GRIFFITH UNIVERSITY – GOLD COAST

SCHOOL OF ARTS

1802ART   WRITING FOR THE WEB

COURSE OUTLINE

1.0   COURSE IDENTIFICATION

Year: 2002   **Semester(s):** Semester 3

Access Type: Unrestricted

Attendance Type: Day

Course Level: 1st Year

Program(s):   Bachelor of Creative Arts
Bachelor of Communication
Bachelor of Arts

Credit Value: 10CP

Prerequisites: Nil

Convenor: Janet Marles
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Teaching Team: Svenja Kratz
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2.0 OBJECTIVES

2.1 This course is designed to introduce students to writing practices suitable for writing for multimedia on the internet, both in the critical context of writing and communication theory and as a practical skill to be applied in various creative, journalistic and other communication settings.

2.2 Upon successful completion of this course, students should be confident with the basics of multimedia writing techniques for the web and be able to place them critically within a communications theory context. They should also be able to:

i) access suitable technology
ii) critically assess multimedia and internet products
iii) produce a web site with links to other web sites which enhance the integrity of their site
iv) critically reflect on their own web production.

3.0 BRIEF DESCRIPTION

This course explores creative writing for multimedia in a theoretical and practical context while providing students with the opportunity to develop relevant writing, planning and research skills. Assessment is based on an essay and, using basic HTML, the progressive development of a web site.

4.0 CONTENT

Introduction to Web Thinking – researching the web.

The Language of the Web – HTML.

Using basic elements creatively. Navigation, scripting the journey.

Computer Art vs. Web Art – what's the difference?

Working with Images and Text.

Basic Animation as a literary device.

Techno-Literatures on the Web.

Hyperlinks, hypertexts, non-linear journies.

The history of the web and Internet.

Embedding sound and video, the multimedia web.

HTML editors and Web Graphics Programs.

5.0   ORGANISATION AND TEACHING METHODS

One hour lecture and one, two hour computer workshop per week.
There will be no workshops in week 1. Electronic allocation of workshops will be conducted during lecture 1 week 1, and results posted on the School of Arts notice-board, 3rd floor g23, Multimedia building.

6.0   ASSESSMENT

6.1   Assessment Methods

Item No.	Type	%	Length	Due
1	Essay	30	1500 words	5pm Fri Dec 20
2	Simple Web Pages	20	Html plus written plan	5pm Mon Dec 2
3	Web Pages with Links	20	Html plus revised planning	5pm Thurs Dec 5
4	Web site with Critical Reflection	30	750 words (equivalent)	5pm Fri Dec 20

Notes on Assessment:

6.1.1   Item 1 - Item 1 - An essay on an aspect of the web to do with a particular artistic genre.

6.1.2   Item 2 - Students produce basic pages using the most basic tags and develop a plan for a site with an indication of theme and content. Students are deliberately forbidden to use graphics or links for the first five weeks.

6.1.3   Item 3 - Students develop their home page incorporating links to relevant sites.

6.1.4   Item 4 - Students further develop their home page with creative and critical material reflecting their engagement with the course.

6.2   Assessment Rationale

6.2.1   Item 1 - Item 1 - Requires students to complete detailed web research and present it in a coherent fashion as an academic essay.

6.2.2   Item 2 - Requires students to come to terms with basic practical issues dealing with using the web creatively and to begin to develop the theme and content of their creative site.

6.2.3   Item 3 - Requires students to develop their web pages with cognitively appropriate connections to other material and to think in terms of webbed or interconnected sites.

6.2.4   Item 4 - Requires students to finalize the web page and provide reflective critique in light of the course content.

6.3   Assessment Items

Web page topics will be developed by students in consultation with the lecturer and tutor.

6.4   Assessment Marks

6.4.1   Each assessment item will be given a mark. This mark will either be on the returned assessment item or displayed on the School notice boards.

6.4.2   Students should not add up the marks awarded for each assessment to estimate their final grade. University policy is to use a criterion-based assessment system when staff are grading work submitted for assessment. Staff will discuss with students the criteria which will be used to determine grades.

6.5   Important Assessment Guidelines

Assessment Deadlines: Unless prior arrangements are made for an extension or documentary evidence accompanies work late without extension, all work is to be presented by the due deadline dates in accordance with guidelines provided for the assessment item. (You should feel comfortable about discussing any difficulties with your lecturers/tutors).

If an assessment item is submitted after the due date, without an approved extension, it will be course to a penalty which will normally be a reduction of the maximum mark by 10% for each day or part day that the assessment item is overdue. In this regard, weekends count as one day. Assessment items submitted more than 5 days late are awarded zero marks.

The course convenor may vary these provisions provided that any penalties to be imposed for late submission are approved by the relevant School Committee in the context of approval of the course outline and conveyed to the student on the course outline.

Applications for deferred assessment may be made by students if they were prevented from performing a particular assessment item (examination, test, seminar presentation or other assessment) on the grounds of illness, accident, temporary disability, bereavement or other compassionate circumstances. Please see Student Administration or your course convenor for advice.

References and Bibliography: All assessable work, including oral seminar presentations, must be fully and correctly referenced throughout and accompanied by a bibliography. Consult your lecturers if unsure about appropriate citation and bibliographic conventions for oral and written work in the arts and humanities.

Plagiarism: Students must conduct their studies at the University honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct which is contrary to these standards is academic misconduct, for which the University may penalise a student. In particular you must avoid plagiarism. Plagiarism is knowingly presenting work or property of another person as if it were one's own. The best way to avoid allegations of plagiarism is to ensure that all the ideas you take from other people are properly referenced.
For further information, and an indication of the range of severe penalties that plagiarism can attract, all students are advised to refer to the Griffith University Policy on Academic Misconduct. Website:
http://www.gu.edu.au/ua/aa/ppm/tal/content/Ac_misc.html

Non-discriminatory language: Please consult the University guidelines on the use of non-discriminatory language in the pamphlet provided with your orientation materials and available from Student Administration. It is School policy that students avoid the use of sexist, racist and other discriminatory language in class work and assessment items. However, in certain circumstances where the appropriate use of such language is shown to be necessary it may be permitted.

Submission of assignments: All students will normally lodge their written assignments in the assignment submission boxes located in the School foyer. All assignments will be due by 5.00 p.m. on the designated date, unless an alternative time has been stipulated by the course convenor. Assignments should not be deposited or returned via School administrative staff. Assignments not collected in class will normally be placed in the assignment return boxes in the School foyer. Uncollected assignments are retained by the School for a period of one semester after which time any uncollected work will be destroyed.

7.0   TEXTS AND SUPPORTING MATERIALS

7.1   Specified Texts

Some Suggestions but don't buy any unless you intend to go on professionally in the field of Web site creation.
Siegel, David *Creating Killer Web Sites: The Art of Third-Generation Site Design* Hayden, London 1996(General Text)
Greenspun, Philip, *Phillip and Alex's Guide to Web Publishing,* Morgan/Kaufman, San Francisco, 1999(A good one for business students wanting to build commerce sites)
Laurel, Brenda *The Art of Human Computer Interface*, Addison Wesley, 1990.(a bit of a bible on interface design)

7.2   Recommended Readings/References

Barlow, John Paul "The Economy of Ideas" *Wired* 2 (March 1994) 84-88

Bourke, Nicole "Becoming Angels: Women Writing Cyberspace" *Text* Vol 1 No 2 October 1997 http://www.gu.edu.au/school/art/text/

Bringhurst, Robert *The Elements of Typographic Style* Hartley and Marks, Vancouver 1991

Featherstone, Mike (ed) *Cyberspace/Cyberbodies/Cyberpunk: Cultures of Technological Embodiment* Sage, Thousand Oaks 1995

Hafner, Katie and Markoff, John *Cyberpunk* Simon and Schuster, NY 1991

Hawthorne, Susan "Topographies of Creativity" *Text* Vol 1 No 2 (October 1997) http://www.ins.gu.edu.au/eda/text/journal.htm

Jones, Stephen (ed) *Cybersociety* Sage, Thousand Oaks 1995

Kiesler, Sara (ed) *Culture of the Internet* Lawrence Erlbaum, Mahwah NJ 1997

Mayer, Paul "Representation and Action in the Reception of Myst" *Nordicom Review* 1/1996 (August) 237-254

Meeker, Mary and Chris Depuy *The Internet Report* Harper, NY 1996

Phillips, Tom *A Humument: A Treated Victorian Novel* Thames and Hudson, London 1987

Porush, David *The Soft Machine - Cybernetic Fiction* Methuen, NY 1985

Snyder, Ilana *Hypertext: The Electronic Labyrinth* Melbourne University Press, Melbourne 1996

Spender, D. *Nattering on the Net: Women Power and Cyberspace* Spinifex, Melbourne 1995

Spiekermann, Erik and E.M. Ginger *Stop Stealing Sheep* Hayden, London 1991

Sterne, Laurence *The Life and Opinions of Tristram Shandy, Gentleman* (ed. G. Petrie) Penguin, Harmondsworth 1995

Taylor, Mark C. and Saarinen, Esa *Imagologies* Routledge, London 1994

Tschichold, Jan *The Form of the Book* Hartley and Marks, Vancouver 1991

Tufte, Edward R. *Envisioning Information* Graphic Press, Cheshire Conn. 1990

Tufte, Edward R. *The Visual Display of Quantitative Information* Graphic Press, Cheshire Conn. 1983

Whelan, Bride M. et al *Color Harmony Series* Rockport, Cincinnati 1994

Zervos, Komninos "Techno-literatures on the Internet" *Text* Vol 1 No 2 (October 1997) http://www.gu.edu.au/school/art/text/

Zervos, Komninos "Words in 3D - One Poets journey into Cyberspace" Text Vol 5 No 1(April 2001) http://www.gu.edu.au/school/art/text/speciss/issue2/

SKILLS RESOURCE DIRECTORY

It is intended that Griffith graduates will become known for their expertise and ability to apply their multi-disciplinary knowledge and skills in innovative ways to novel problems. They will be enterprising, show initiative and possess particular characteristics developed to high levels.

A Griffith Graduate will have a well-developed capacity for independent lifelong learning, leadership and decision making combined with high ethical standards and a willingness to assume responsibility.

To assist with the development of these attributes, a directory of resources has been developed. This will assist students in acquiring the skills needed to be successful at University, in employment, and to be responsible, active community members. For further information:
http://www.gu.edu.au/ins/griffith_graduate/resources/