GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

*Copy and paste **current** course information from Class Search/Course Catalog.*

College/School	College of Letters and Sciences	Department **Technical Communication**

Prefix	**twc**	Number	**301**	Title	Fundamentals of Writing for Digital Media	Units: 3

Is this a cross-listed course? No If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials

_ERB_____
(Required)

Course description: Foundational concepts and technologies of writing for a variety of digital media.

Requested designation: Literacy and Critical Inquiry–L
*Note- a **separate** proposal is required for each designation requested*

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 6, 2015   For Spring 2017 Effective Date: March 15, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- ☒ Signed course proposal cover form
- ☒ Criteria checklist for General Studies designation(s) being requested
- ☒ Course catalog description (above and on syllabus)
- ☒ Sample syllabus for the course
- ☒ Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name	Eva Brumberger	E-mail	eva.brumberger@asu.edu	Phone	480.727.5981

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Eva Brumberger   Date: 4/6/15

Chair/Director (Signature): *Eva R. Brumberger*

Rev. 4/2015

Arizona State University Criteria Checklist for

LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.
Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR **[L]** DESIGNATION,THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--**AS EVIDENCED BY THE FOLLOWING CRITERIA:**			
YES	**NO**		**Identify Documentation Submitted**
☒	☐	**CRITERION 1:** At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. *In-class essay exams may not be used for [L] designation.*	This is at its heart a writing course; 80% of the work submitted for the course is writing. Please see evaluative criteria on syllabus
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. **Also:** Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information **"C-1".** **C-1**			
☒	☐	**CRITERION 2:** The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.	All of the writing assignments, even the discussion posts, require some level of critical inquiry. Please see assignment descriptions.
1. Please describe the way(s) in which this criterion is addressed in the course design.			
2. **Also:** Please **circle, underline,** or **otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information **"C-2".** **C-2**			
☒	☐	**CRITERION 3:** The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.	There are three substantial writing assignments: the website analysis; the content strategy profile and proposal; and the final website. Please see evaluative criteria and assignment descriptions.
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			

ASU - [L] CRITERIA

2.   **Also:**

> Please **circle, underline,** or **otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information **"C-3".**

C-3

ASU - [L] CRITERIA			
YES	**NO**		**Identify Documentation Submitted**
☒	☐	**CRITERION 4:** These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. *Intervention at earlier stages in the writing process is especially welcomed.*	Writing assignments are distributed so feedback can be provided. The final project also receives in-class instructor and peer feedback before it is submitted. Please see course schedule.

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments

2. **Also:**

   Please **circle, underline,** or **otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information **"C-4".**

   C-4

Course Prefix	Number	Title	General Studies Designation
TWC	301	Fundamentals of Writing for Digital Media	L

Explain in detail which student activities correspond to the specific designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C1	At least 50 percent of the grade in the course should depend upon writing assignments. The majority of the work for the course is writing that depends on critical inquiry.	This is at its heart a writing course; 80% of the work submitted for the course is writing. Please see evaluative criteria on syllabus
C2	The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection. Much of the critical inquiry in technical communication entails research about audience/user requirements and preferences, best practices, communication strategies, usability, and the like. This looks slightly different from more traditional forms of gathering, interpreting, and evaluating evidence, but it still is a process of critical thinking and critical inquiry	All of the writing assignments, even the discussion posts, require some level of critical inquiry. Please see sample discussion questions as well as assignment descriptions.
C3	The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. The substantial writing assignments entail sustained in-depth engagement with the material and involve critical inquiry.	There are three substantial writing assignments: the website analysis; the content strategy profile and proposal; and the final website. Please see evaluative criteria and assignment descriptions.

| C4 | These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. | Writing assignments are distributed throughout the course so that students can benefit from the feedback as they work on later projects. Several of the projects are connected to one another, with the final project (website) building on previous assignments. The final project also receives in-class instructor and peer feedback before it is submitted. Please see course schedule. |

TWC 301: Fundamentals of Writing for Digital Media

Instructor: **Phone:**
Office Hrs: **E-mail:**

This course is offered by the College of Letters and Sciences. For more information about the school, visit our website: https://cls.asu.edu/. If you have questions or concerns about the course, please talk with me or send an inquiry to cls@asu.edu.

Course Description & Learning Outcomes

As communications technologies have evolved, so too have our ways of communicating with others. With computers and other media technologies, the texts we create are no longer simply words on a printed page; they now include multimedia, web, audio, and visual design elements. Digital media introduce different possibilities for writing, organizing, designing, and presenting information in effective ways. This course introduces foundational concepts and technologies of writing for a variety of digital media. By the conclusion of the course, you should be able to:

- Understand the affordances of various types of media and texts

- Understand the multiple roles of the writer and editor in the world of digital media

- Analyze a variety of digital media texts for purpose, audience, style, and rhetorical appeals

- Write with, and for, digital media, working both independently and in teams

- Design, produce, and use digital texts, images, video, and audio

- Demonstrate fluency with the tools and technologies that support writing for digital media

- Recognize and use basic HTML & CSS syntax

Required Texts & Materials

Carroll, Brian. *Writing and Editing for Digital Media, 2nd edition*. Routledge, 2014. ISBN: 978-0-415-72979-6 (pbk) or ISBN: 978-1-315-85081-8 (ebk)

Additional readings as assigned; these will be available through links on the course Blackboard site.

Tools & Technologies

You will need the following technology and tools in order to complete the work for this course:

- A reliable computer, with sound card and graphics card
- Stable high-speed internet access
- Digital camera or cell phone camera with the ability to transfer images to your computer
- Microphone or headset

- Speakers or headphones
- Flash plug-in, latest version: http://www.adobe.com/products/flashplayer/
- Adobe Acrobat Reader, latest version: http://get.adobe.com/reader/
- Free web accounts and software (see Syllabus Documents for list)
- Microsoft Word or comparable word processing software

You will be using these tools to do the following:

- Compose documents and create multiple drafts in a word processing program such as MS Word, Word Perfect, Pages, or OpenOffice (free)
- Create and edit images using an image editing program, such as Photoshop, Photoshop Element (cheaper), Picasa (free), Pixlr.com (free), or other image editing program
- Save documents as PDF using programs like doPDF (free)
- Design and build a website using WordPress (free)
- Create a presentation (with images and audio) using MS PowerPoint, Keynote, or OpenOffice Presenter (free), or other presentation software
- Play your presentation from a hosted site like VoiceThread.com (free) or YouTube

*Please be sure to back up all of your work in case of a technology failure. If you have any technology-related difficulties, please contact the ASU Help Desk at 480.965.6500. **Remember: keep copies of all your assignments; back up all of your work!***

Helpful Resources at ASU

- **Writing Centers** (http://studentsuccess.asu.edu/writingcenters) offer assistance to ASU students who are completing writing assignments for their courses. The centers offer assistance for any type of writing project and for any stage of the writing process. While tutors won't do your writing for you, they will work with you to improve your skills. I encourage you to take advantage of this free service, to use it frequently, and to schedule your appointment early. The Polytechnic Writing Center is in CNTR 92 (Academic Center Building): 480.727.2708.

- **Online Writing Tutors** (http://studentsuccess.asu.edu/online) are available by appointment for all ASU students, with "virtual" walk-ins accepted if there is an opening in the schedule.

- **ASU Libraries** (www.asu.edu/lib/) offer 24/7 access to librarians through "Ask a Librarian" online chat and help by librarians in person at the Reference Desk during most hours the libraries are open.

- **Student Success Center** (http://studentsuccess.asu.edu/polytechnic) provides students with services and programs for academic success. The Polytechnic Student Success Center is on the lower level of the Academic Center Building, 480.727.1452.

Course Policies

Communication. The best way to communicate with me is by email. I will make every effort to respond to messages sent during the week wthin 24 hours; expect a slightly longer response time on weekends. Likewise, I expect you to read and act upon course-related email in a timely fashion. Students bear the

responsibility of missed messages and should check their ASU-assigned email regularly. All instructor correspondence will be sent to your ASU email account.

Course Time Commitment. This three-credit course requires approximately 135 hours of work. Please expect to spend around 18 hours each week preparing for and actively participating in this course.

Deadlines are extremely important in the professional world. Accordingly, in order for you to receive credit for your work in this course, the work must be submitted on time. Late work will be accepted only if you have made an arrangement with me before the deadline or in the event of an illness or emergency. Please follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to University-sanctioned activities. In the event of a Blackboard or system outage that prevents you from submitting work, deadlines will of course be extended.

Academic Integrity. ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, ASU Student Academic Integrity Policy, and outlined by the Office of Student Rights & Responsibilities. Anyone in violation of these policies is subject to sanctions. Academic integrity also includes taking responsibility for your own learning. It is your job to read and understand this syllabus, to obtain course materials in time to meet deadlines, to keep track of assignments and due dates, to cite sources properly, and to communicate with me when you have questions.

Student Conduct. Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior. Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

Prohibition of Commercial Note Taking Services. In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Disability Accommodations. The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. One element of this legislation requires that all qualified students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Students who feel they may need a disability accommodation(s) must provide documentation from the Disability Resource Center to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who desire accommodations for a disability should contact DRC as early as possible to ensure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC. Eligibility and documentation policies are available online at http://www.asu.edu/studentaffairs/ed/drc/ .

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity.

Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at http://sexualviolenceprevention.asu.edu/faqs/students.

Evaluative Criteria

Students who are majoring in technical communication should save all of their work (including drafts) from this course, as they may need it for their capstone portfolio.

Discussion Posts + responses 10%

Editing, Chunking, and Layering Assignment 10%

Website Analysis..15%

FAQ Help Page 10%

Content Strategy Profile & Proposal 15%

Blog..10%

Website 20%

Ignite Talk..10%

Total =   100%

The standards I use for evaluating your work are professional ones. An "A" is reserved for work that is excellent; work with surface errors, regardless of the quality of its content, cannot earn an "A." Assignments will be evaluated using the following scale:

A+	97-100%	**Excellent work** that exceeds the assignment objectives and requirements.
A	93-96%	
A-	90-92%	
B+	87-89%	**Good work** that meets the assignment objectives and requirements, but requires minor improvements or demonstrates easily correctable problems.
B	83-86%	
B-	80-82%	
C+	77-79%	**Adequate work**, but the design may require significant improvement.
C	70-76%	
D	60-69%	**Disappointing work** that meets some of the assignment objectives and requirements but not all.
E	0-59%	**Unacceptable work** that fails to meet the requirements of the assignment. This grade will also be assigned for any evidence of academic dishonesty.

Tentative Course Schedule

DATE & TOPIC	ASSIGNMENTS DUE
WEEK 1 **Introduction to Writing for Digital Media**	• Read WEDM chapters 1 and 2 • Two discussion posts + 3-4 responses to others in the discussion
WEEK 2 **Writing and Editing for Digital Media: Strategies and Techniques**	• Read WEDM chapters 3 and 4 • Two discussion posts + 3-4 responses to others in the discussion • Editing, Chunking, and Layering Assignment
WEEK 3 **Writing and Designing for the Web – Layout and Style**	• Read WEDM chapter 5 • Two discussion posts + 3-4 responses to others in the discussion • Website Analysis • Interactive FAQ page
WEEK 4 **Writing and Designing for the Web – Spaces and Places**	• Read WEDM chapter 6 • Two discussion posts + 3-4 responses to others in the discussion • Content Strategy Profile & Proposal
WEEK 5 **Social Media Writing**	• Read WEDM chapters 7 and 9 • Two discussion posts + 3-4 responses to others in the discussion • Blog
WEEK 6 **Legal/Copyright Considerations**	• Read WEDM chapter 10 • Two discussion posts + 3-4 responses to others in the discussion • Website draft • Draft peer review
WEEK 7 **Final Project/Presentation**	• 5-minute Ignite talk (narrated Power Point or similar) • Ignite talk peer evaluation • Website due

1. In what ways might being trained in *traditional academic writing* actually make it more difficult to write for *digital media*? Support your response with references to the reading and to specific examples from your own experience.

2. What is ethos? How is it established, maintained, and measured in digital media? Provide an example (via a link) of an online text for which the ethos conflicts with the intended audience or purpose. Include specific examples from the text to support your argument.

3. Why is "scan-ability" so important for today's readers, particularly for consumers of digital media? How is "scan-ability" achieved in digital texts? Provide an example of a digital text that is easily scannable, and an example of one that is not.

4. Take a look at the top-viewed YouTube (http://youtube.com) videos in the "News & Politics" category. After viewing several of them, develop a short list of what qualities these videos share. Can you identify the reasons why they are the most viewed? Which of these reasons might be broadly applicable to all video published on the web?

5. Do some research on Creative Commons copyright licenses by visiting www.creativecommons.org. After doing this research, think about the circumstances in which you would be willing to apply a Creative Commons license to your own work, your own intellectual property. What rights would you want to "reserve," and how freely would you be willing to share your otherwise copyrighted "property?"

Editing, Chunking, and Layering Assignment

Find a lengthy (3,000+ words) article or technical document online. Re-make and edit the feature article so that it is more conducive for digital presentation. Use the guidelines discussed in the reading to facilitate scanning and to make the piece interactive. More specifically:

- Look for elements or key words to hyperlink. Be sure to indicate what you would link to, what would happen when clicked (a new tab, a new browser window, etc.), and why that's the best decision.

- Break the article up into text "chunks" or subdivisions that will encourage readership. Do this by adding subheads and even sub-subheads, by looking for places to convert text into lists, and by restricting each paragraph to one idea.

- Look for content to pull out and make its own entity, like a "how-to" box or "best of" list. This shortens the main story and helps the reader more readily use what's pulled out of the main.

- Finally, offer recommendations on how to improve the content even further to make it a more useful digital experience. For example, would you produce a video to accompany the text? A Flash presentation? Interactive graphics? Be specific, detailing the content for any of these, spelling out exactly what should be developed and how it would be experienced online.

Website Analysis

Choose a website you visit regularly, one where you read a lot of the content. Imagine that you have been hired as the site's new content manager/editor. Begin by analyzing and critiquing the existing site. In particular, consider the site's organization; navigation; page layouts; tone, style, and voice; and, or course, writing quality. Incorporate into your analysis specific recommendations to improve the presentation of content at the site. The analysis should integrate and reference material from the reading. Be sure to consider the following:

- Who is the intended audience for the site?

- What is the site's intended purpose?

- Is the voice effective?

- Is the tone appropriate?

- What elements or features promote use of the site?

- How are graphics and visuals incorporated, and do they encourage or discourage use? How do they do this?

- How much thought was given to navigation throughout the site?

- Are the elements—graphical, navigational, and metaphorical—consistently applied throughout the site?

- Is the tone or rhythm of the site consistent throughout?

- Do these dimensions match the audience(s) for the site?

Your analysis/critique should be approximately 1000 words.

FAQ Help Page

Create an interactive FAQ help page for some entity (publication, company, or organization), preferably one with which you have some connection. Your frequently asked questions section should anticipate common problems and questions that users, customers, or clients might have about that publication, organization, or company.

The primary objective in this assignment is to think carefully about your audience(s) and anticipate their questions and needs. It is the process that is most important, not the final product. So, don't spend too much time on the design or layout or aesthetics of the page. Before working on your help page, go online and research FAQ pages for organizations/entities similar to that for which you are writing.

Content Strategy Profile & Proposal

Identify a publication, company, or organization for which you will create online content. The entity you choose should be a publication or organization with which you have, or want to have, some connection or affiliation. It can be an organization for which you already work or one for which you would like to work in the future. You will be treating the organization as your client for the remainder of the course, so think carefully about your choice. The first project will be to develop a content strategy profile and profile for the organization's web presence.

1. **Content Strategy Profile:** Prepare a three-page summary of the audience needs for the website. Your summary should include:

   - Audience profile. Who will be reading the content?

   - Purpose. Is the site for entertainment, for news, for something else?

   - Frequency of publication. How often does the content need to be updated?

   - The competition. What organizations/publications are competing for the same audience?

   - Style issues. Will you maintain the current style guide of the publication or organization, or is there need for a new one? Why?

   - Information challenges. What does the audience need to know, or what information does the organization need to broadcast? Do any special obstacles stand in the way of communicating that information quickly and clearly?

   - Your response to the information challenges. How will you overcome any barriers and get your content out there?

2. **Content Strategy Proposal**: Based on the profile, propose the content strategy you will create for the organization or publication. What aspects of their web presence need revisiting, and how do you plan to address those issues? What changes do you recommend for the website? What about changes/additions to their social media presence? (Keep in mind that you are laying out a plan for your work for the next two projects, so you will need to keep it manageable.)

Blog

You will be creating (or re-creating) a blog for the organization you have chosen. If they have an existing blog, spend some time reading current and past postings. Also research competitors' blogs. Analyze the blogs to get a sense for what works and what doesn't. Consider voice, tone, style, design, navigation, etc. Your goal is to figure out what will work best with the new content strategy you are developing for the organization. What are the strengths and weakness of the blogs? Remember, you want inspiration; you do not want to repeat or steal their ideas.

When you have completed your research and analysis, sign up for a blog service. Blogger, WordPress, and Tumblr are all free services; there are other options as well. Again, do some research to decide which will be the best platform for your blog. Once you have an account, follow their instructions for creating your blog. Make deliberate choices about your design and how it functions. Create an About page that discusses the focus/topic of the blog, its intended audience, and any other relevant information. Then, create 4-5 posts, applying what you have learned about writing for digital media.

Client Website ⬚

For the final project for the course, you will create a new (re-designed) website for the organization you have chosen. You can re-use some of the existing content, if it fits well with the new content strategy you have proposed. But, you will need to produce new content as well, in keeping with your content strategy.

Begin by looking more closely at competitors' websites in order to better understand the context for the site. That is, do competitor sites have common/shared characteristics? Are these elements that you will need to add/keep for your organization's website? Are there unique features that work well? How will your re-design help the organization stand out among its competitors?

The website itself should have at least four pages:

Home page—Create an inviting page. Woo the user into the pages of the site! Include engaging headlines and textual content. Use at least one image. Add relevant links. Make it interesting and inviting.

About page—The About page should describe the company/organization and provide details that will engage the user.

Events/Services page—The event/services page should provide a textual description of upcoming events (or one major event) that the company or organization is involved with or sponsors. This page can also be a page that lists/features services or products rather than events.

Contact/PR page—This page will connect a user with the various social media and blog resources (that you have created!) sponsored by the organization. It will also provide information about how to contact or pledge support for the organization.

Ignite Talk

You will develop and produce a 5-minute ignite talk using exactly 20 slides. Ignite talks are a specific genre of presentation style that are high energy and require that the presenter make their points quickly. Although ignite talks typically require that slides advance automatically every 15 seconds, I will not hold you to that level of specificity. The audience for your ignite talk is the client or organization for whom you developed your content proposal, strategy, and website. The purpose of your ignite talk is to present highlights of the work you have done and the rationale for that work.

writing
& editing
FOR DIGITAL
MEDIA

2ND EDITION

BRIAN CARROLL
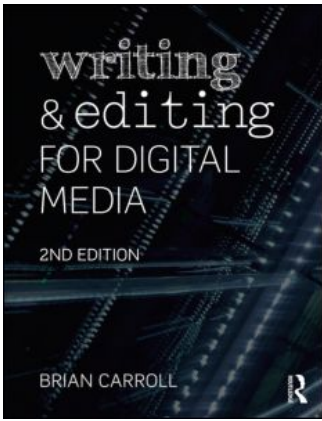
Writing and Editing for Digital Media
2nd Edition

By **Brian Carroll (/books/search/author/brian_carroll/)**

Routledge – 2014 – 332 pages

e (Electronic)–Inspection Copy (/resources/complimentary_exam_copy_request/97804

Companion Website (http://www.routledgetextbooks.com/textbooks/978041572

| Description | Reviews | Contents | Author Bio | Subjects |

I. FOUNDATIONS 1. Writing for Digital Media2. Comparing Digital and Analog Media3. Editing for Digital Media **II. PRACTICE** 4. Writing for Digital Media II: Tools & Techniques5. Editing for Digital Media II: Style & Voice6. Designing & Building Digital Spaces & Places7. Writing for Blogs **III. CONTEXTS** 8. Journalism for a Digital Age 9. Developing a Strategy for Social Media 10. Digital Media & the LawAppendix A: The Core Values of Digital JournalismAppendix B: Freelance writer pay rates

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Name: **Writing and Editing for Digital Media: 2nd Edition (Paperback) (http://www.routledge.com/9780415729 (http://images.tandf.co.uk/common/jackets/weblarge/978041572/9780415729796.jpg)**
Description: By Brian Carroll. Writing and Editing for Digital Media, 2nd edition, teaches students how to write effe spaces—whether crafting a story for a website, blogging or using Twitter to cover a breaking news story or ev Categories: Multimedia Journalism, Writing, Journalism, Mass Media & Communication, Internet, Media & Film Stud