community, argument, harassment, joy, and every gamut of emotion. We’ll discuss how people participate in fandom, hone in on a specific instance of fandom protest, and conclude on a hunt for fandom writing.

Date	Reading/Activity	Assignment Due
(M) April 13	Jenkins, “Fandom, Negotiation, and Participatory Culture” (Chapter 1) in <i>A Companion to          Media Fandom and Fan Studies</i> (Book on Canvas)  Introduction to Final Project	
(W) April 15	Bourdaa, ““May We Meet Again”: Social Bonds, Activities, and Identities in the #Clexa Fandom” (Chapter 24) in <i>A Companion to          Media Fandom and Fan Studies</i> (Book on Canvas)	Journal 7: Celebrity Culture
(F) April 17	Locating Fan Writing Activity	

### Week Twelve: Don’t Put This Online: Harassment Culture and Data Breaches

While horrific, a key facet of communicating in digital cultures is recognizing there are those who wish to do others harm, for a variety of reasons. This week will discuss

famous harassment issues, data breaches that complicate our safety and privacy, and learn how to write away our data issues and how to write toward future generations.

Date	Reading/Activity	Assignment Due
(M) April 20	Aghazadeh et al., “GamerGate: A Case Study in Online Harassment” (Canvas)	
(W) April 22	<a href="#">All Data Breaches in 2019 and 2020 so far</a>	Proposal for Presentation
(F) April 24	Teaching Internet Safety Activity	

### Week Thirteen: Professional Writing in Digital Cultures

Our final week of selected digital cultures explores the digital professional. We’ll spend the week examining different professional contexts and applying them to previous and current assumptions of what goes into professional web writing.

Date	Reading/Activity	Assignment Due
(M) April 20	Read 27-33 in “ <i>Workplace Writing: A Handbook for Common Workplace Genres and Professional Writing</i> ”  Mabrito, “Teaching Students to Write for the World Wide Web”	
(W) April 22	Read 1-2 chapters of your choosing from “ <i>Workplace Writing: A Handbook for Common Workplace Genres and Professional Writing</i> ” (Canvas)	
(F) April 24	Workshop Day	Proposal for Final Project  Journal 8: Finding Yourself Online or Finding Where to Avoid (due by end of class)



## Week Fourteen: Presentations

This week is dedicated to you teaching us! Everyone will present a 5-7 minute overview of a topic we didn't cover in class or a topic in much more detail using resources from outside of class.

Date	Reading/Activity	Assignment Due
(M) April 27	Presentations	
(W) April 29	Presentations	
(F) May 1	Presentations	Reflections if applicable

## Week Fifteen: The Future of Digital Cultures

We're at a wrap! To conclude the course, I thought we could look to the future, specifically by seeing just how wrong our previous theories about writing could be. We'll also find time for any lingering presentations and evaluations. Congrats on making it this far everyone!

Date	Reading/Activity	Assignment Due
(M) May 4	Final Presentations (if required)  Merchant, "Writing the Future In the Digital Age" (Canvas, 2007)	
(W) May 6	How Have We Differed from Merchant's Future Activity	
(F) May 8	Workshop  Evaluations  Final Thoughts	Journal 9: Defining the Future

**Final Exam: Thursday, May 14, 8:00-10:30 AM; Final project due by this time.**

