

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



MASTER SYLLABUS

ENGL 270 – MEDIA WRITING: Writing, Games, and New Media

CIP Code: 090702

Created by: Laini Kavaloski

**SCHOOL OF BUSINESS AND LIBERAL ARTS
ENGLISH/HUMANITIES DEPT.
Revised February 2020**

A. **TITLE:** Media Writing: Writing, Games, and New Media

B. **COURSE NUMBER:** ENGL 270

C. **CREDIT HOURS:**

3 Credit Hours

3 Lecture Hours: 3 per week

Course Length: 15 Weeks

D. **WRITING INTENSIVE COURSE:** No

E. **GER CATEGORY:** None

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

E. **COURSE LENGTH:** 15 weeks

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

G. **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 social justice and 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.

H. **PRE-REQUISITES/CO-REQUISITES:**

a. Pre-requisite(s): ENGL 101 or ENGL 102

b. Co-requisite(s): None

I. **STUDENT LEARNING OUTCOMES:**

<u>Course Student Learning Outcome [SLO]</u>	<u>PSLO</u>	<u>GER</u>	<u>ISLO</u>
a. Identify the principles of clear media writing and proper style for various media markets	1. Demonstrate effective digital communication skills in several software platforms.	7	1 2
b. Apply software skills in word processing, database and web research to media writing tasks	3. Create digital projects to demonstrate industry knowledge and creative application of digital communications	8	5

KEY	<u>Institutional Student Learning Outcomes [ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]
2	Critical Thinking <i>Critical Analysis [CA], Inquiry & Analysis [IA], Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

J. **APPLIED LEARNING COMPONENT:** No

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.
For purchase here <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: Cook 111: Technology-enhanced classroom with flexible space (moveable tables and computers) and writable walls, where students will have access to computers and iPads during the instructional period.

N. GRADING METHOD: A-F

N. MEASUREMENT CRITERIA/METHODS:

- Weekly reflection 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 of individuals and groups that contain deliverables of Projects 1, 2, and 3

O. DETAILED COURSE OUTLINE:

I. 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