

WRTG 3306: writing as information design ii

29297 // Thompson 105 // MWF 9:25-10:40am

what is this course?

from the Undergraduate Bulletin:

An advanced course in rhetorical approaches to writing for digital media. Students create multimodal digital texts and leave the course with portfolio items. The course takes students through the writing process from proposal development through the recursive global and local drafting and revision stages to the final reflective piece. Prerequisite: WRTG 3305.

Dr. Allison H. Hitt



Thompson 323



MW 10am-1pm
& by appt.



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from me:

In this course, we will apply the document and visual design principles you learned in WRTG 3305 to assess and design content that meets clients' and users' needs. Professional writing must be usable and accessible to be effective, and we will learn about the rhetorical and technological issues involved in designing information for users with specific and diverse needs.

what are the course goals? (what will I learn?)

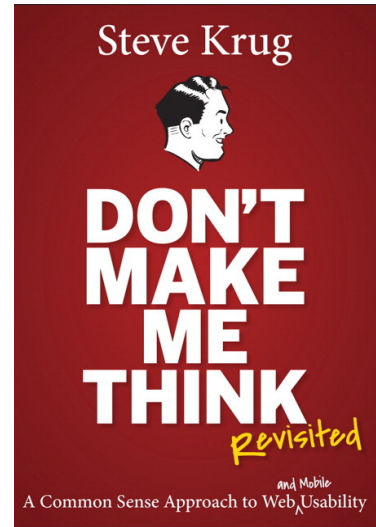
In WRTG 3306, individuals and teams will do the following:

- gain awareness of usability and accessibility issues in information design
- analyze third party digital texts for usability and accessibility issues
- apply usability principles, e.g., website inspection terminology and testing
- apply accessibility principles, e.g., functionality and understandability
- design content that is usable and accessible to a diverse range of users
- work effectively and productively in teams

what do I need?

required.

1. Horton, Sarah, and Whitney Quesenbery. *A Web for Everyone: Designing Accessible User Experiences*. Brooklyn: Rosenfeld Media, 2013.
2. Krug, Steve. *Don't Make Me Think, Revisited: A Common Sense Approach to Web and Mobile Usability*. 4th ed. New Riders, 2014.



additional.

I will make additional readings available as PDFs through Google Classroom, which you will use throughout the semester to submit your work and access course materials.

what will we be doing?

project 1: persona (10%)

The first step in designing is learning about who will be accessing and using (or struggling to access/use) your content. For the first project, you will develop a persona for a disabled user, researching how different disabilities can impact how people access and use digital texts. **(due 1-31)**

project 2: protocols (20%)

We will read about accessibility and usability guidelines and develop protocols that can be used to evaluate digital texts. You will produce two deliverables: 1) a usability testing protocol and 2) accessibility assessment protocol. **(due 2-28)**

project 3: group usability testing (40%)

Understanding how users use websites is critical to designing your own digital texts. You will work in teams of 2-3 to evaluate the website of a real client, the

School of Communication (<http://uca.edu/communication/>). Your team will produce three deliverables: 1) a website inspection report, 2) a usability test adapted to the purposes of this website, and 3) a brief recommendation report that synthesizes the data your team collected. **(due 4-4)**

project 4: UCA promotional text (20%)

Finally, you will partner with a campus entity to produce a digital text, e.g., a video, podcast, or infographic. You will work individually or in pairs to produce two deliverables: 1) a client report and 2) an accessible digital text. **(due 5-2)**

collaborative note-taking (10%)

Twice throughout the semester, you will take notes for the day and post them to the collaborative note-taking document on Google Classroom.

how will we be graded?

A: 90-100%	B: 80-89%	C: 70-79%	D: 60-69%	F: 59% & below
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what are Dr. Allison's expectations?

Accessibility. I am committed to creating a classroom environment that is respectful of and inclusive to different learning and composing styles. If we can work together to make the class more accessible, please let me know.

Late Work. Deadlines are crucial in professional contexts. Assignments are due by the time specified on Google Classroom, and late projects will be reduced by 25 points per business day.

Respect. I expect you to behave professionally both in your interactions with me and your peers. You will occasionally work collaboratively, and you are expected to contribute to the success of your team. **You do not have to agree with someone to treat them, their ideas, and their work respectfully.**



Sometimes, things happen that are beyond our control. If

you need an extension for a project, please email me 24 hours before the deadline with your request, an estimate of how long you need, and a current draft.

Technology. Technology is an integral part of the writing process, and we will be exploring a range of design technologies to give you hands-on experience with the professional technologies and software used to design documents. We will use Google Classroom to submit work and to access calendars, readings, and course notes.

You will be expected to check your email regularly and to respond promptly (just as you will expect me to do). All emails to me regarding this class should include "3306" in the subject line and should be respectful and professional.

what are UCA's expectations & policies?

Academic Integrity. The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the *Student Handbook*. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy. (<http://uca.edu/integrity/>)

WRTG policy. Plagiarism is the intentional or unintentional borrowing or stealing of another's words, thoughts, or ideas and passing them off as your own. If a student in a WRTG course turns in a paper that includes an extended passage that has been a.) written for him or her by someone else for pay or as a favor, or b.) copied from a print or electronic source written by another author, even if some of the words have been changed, that student will immediately be dropped from the course, receiving a WF grade.

If a student in a WRTG course turns in a paper that has borrowed from other sources and fails to give complete and unambiguous credit to every source (e.g. quotation marks, in-text citations, or the bibliography is missing or incomplete), that paper will receive a grade of 0 (zero).

Accommodations. The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Office of Disability Support Services, 450-3613. (<http://uca.edu/disability/eligibility-for-services/>)

Attendance. If a student in a WRTG course misses two weeks' worth of classes—i.e., six classes of a MWF course, four classes of a TTH or MW course, or two classes of a one night a week course—and/or a student in a MWF or TTH class misses a week's worth of classes consecutively without contacting the instructor, the instructor will drop the student from the course.

Building Emergency Plan. An Emergency Procedures Summary (EPS) for Thompson Hall will be discussed during the first week of this course. EPS documents for most buildings on campus are available at <http://uca.edu/mysafety/bep/>. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

In the event of an evacuation order, classes that meet in Thompson 105 will exit through the east door and reconvene at the Harding Centennial Plaza fountain to await further instructions from campus police. In the event of a shelter in place order, we will lock doors and stay away from windows. In the event of a tornado, we will shelter in first floor stairwells, restrooms, or kitchen.

Disruptive Behavior. Any student whose behavior regularly interferes with the instructor's ability to conduct class and foster student learning (or who severely impedes the conduct of class) may be dropped from the class. Students dropped for disruptive behavior will receive a grade of WF, and a record of this disciplinary action will remain on the student's university file.

Student Evaluations. Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking starting on the Monday of the thirteenth week of instruction through the end of finals week by logging in to myUCA and clicking on "Evals" in the top right.

Title IX Disclosure. If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to "student-on-student" or "employee-on-student"), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs, and the obligation to conduct an investigation will depend on the specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator.

<https://uca.edu/titleix>