

**University of Calgary**  
**Department of Communication, Media and Film**

**COMS 463 (L01): Digital Rhetoric**

**Winter 2022: January 10 to April 12 (excluding Feb. 20-26)**

**Lecture: TR 9:30 to 10:45**

**IMPORTANT NOTE FOR IN-PERSON COURSE DELIVERY**

**Note:** This course will be delivered in-person. If you are unable to participate in-class owing to time differences or geographical location, please arrange to take this course in a future term

<b>Instructor:</b>	Maria Victoria Guglietti
<b>Office:</b>	SS 220
<b>Email:</b>	mvguglie@ucalgary.ca
<b>Web Page:</b>	D2L (access via MyUofC portal)
<b>Office Hours:</b>	SS 220 Friday 9:30-11:30 (Zoom or in person) or by appointment

### **Course Description**

This course will explore rhetorical theory, criticism, production and editing of professional communication in a range of digital media, including websites, social media and other collaborative and multimedia platforms. Students will critique and produce web content to learn how classical rhetoric informs online communication. Students will also be exposed to experiential learning through team projects.

### **Additional Information**

The weekly schedule of topics and readings can be found at the end of this outline or on D2L.

Students are responsible for reading and following all course and university policies discussed in this outline.

### **Objectives of the Course**

By the end of this course, students should be able to:

1. identify the rhetorical strategies that inform different types of online communication,
2. analyze, critique, and evaluate the verbal and visual rhetorical strategies present in different types of online communication,
3. produce web-based documents applying different verbal and visual rhetorical strategies,
4. devise interventions to increase the rhetorical effectiveness of existing digital texts,
5. reflect on their learning of critical rhetorical skills.

### **Textbooks and Readings**

The following is a list of mandatory readings in alphabetical order:

Burbules, N.(2002). The Web as a rhetorical place. In I. Snyder(Ed.) (2002). *Silicon literacies: Communication, innovation and education in the electronic age*. Retrieved from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=242080>

- Bogost, I. (2008). The rhetoric of video games. In K. Salen (Ed.) *The Ecology of Games: Connecting Youth, Games, and Learning*. Cambridge, MA: The MIT Press, 2008. 117–140. doi: 10.1162/dmal.9780262693646.117 Retrieved from [http://graysonearle.com/edu/gamepro/readings/bogost\\_procedural\\_rhetoric.pdf](http://graysonearle.com/edu/gamepro/readings/bogost_procedural_rhetoric.pdf)
- Eyman, D. (2015). Defining and locating digital rhetoric. In *Digital Rhetoric: Theory, Method, Practice* (pp. 12-60). Ann Arbor: University of Michigan Press. Retrieved from <https://www.fulcrum.org/concern/monographs/qn59q490d>
- Grabill, J.T. & Pigg, S. (2012). Messy rhetoric: Identity performance as rhetorical agency in online public forums. *Rhetoric Society Quarterly*, 42(2), 99-119. <https://www-istor-org.ezproxy.lib.ualgary.ca/stable/23120587>
- Harold, C. (2004). Pranking rhetoric: "culture jamming" as media activism. *Critical Studies in Media Communication*, 21(3), 189–211. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN\\_cdi\\_informaworld\\_taylorfrancis\\_310\\_1080\\_0739318042000212693](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_informaworld_taylorfrancis_310_1080_0739318042000212693)
- Hocks, M.E. (2003). Understanding visual rhetoric in digital writing environments. *College Composition and Communication*, 54(4), 629-656. <https://link-gale-com.ezproxy.lib.ualgary.ca/apps/doc/A114475869/EAIM?u=ucalgary&sid=EAIM&xid=ae1c91f2>
- Huntington, H. (2016). Pepper spray cop and the American dream: Using synecdoche and metaphor to unlock Internet memes. *Visual Political Rhetoric. Communication Studies*, 67(1), 77-93. <https://www-tandfonline-com.ezproxy.lib.ualgary.ca/doi/full/10.1080/10510974.2015.1087414>
- Janack, J. (2006). Mediated citizenship and digital discipline: A rhetoric of control in a campaign blog. *Social Semiotics: "Mediated Citizenship(s)"*, 16(2), 283-301. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1vibdgm/TN\\_informaworld\\_s10\\_1080\\_10350330600664862](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1vibdgm/TN_informaworld_s10_1080_10350330600664862)
- Pangrazio, L. (2016). Reconceptualising critical digital literacy. *Discourse: Studies in the Cultural Politics of Education*, 37(2), 163-174. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1vibdgm/TN\\_informaworld\\_s10\\_1080\\_01596306\\_2014\\_942836](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1vibdgm/TN_informaworld_s10_1080_01596306_2014_942836)
- Porter, J. E. (2009). Recovering delivery for digital rhetoric. *Computers and Composition*, 26(4), 207-224. <https://www-sciencedirect-com.ezproxy.lib.ualgary.ca/science/article/pii/S8755461509000632>

Reader, B. (2012). Free press vs. free speech? The rhetoric of “civility” in regards to anonymous online comments. *Journalism and Mass Communication Quarterly*, 89(3), 495-513.  
<https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1077699012447923>

Warnick, B. (2004). Online ethos: Source credibility in an “authorless” environment. *American Behavioral Scientist*, 48(2), 256-265.  
<https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0002764204267273>

Additional readings may be posted on D2L.

### **Learning Technologies and Requirements**

In order to complete courses, University of Calgary students are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates, with current antivirus software enabled;
- Broadband internet connection, and a current and updated web browser;
- A webcam (built-in or external), and a microphone and speaker (built-in or external) or headset with microphone (for online courses only).

If you need access to other software programs to complete assignments, your instructor will provide relevant information and links.

If you have technical difficulties, contact IT support services. See <https://www.ucalgary.ca/pubs/calendar/current/student-campus-services-information-technologies-it.html>

### **Policy on the Use of Electronic Communication Devices**

The use of smartphones or other electronic devices is strictly limited to activities connected with the class.

Please familiarize yourself with the University’s policy on the recording of lectures, which is outlined at <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>, and carefully review the section on Instructor Copyright at the end of this outline.

## Assignments and Evaluation

Weight	Assessed Components	Due
2.5%	<p><b>This is me video/audio (individual- video/audio production)</b>            For this assignment you will produce an approx. one-minute video or audio recording stating:</p> <ol style="list-style-type: none"> <li>1. who you are,</li> <li>2. what your interests are,</li> <li>3. what “digital rhetoric” means to you.</li> <li>4. what your strengths are.</li> </ol> <p>The assignment will receive a Pass/Fail grade worth 2.5% of your final grade.</p>	<p>January 18            by 11:59PM            (D2L            dropbox)</p>
15%	<p><b>My digital literacy environment (individual- multimedia production)</b>            Building on your reflection on the meaning of digital rhetoric, you will create a multimedia artifact (vlog, blogpost, trailer, photo blog) that tells the story of your use and production of digital texts. You will also state whether you are critically literate online, according to the definition of Pangrazio (2016). Provide anecdotal evidence to support this last statement.</p> <p>Your multimedia artifact will be 5 minutes or 1000 words long. A detailed rubric will be posted on D2L.</p>	<p>February 1<sup>st</sup>            by 11:59PM            (D2L            dropbox)</p>
23%	<p><b>Midterm analysis (individual- analysis- take home)</b>            The midterm will consist of a rhetorical analysis of a digital text in connection with COVID-19 immunization. Your analysis should address the following:</p> <ol style="list-style-type: none"> <li>a. Why is the artifact that you are analyzing a “text”?</li> <li>b. What is the goal of this text?</li> <li>c. Use Aristotle’s canon to assess the rhetorical strategies present in the text.</li> <li>d. How does the text establish credibility?</li> <li>e. Identify a limitation and a strength of the text.</li> </ol> <p>Your midterm analysis will be 1500-2000 words long. Further instructions will be posted on D2L by the first week of class.</p>	<p>February 10<sup>th</sup>            by 11:59PM            (D2L            dropbox)</p>

12%	<p><b>Building ethos (group based- analysis- intervention)</b>  In groups of max. 5 members, you will assess the credibility of a digital text of your choice. The text should include a comment section and evidence of identity performance either in the main text or in the comments (see Grabill and Pigg for a definition of “identity performance.”). An example of a digital text of these characteristics is an article with a comment section or a twitter thread or a Facebook wall entry and comments. Your analysis should answer the following questions:</p> <ol style="list-style-type: none"> <li>Is the text credible? Explain. Note: consider the overall effect of the comments when you answer this question. Your discussion should be informed by Warnick’s discussion of source credibility.</li> <li>How did you establish credibility? Describe the steps that you followed to establish the credibility of the text. Did you follow any of the criteria mentioned by users in the Princeton survey discussed by Warnick? Explain.</li> <li>How does the digital text control the audience? Make a connection to Janack’s text.</li> <li>What are the effects of identity performance? Compare to the effects discussed by Grabill and Pigg.</li> <li>Propose two interventions to the text in order to improve its credibility. Explain in each case.</li> </ol> <p>The analysis will follow a Q&amp;A format and will be approx. 1000-1200 words long. More information will be available in D2L.</p>	March 1 <sup>st</sup> by 11:59PM. (D2L dropbox)
17%	<p><b>Culture Jamming intervention (editing of photograph/video 7% + rationale 10%)</b>  In groups of max. 5 members you will alter a digital text of your choice (video or photograph) resulting in an example of “culture jamming”. You will also provide a rationale (80-1000 words) that addresses:</p> <ol style="list-style-type: none"> <li>Why you jammed this particular text.</li> <li>Why your intervention is an expression of “culture jamming.” Your answer should be based on the discussion of culture jamming by Christine Harold.</li> <li>The semiotic impact of your intervention on the text. To determine this, you will use Hock’s method to evaluate visual rhetoric.</li> </ol> <p>A detailed rubric will be discussed in class on March 10<sup>th</sup>.</p>	March 17 <sup>th</sup> by 11:59PM. (D2L dropbox)
27%	<p><b>Final project (individual website production 12%- rhetorical analysis 15%)</b>  You will create a portfolio webpage that engages with the following components:</p> <ol style="list-style-type: none"> <li>a component of transmedia storytelling.</li> <li>a component of “procedural rhetoric” as defined by Bogost.</li> </ol> <p>The webpage will be supported by a 1200-1500 word written analysis that will:</p> <ol style="list-style-type: none"> <li>Identify the goal and main rhetorical strategy of the website,</li> <li>Based on Porter’s discussion of digital rhetorical delivery, analyse the rhetorical delivery by explaining your strategy in relation to the following aspects of your project: <ol style="list-style-type: none"> <li>Body/ identity</li> <li>Distribution/circulation</li> <li>Access/accessibility</li> <li>Interaction</li> </ol> </li> </ol>	April 13 <sup>th</sup> by 11:59PM. (D2L dropbox)

	Further instructions and a detailed rubric will be available in D2L the first week of class.	
3.5%	<p><b>My digital rhetoric journey (meme production- reflection)</b></p> <p>You will produce a meme that captures your experience of learning about digital rhetoric. You will provide a 200-word rationale stating how Huntington’s text helped you inform the meme.</p> <p>The assignment will receive a Pass/Fail grade worth 3.5% of your final grade. Further instructions will be posted on D2L.</p>	April 12 <sup>th</sup> by 11:59PM (D2L dropbox)

**Registrar-scheduled Final Examination:** No

**Note:** You do not have to complete all the assignments and exams in order to receive a passing grade in this course.

**Submission of Assignments**

Please submit all assignments by uploading them to the designated D2L dropbox. Include your name and ID number on all assignments. Be sure to keep a copy of each submitted assignment and to submit the proper version.

Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the *Freedom of Information and Protection of Privacy (FOIP) Act*. Please note that instructors may use audio or video recording for lesson capture, assessment of student learning, and self-assessment of teaching practices.

**Policy for Late Assignments**

Assignments submitted after the deadline may be penalized with the loss of 5% or a partial letter grade (e.g.: A- to B+) for each day late.

An assignment received two days after the deadline will receive an automatic 0.

**\*The Day of Grace:** One day of grace is available to all students to cover unforeseen problems that prevent them from meeting a deadline such as computer crashes, vehicle breakdowns, lack of printer ink or money, unexpected family obligations, etc. Students may use this day ONLY ONCE during the semester. **Students using this day of grace must upload the assignment by 4:30 pm the next calendar day** to avoid a late penalty and write “grace” on their subject line. It should be noted that assignments handed in this manner may be returned 1-2 classes later than those submitted on the due date.

**Student Accommodations**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of

accommodation to instructors. For information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation based on a protected ground other than disability should communicate this need in writing to their Instructor. For the full policy on Student Accommodations, see <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Students seeking accommodation for transient illnesses (e.g., the flu) or another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require a medical note. For information on the use of a statutory declaration, see the *University Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

### Expectations for Writing

Department policy directs that all written assignments and, to a lesser extent, written exam responses be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization and proper documentation of research sources. For further information, please refer to the *University of Calgary Calendar* section on writing across the curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

### Grading & Department of Communication, Media and Film Grade Scale

The following table outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film. Final grades are reported as letter grades. For components graded using percentages or numerical scores, those values will be used directly in calculating the final course grade, while for components graded using letter grades, the letter grades will be converted to the midpoint values listed in the final column of the table below in calculating the final course grade.

In this course, final grades are reported as letter grades. All assignments will receive a percentage grade.

Grade Point Value	Description	Grade	Dept of CMF grade scale equivalents*	Letter grade % equivalent for calculations*
<b>4.00</b>	Outstanding performance	<b>A+</b>	96 - 100%	98.0%
<b>4.00</b>	Excellent performance	<b>A</b>	90 - 95.99%	93.0%
<b>3.70</b>	Approaching excellent performance	<b>A -</b>	85 - 89.99%	87.5%
<b>3.30</b>	Exceeding good performance	<b>B+</b>	80 - 84.99%	82.5%
<b>3.00</b>	Good performance	<b>B</b>	75 - 79.99%	77.5%
<b>2.70</b>	Approaching good performance	<b>B-</b>	70 - 74.99%	72.5%
<b>2.30</b>	Exceeding satisfactory performance	<b>C+</b>	65 - 69.99%	67.5%
<b>2.00</b>	Satisfactory performance	<b>C</b>	60 - 64.99%	62.5%
<b>1.70</b>	Approaching satisfactory performance	<b>C-</b>	55 - 59.99%	57.5%
<b>1.30</b>	Marginal pass. Insufficient preparation for subsequent courses in the same subject	<b>D+</b>	53 - 54.99%	54.0%

<b>1.00</b>	Minimal pass. Insufficient preparation for subsequent courses in the same subject	<b>D</b>	50 - 52.99%	51.5%
<b>0.00</b>	Failure. Did not meet course requirements.	<b>F</b>	0 - 49.99%	0%

\* Column 4: If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades. Column 5: These percentage equivalents will be used for calculating final grades unless an alternative method of final grade calculation is outlined above.

## Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. **In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin.** Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there.

For information on citation and documentation styles (MLA, APA, Chicago, IEEE, etc.), visit the Student Success Centre resource links at <https://ucalgary.ca/student-services/student-success/writing-support> or the Purdue Online Writing Lab (OWL) Research and Citation Resources at [https://owl.purdue.edu/owl/research\\_and\\_citation/resources.html](https://owl.purdue.edu/owl/research_and_citation/resources.html)

If you need help with your writing or have questions about citing sources, consult your instructor or visit the Student Success Centre, Taylor Family Digital Library. To book an appointment, go to <https://ucalgary.ca/student-services/student-success/writing-support>

## Instructor Intellectual Property & Copyright Legislation

Course materials created by the instructor (including lectures, course outlines, presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed, or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the same course section and term may be allowed under fair dealing. Check with the instructor if you have any questions about sharing materials with classmates.

To ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes & electronic versions of textbooks), all students are required to read the *University of Calgary Policy on Acceptable Use of Material Protected by Copyright* at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> and the requirements of the *Copyright Act* (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.



## Academic Misconduct

For information on academic misconduct and its consequences, please see the *University of Calgary Calendar* at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

## Research Ethics

Whenever you perform research with human participants, including surveys, interviews, or observations as part of your university studies, you are responsible for obtaining research ethics approval and for following university research ethics guidelines. In some cases, your instructors may apply for course-based research ethics approval for certain assignments, and in those cases, they must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, please see <https://arts.ucalgary.ca/research/arts-researchers/resources-researchers-and-instructors/ethics>

## Deferrals of Course Work and Requests for Reappraisal

For university regulations and procedures related to deferral of term work, see <https://www.ucalgary.ca/pubs/calendar/current/g-7.html>

For information about deferrals of final examinations, see <https://www.ucalgary.ca/pubs/calendar/current/g-6.html>

For information about requesting a reappraisal of course work or of a final grade, see <https://www.ucalgary.ca/pubs/calendar/current/i.html>

## Student Support Services and Resources

Please see <https://www.ucalgary.ca/registrar/registration/course-outlines> for information about student support services and resources, including Wellness and Mental Health Resources, Student Success programs and services, the Student Ombuds Office, the Student Union, and Safewalk. For resources on D2L, Zoom, Yuja, etc., see <https://elearn.ucalgary.ca/resources-for-students/>. (Find the topic menu under the icon to the left of the ELEARN banner.)

## Schedule of Lecture Topics and Readings

	<b>Tuesdays</b> 9:30-10:45 TI 140/148	<b>Thursdays</b> 9:30-10:45 TI 140/148
<b>Week 1</b> Jan. 11 & 13	<b>Lecture:</b> Introduction to the class, readings and assignments. <b>Assignment:</b> sign in for groups; familiarize with the D2L site	<b>Lecture:</b> The web as rhetorical space. <b>Reading:</b> Burbules, N. (2002). <i>The web as a rhetorical place.</i>
<b>Week 2</b> Jan. 18 & 20	<b>Lecture:</b> The definition of digital rhetoric. <b>Reading:</b> Eyman, D. (2015). <i>Digital Rhetoric: Theory. Digital Rhetoric.</i> (up to "Networks/ Network Rhetorics" page 81) <b>Assignment:</b> "This is me video/audio" due by 11:59PM (upload to discussion board)	<b>Lecture:</b> Strategies for analyzing digital rhetoric- group practice

<b>Week 3</b> Jan. 25 & 27	<b>Lecture:</b> Critical digital literacy <b>Reading:</b> Pangrazio, L. (2016). <a href="#">Reconceptualising critical digital literacy.</a>	<b>Lecture:</b> Some notes on critical reflection/ Reflecting on my critical digital literacy environment – group and individual practice.
<b>Week 4</b> Feb. 1 & 3	<b>Lecture:</b> Ethos online <b>Reading:</b> Warnick, B. (2004). <a href="#">Online ethos: Source credibility in an “authorless” environment.</a> <b>Assignment:</b> “My digital literacy narrative” due by 11:59PM (D2L dropbox)	<b>Lecture:</b> Analyzing ethos online- group practice
<b>Week 5</b> Feb. 8 & 10	<b>Lecture:</b> Online comments: interaction and control. <b>Reading:</b> Janack, J. (2006). <a href="#">Mediated Citizenship and Digital Discipline: A Rhetoric of Control in a Campaign Blog.</a>	<b>NO CLASS- Time dedicated to midterm completion.</b> The instructor will be available for questions during regular class time. <b>Assignment:</b> Midterm analysis due by 11:59PM
<b>Week 6</b> Feb. 15 & 17	<b>Lecture:</b> Ethos and online anonymity <b>Reading:</b> Reader, B, (2012). <a href="#">Free press vs. free speech? The rhetoric of “civility” in regards to anonymous online comments.</a>	<b>Lecture:</b> Building ethos assignment discussion and preparatory work.
<b>Week 7</b> Feb. 22 & 24	<b>NO CLASS- READING WEEK</b>	
<b>Week 8</b> Mar. 1 & 3	<b>Lecture:</b> Digital selves. <b>Reading:</b> Grabill, Jeffrey T, & Pigg, Stacey. (2012). <a href="#">Messy Rhetoric: Identity Performance as Rhetorical Agency in Online Public Forums.</a> <b>Assignment:</b> Building ethos assignment due by 11:59PM	<b>Lecture:</b> Analyzing online identity performance online- Discussion of method and group practice.
<b>Week 9</b> Mar. 8 & 10	<b>Lecture:</b> Visual digital rhetoric <b>Reading:</b> Hocks, M.E. (2003). <a href="#">Understanding visual rhetoric in digital writing environments.</a>	<b>Lecture:</b> Culture jamming <b>Reading:</b> <a href="#">Christine Harold (“Pranking Rhetoric”)</a> Discussion of Culture Jamming assignment
<b>Week 10</b> Mar. 15 & 17	<b>Lecture:</b> Digital delivery <b>Reading:</b> Porter, J. E. (2009). <a href="#">Recovering Delivery for Digital Rhetoric.</a>	<b>Lecture:</b> Time dedicated to group work. <b>Assignment:</b> Culture jamming due by 11:59PM
<b>Week 11</b> Mar. 22 & 24	<b>Lecture:</b> Transmedia storytelling <b>Reading:</b> Transmedia Storytelling: Henry Jenkins- <a href="https://www.youtube.com/watch?v=ibJaqXVaOal">https://www.youtube.com/watch?v=ibJaqXVaOal</a>	<b>Lecture:</b> Telling transmedia stories: Discussion of examples and planning of personal transmedia story.

<p><b>Week 12</b> Mar. 29 &amp; 31</p>	<p><b>Lecture:</b> Gaming literacies</p> <p><b>Reading:</b> Bogost, I. (2008) "The Rhetoric of Video Games." <i>The Ecology of Games: Connecting Youth, Games, and Learning</i>.</p>	<p><b>Lecture:</b> Analyzing games. Thinking in terms of procedural rhetoric. Planning of personal story.</p>
<p><b>Week 13</b> Apr. 5 &amp; 7</p>	<p><b>Lecture:</b> Memes</p> <p><b>Reading:</b> Huntington, H. (2016). Pepper Spray Cop and the American Dream: Using Synecdoche and Metaphor to Unlock Internet Memes' Visual Political Rhetoric.</p>	<p><b>Lecture:</b> Meme analysis and production practice.</p>
<p><b>Week 14</b> Apr. 12</p>	<p><b>NO CLASS- Time dedicated to final project</b></p> <p><b>Assignment:</b> My digital rhetoric journey reflection and meme due by 11:59PM</p>	<p><b>FINAL PROJECT DUE April 13 @ 11:59PM (dropbox)</b></p>