

# **7801ART**

## **Writing for the Web**

### **Summer Semester 2008 (Nov/Dec)**

Academic Organisation:	School of Arts
Faculty:	Faculty of Arts
Credit point value:	10
Student Contribution Band:	Band 1
Course level:	Postgraduate
Campus/Location/Learning Mode:	Gold Coast / On Campus / In Person, Intensive
Convenor/s:	Mr Jason Nelson (Gold Coast)
Enrolment Restrictions:	Nil
This document was last updated:	7 October 2008

#### **BRIEF COURSE DESCRIPTION**

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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.

## SECTION A – TEACHING, LEARNING AND ASSESSMENT

### COURSE AIMS

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#### Course Aims

This course allows you to understand how the World Wide Web works and how to make it work for you. The learning of HTML code as a creative tool provides you with an understanding of poly-semiotic systems of interpretation and creation and provides an insight and appreciation of the requirements for more complex computer programming and how that informs the humanities.

The world, like the Web, is a complex multiplicity of information inputs; coming to us from many different sources, through many different sign systems; words; images; sounds; experiences; looks; body actions; political; cultural; etc. Our success as survivors in the world depends on our ability to effectively construct from all these inputs a viable and prosperous way forward. To be able to read and write in several different sign systems is a valuable skill for the Web and for life.

Whether you choose this course as the key course in a Digital Writing academic plan or as part of another Arts or Communications major you will find it invaluable in your future employment where knowledge is needed of Web development, be they personal, community-based, artistic, educational, instructional or commercial. Most media, education and entertainment have a relationship to the Web, even if it is not its prime source of sales or distribution. Of course if you choose this course to launch you into a Digital Writing academic plan of study you will be in the position of being a content creator for the Web and digital media.

### LEARNING OUTCOMES

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1. Upon successful completion of this course you should 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 your site;
  - iv) critically reflect on your own web production.
2. You should be confident with your understanding of the basics of multimedia writing techniques for the Web and by research analysis and evaluation be able to place them critically within a communications, arts and cyber theory context.
3. This course is designed to introduce you 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.

### CONTENT, ORGANISATION AND TEACHING STRATEGIES

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The course is composed of an hour lecture and two hour tutorial/workshop each week. During the lecture theory, history, technical concerns and creative arts strategies and possibilities will be discussed. And although the lectures and workshops compliment and address each other, attendance at both is critical for success in the course.

Lecturers will identify the major issues of new media arts on the Web. The interconnected cyberspace of the Web is not only a presentation and publication and exhibition space, but is also a creative tool for the making of multimedia art. Reading new media art requires new skills, and so too does writing for this medium. By showcasing the work of Web artists we are able to discuss the construction of their websites and tools they used to build them, as well as identifying literary, filmic, dramatic, musical, imaging, and compositional devices. Presentations will be delivered during lecture time utilising the 'smart' lecture theatre technology and with reference to on-line websites.

You will be expected to do as many hours out of class as you spend in class, so a home computer and Internet connection is an advantage. However availability and use of common use labs ensures all students can spend the required time on this course. It would be advisable to have a memory stick (flash-stick) as graphic and sound files can occupy much more disc space than plain text.

### Contact Summary

You will be required to attend all workshops and lectures . Workshops are the best opportunity for feedback and personal attention.

## **CONTENT SUMMARY**

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Topic	Workshop Topic	Workshop Content	Readings
1.	The history of the web and Internet. The Language of the Web – HTML.	Intro to HTML code. Formatting with code, text, lists, tables, frames.	Resources given during lecture.
2.	Using basic elements creatively. Navigation, scripting the journey.	Experimenting with layout and formatting, internal and external.	Resources given during lecture.
3.	Working with Colour, Images and Text.	Colour Code tables, backgrounds. Importing images, manipulating images, collaging images. GIFS and JPGs.	Resources given during lecture.
4.	Software image manipulation	Photoshop Exploration	Resources given during lecture.
5.	From Page to Page the funny realm of site movement.	Linking and Navigation, continued code work.	Resources given during lecture.
6.	Computer Art vs. Web Art – what's the difference?	Continued Code Work	Self-directed research in artform of interest. <a href="http://www.rhizome.org/artbase/">http://www.rhizome.org/artbase/</a> <a href="http://www.turbulence.org">http://www.turbulence.org</a>
7.	Techno-Literatures on the Web.	Advanced Code Work.	Resources given during lecture.
8.	Introduction to web Software.	Introduction to Dreamweaver.	<a href="http://dynamicdrive.com">http://dynamicdrive.com</a> <a href="http://javascript.internet.com">http://javascript.internet.com</a>
9.	Software play part 2.	Dreamweaver and other amazing bits.	Web references in class and tutorial exercise booklet
10.	Software play part 3.	Freeware and the glorious world of open source software.	<a href="http://www.tucows.com/">http://www.tucows.com/</a> <a href="http://www.planettribes.com/allyourbase/">http://www.planettribes.com/allyourbase/</a>

Topic	Workshop Topic	Workshop Content	Readings
11-13	Final Project Development and Refinement  Continued Software Research and Exploration and Exploitation.	Final Project Development and Refinement  Continued Software Research and Exploration and Exploitation.	Final Project Development and Refinement

## ASSESSMENT

### Summary of Assessment

Item	Assessment Task	Length	Weighting	Total Marks	Relevant Learning Outcomes	Due Day and Time
1.	Annotated Links Project.	25 Entries, 200 words each	20	100	1.i, 1.iii, 2, 3	Midnight 12 <sup>th</sup> of Dec.
2.	Simple Web Pages Html plus written plan	500 words and diagram	20	100	1.1, 1.iii, 3	Midnight of the 27 <sup>th</sup> of November
3.	Web Pages with Links – Site plan		20	100	1.i, 1.iii, 2, 3	Midnight 2nd of Dec.
4.	Web site with Critical Reflection - Html plus revised planning	1000 words and diagram	40	100	1.i,1.ii,1.iii,1.iv, 2, 3	Midnight 12 <sup>th</sup> of Dec.

### Assessment Details

#### Assessment Items

Item 1.- You will research the web seeking unique usages of the technology and innovation in a specific art field (e.g. Poetry, drama, music, ballet, performance, photography, journalism, digital video etc. etc.). You will also submit an annotated Webliography of 25 websites, 10 should be detailed (500 words) and the other 15 about 200 words each relating to their relevance to your topic.

Item 2 - You produce basic pages using the most basic HTML formatting tags and are encouraged to be experimental with the code. Students are deliberately forbidden to use graphics or links for the first five weeks.

Item 3 - You develop your web pages incorporating links to relevant sites, and develop a written plan for a proposed site with an indication of theme and content.

Item 4 – You will have completed your web site, with all content and navigational elements functional and informed by creative and critical material reflecting their engagement with the course.

#### Assessment Rationale

Item 1 - Requires students to think critically, engage with the material and communicate their thoughts and ideas regarding that material.

Item 2 - Requires you 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. Thinking, deciphering codes, problem-solving are all skills that are required in engaging with writing HTML code. Visual aesthetics, logical design, all in code without the aid of graphic images develops skills in being able to create and interpret in different sign systems. Here visual as well as writing skills are called upon.

Item 3 - Requires you to develop your web site with cognitively appropriate connections to other material and to think in terms of webbed or interconnected sites. You are asked to consider structure and navigation, but more importantly to consider the potential for multiple alternate pathways through information afforded by the Hyperlink. Compositional skills and narrative skills, plotting and planning skills, sequencing and multi-linearity all have to be utilised in this item.

Item 4 - Requires you to see your website as a whole, identify its genre and compare it to other sites of similar genre and audience. You will finalize the website, upload it to the server and provide reflective critique in light of the course content. Written analytical skills, self-reflective evaluation skills and a developed web aesthetic are the desired outcomes in learning of this item.

### Return of Assessment Items

Submission of assessment items will be by digital uploading to the School's FTP server. Return of grading and written feedback will be via e-mail and notes to the FTP server. Use of this transfer protocol will be demonstrated in tutorials and this information is also contained on the Learning@Griffith website.

### Notification of Availability of Feedback on Assessment

Item 1 blogs are checked weekly.

As this course builds from week to week and in fixed sequence the feedback on items 2 and 3 are returned quickly as they are assessments of code and these faults need to be rectified quickly.

Item 4 assessments and feedback will be emailed to you after the due date.

Students who have been approved an extension will have different dates for notification of availability of feedback on assessments.

## **GRADUATE SKILLS**

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Graduate Skills	Taught	Practised	Assessed
Effective communication (written)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Effective communication (oral)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Effective communication (interpersonal)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Information literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Problem solving	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Critical evaluation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Work autonomously	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Work in teams	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Creativity and innovation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ethical behaviour in social / professional / work environments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Responsible, effective citizenship	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Professional Skills

Narrative Strategies in Hyperlinked Environments		X	X
Effective Communication (multimedia)	X	X	X
Experimenting with multiple constructions of reality	X	X	

## TEACHING TEAM

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### Course Convenor

Convenor Details	Gold Coast
Campus Convenor	Janet Marles and Jason Nelson
Email	<a href="mailto:j.marles@griffith.edu.au">j.marles@griffith.edu.au</a> <a href="mailto:w.nelson@griffith.edu.au">w.nelson@griffith.edu.au</a>
Office Location	G23 3.13    and    G23 3.22
Phone	5552- 8002                      555 28484
Fax	555 28099
Consultation times	Please email and make an appointment or to check available times.

## COURSE COMMUNICATIONS

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The course convenor is most accessible by e-mail and will respond to most e-mail requests within 24 hours.

Students are expected to check at [learning@griffith](mailto:learning@griffith) regularly. It is suggested you check each time you log into a computer, in fact you are encouraged to take time to configure your home page at [learning@griffith](mailto:learning@griffith) so that it is your portal to your courses and university life.

If you have private email accounts (yahoo, google, hotmail, etc) that are your preferred email accounts please configure them to re-direct your student email account.

The Learning@Griffith site will be used to update all information regarding course content, assessment criteria, lecture notes, tutorials, important announcements as well as informing you of interesting websites that you should visit in your on-line research.

## TEXTS AND SUPPORTING MATERIALS

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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)

Smith, Hazel *The Writing Experiment*, Allen and Unwin, 2005. (A good practical yet theoretical motivational book for developing writing skills)

Recommended:

Books & Articles Check Learning@Griffith for readings and for Websites of interest.

## SECTION B – ADDITIONAL COURSE INFORMATION

### Submission of Items

All students will normally lodge their written assignments in the assignment submission boxes located in the School foyer on the top floor of G23. 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 be returned as per arrangements with the Course Convenor.

**You should also keep a copy of your assessment item in case the original is lost and you are requested to resubmit the item.**

### Late Submission

For students who require an extension of 1-5 days for medical and other legitimate reasons involving family or work problems—

- you do not need to apply to the Convenor/Tutor
- your assignment **MUST** be accompanied by documentary evidence AND a letter explaining the reasons for lateness. The evidence might take the form of a medical or other professional certificate, or a letter from an employer regarding last-minute emergency work.

If you do not provide documentary evidence with your letter you may be penalised. You may lose 5% of your final mark for each day\* that the item is late. *\*A weekend equates to one day.*

Students who require an extension of more than 5 days should make application for deferred assessment on the official form, supplying clear explanation and documentary evidence.

### Plagiarism/Academic Misconduct

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.

It is YOUR RESPONSIBILITY to be familiar with the University Policy on Academic Misconduct. The misconduct most frequently encountered in the School of Arts is plagiarism. **Plagiarism is the “knowing” presentation of the work or property of another person as if it were the student’s own.**

Examples of plagiarism include:

- Word for word copying of sentences or paragraphs from Internet sources, books, articles, or another student’s work, without clearly identifying the relevant passages as direct quotations, and disclosing their origin by appropriate referencing
- closely para-phrasing sentences or paragraphs from one or more sources without appropriate acknowledgment in the form of a reference to the original work or works;
- Using another person’s ideas, work or research data without appropriate acknowledgement.

The School regards plagiarism as serious and markers are asked to report all suspected cases. The School of Arts uses search engines capable of tracing plagiarised material to all parts of the web. 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 at <http://www62.gu.edu.au/policylibrary>

### Bibliography & Referencing

All assessment items must be fully and correctly referenced throughout and accompanied by a bibliography. All students should obtain a copy of the Faculty of Arts *Guide to Referencing*. This guide will be an essential resource for you when writing essays and compiling bibliographies throughout your academic career. Copies of the guide are available from the Reserve section of the Library, and the document will also be available on each course site in Learning@Griffith.

Other guides are available at the Learning Assistance Unit's Self-Help Resources at [http://www.gu.edu.au/ins/training/study/content\\_studyresources.html](http://www.gu.edu.au/ins/training/study/content_studyresources.html). Go to 'eStudy Centre – Allen & Unwin' under General Study Skills, and 'MLA style citation of electronic sources' under Referencing. Consult your lecturers if unsure about appropriate citation and bibliographic conventions for oral and written work in the arts and humanities.

### **Special Note**

#### *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.

### **Grading Scale**

The School or Faculty Assessment Board determines the grade cut-off percentages and the grades awarded in this course. The final grade signifies the overall performance of the student in the course.

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 grade work submitted for assessment. Staff will discuss with students the criteria that will be used to determine grades. They will be listed on each assignment sheet.

Grades awarded are as follows:

High Distinction  
Distinction  
Credit  
Pass  
Pass Conceded  
Fail

### **Description of Standard Grades:**

**High Distinction (HD)** Exceptional performance indicating complete and comprehensive understanding of the subject matter; genuine mastery of relevant skills; demonstration of an extremely high level of interpretative and analytical ability and intellectual initiative; and achievement of all major and minor objectives of the course.

**Distinction (D)** Excellent performance indicating a very high level of understanding of the subject matter; development of relevant skills to a very high level; demonstration of a very high level of interpretive and analytical ability and intellectual initiative; and achievement of all major and minor objectives of the course.

**Credit (C)** Good performance indicating a high level of understanding of subject matter; development of relevant skills to a high level; demonstration of a high level of interpretive and analytical ability and achievement of all major objectives of the course; some minor objectives not fully achieved.

**Pass (P)** Satisfactory performance indicating an adequate understanding of most of the basic subject matter; partial development of relevant skills; adequate interpretive and analytical

ability and achievement of all major objectives of the course; failure to achieve some minor objectives.

**Nongraded Pass (NGP)** Successful completion of a course assessed on a pass/fail basis, indicating satisfactory understanding of subject matter; satisfactory development of relevant skills; satisfactory interpretive and analytical ability and achievement in all major objectives of the course.

**Pass Conceded (PC)** Limited performance indicating partial understanding of basic subject matter; partial development of relevant skills; some evidence of interpretive and analytical ability; achievement of most major objectives of the course; failure to achieve some minor objectives.

**Fail (F)** Unsatisfactory performance indicating an inadequate understanding of the basic subject matter; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve major and minor objectives of the course.

Other grades which may be awarded are:

**Fail, No Submission (FNS)** Did not present any work for assessment, to be counted as failure.

**Withdrawal with failure (WF)**

## SECTION C – KEY UNIVERSITY INFORMATION

### ACADEMIC MISCONDUCT

Students must conduct their studies at the University honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is academic misconduct and is unacceptable.

Some students engage deliberately in academic misconduct, with intent to deceive. This conscious, pre-mediated form of cheating is one of the worst forms of fraudulent academic behaviour, for which the University has zero tolerance and for which penalties, including exclusion from the University, will be applied.

However the University recognises many students commit academic misconduct without intent to deceive. These students may be required to undertake additional educational activities to remediate their behaviour.

Specifically it is academic misconduct for a student to:

- **Cheat in examinations and tests** by communicating, or attempting to communicate, with a fellow individual who is neither an invigilator or member of staff; by copying, or attempting to copy from a fellow candidate; attempting to introduce or consult during the examination, any unauthorised printed or written material, or electronic calculating or information storage device; or mobile phones or other communication device, or impersonates another.
- **Fabricate results** by claiming to have carried out tests, experiments or observations that have not taken place or by presenting results not supported by the evidence with the object of obtaining an unfair advantage.
- **Misrepresent themselves** by presenting an untrue statement or not disclosing where there is a duty to disclose in order to create a false appearance or identity.
- **Plagiarise** by representing the work of another as their own original work, without appropriate acknowledgement of the author or the source. This category of cheating includes the following:

1. collusion, where a piece of work prepared by a group is represented as if it were the student's own;
2. acquiring or commissioning a piece of work, which is not his/her own and representing it as if it were, by
  - purchasing a paper from a commercial service, including internet sites, whether pre-written or specially prepared for the student concerned
  - submitting a paper written by another person, either by a fellow student or a person who is not a member of the University;
3. duplication of the same or almost identical work for more than one assessment item;
4. copying ideas, concepts, research data, images, sounds or text;
5. paraphrasing a paper from a source text, whether in manuscript, printed or electronic form, without appropriate acknowledgement;
6. cutting or pasting statements from multiple sources or piecing together work of others and representing them as original work;
7. submitting, as one own work, all or part of another student's work, even with the student's knowledge or consent.

A student who willingly assists another student to plagiarise (for example by willingly giving them their own work to copy from) is also breaching academic integrity, and may be subject to disciplinary action.

Visit the University's Institutional Framework for Promoting Academic Integrity Among Students for further details.

## **PLAGIARISM DETECTION SOFTWARE**

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The University uses plagiarism detection software. Students should be aware that your Course Convenor may use this software to check submitted assignments. If this is the case your Course Convenor will provide more detailed information about how the detection software will be used for individual assessment items.

## **HEALTH AND SAFETY**

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Griffith University is committed to providing a safe work and study environment, however all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information can be obtained from [http://www.griffith.edu.au/hrm/health\\_and\\_safety/](http://www.griffith.edu.au/hrm/health_and_safety/)

Information about Laboratory safety can be obtained from [http://www.griffith.edu.au/ots/secure/health/content\\_labsafety.html](http://www.griffith.edu.au/ots/secure/health/content_labsafety.html)

## **KEY STUDENT-RELATED POLICIES**

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All University policy documents are accessible to students via the University's Policy Library website at: [www.griffith.edu.au/policylibrary](http://www.griffith.edu.au/policylibrary). Links to key policy documents are included below for easy reference:

[Academic Calendar](#)

[Academic Standing, Progression and Exclusion Policy](#)

[Assessment Policy](#)

[Examinations Timetabling Policy and Procedures](#)

[Guideline on Student E-Mail](#)

[Health and Safety Policy](#)

[Institutional Framework for Promoting Academic Integrity Among Students](#)

[Policy on Student Grievances and Appeals](#)

[Student Administration Policy](#)

[Student Charter](#)

## **UNIVERSITY SUPPORT RESOURCES**

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The University provides many facilities and support services to assist students in their studies. Links to information about University support resources available to students are included below for easy reference:

[Learning Centres](#) - the University provides access to common use computing facilities for educational purposes. For details visit [www.griffith.edu.au/cuse](http://www.griffith.edu.au/cuse)

[Learning@Griffith](#) - there is a dedicated website for this course via the Learning@Griffith student portal.

[Student Services](#) facilitate student access to and success at their academic studies. Student Services includes: Careers and Employment Service; Chaplaincy; Counselling Service; Health Service; Student Equity Services (incorporating the Disabilities Service); and the Welfare Office.

[Learning Services](#) within the Division of Information Services provides learning support in three skill areas: computing skills; library skills; and academic skills. The study skills resources on the website include self-help tasks focusing on critical thinking, exam skills, note taking, preparing presentations, referencing, writing, proof reading, and time management.