

INSTRUCTIONAL MATERIALS DESIGN

I regularly revise my instructional materials in order to make them more visually appealing and user-friendly. The advancement in design over the past five years is portrayed through sample syllabi, assignment guidelines, and lecture slides for my ENG 111 College Composition I from 2014 and from 2019.

Sample design improvements in the syllabi from 2014 to 2019:

1. Added a title page that uses the color scheme of the college.
2. Added a clickable table of contents for easier navigation.

Opening pages from the 2014 syllabus:

RWS 1301/ENGL 1311 Expository English Writing
Fall 2014 Policies

Instructor: Daliborka Crnković
MW 1:30 p.m. – 2:50 p.m. in UGLC 234

RWS 1301/ENGL 1311: Expository English Writing Policies

CRN: 17500/12962
TIME: MW 1:30 P.M. – 2:50 P.M.
PLACE: UGLC 234
ONLINE

INSTRUCTOR: DALIBORKA CRNKOVIC
E-MAIL: dcrnkovic@utep.edu
PHONE: (915) 747-5000
OFFICE HOURS: WEDNESDAY 11 A.M. – 12 P.M.
OFFICE LOCATION: CROSIAN DESERT GARDENS

Course Description

The goal of RWS 1301 is to develop students' critical thinking skills in order to facilitate effective communication in all educational, professional, and social contexts. This effective communication is based on an awareness of and appreciation for discourse communities as well as knowledge specific to subject matter, genre, rhetorical strategy, and writing process.

RWS 1301 is designed to prepare you for the writing you will do throughout your university experience as well as in professional and civic environments. Through these assignments, you will learn how to write to explore, to inform, to analyze, and to convince/problem solve. This course offers you a curriculum that empowers you to determine the most effective rhetorical strategies, arrangements, and media to use in different rhetorical contexts.

It emphasizes the use of technology through a variety of assignments and activities. One important piece of technology utilized is the Blackboard system. Blackboard provides students with permanent access to the syllabus, supplemental reading materials, e-mail, and discussion groups. It is vital that students check and participate in Blackboard consistently as it is an integral part of the course.

Ultimately, this course is meant to teach you the skills necessary for RWS 1302. It is designed with four major types of writing in mind. These are: Writing to Explore, Writing to Explain, Writing to Analyze, and Writing to Convince/Solve Problems. Mastering all of these types of writing is necessary for success in RWS 1302 and beyond.

Learning Outcomes

At the end of this course, students will be able to:

- Understand a theory of discourse communities.
- Engage as a community of writers who dialogue across texts, argue, and build on each other's work.
- Draw on existing knowledge bases to create "new" or "transformed" knowledge.
- Develop a knowledge of genres as they are defined and stabilized within discourse communities.
- Address the specific, immediate rhetorical situations of individual communicative acts.

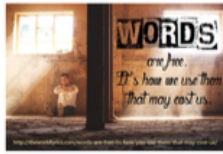
Opening pages from the 2019 syllabus:


The Peninsula Community College

ENG 111: College Composition I

Fall 2019

Course Meetings:
MW 2:00-3:15 p.m. in Hampton III-Room 754



RWS 1301/ENGL 1311 Expository English Writing
Fall 2014 Policies

Instructor: Daliborka Crnković
MW 1:30 p.m. – 2:50 p.m. in UGLC 234

E-book:

Department of English. *The Student Guide to Undergraduate Rhetoric and Writing Studies*. 17th ed. El Paso: UTEP, 2014.

Students need to purchase an access code either from the UTEP Bookstore or online at <http://www.bvtext.com>. Below are a few simple steps to get started. More information about reading and using your book will be provided.

Make sure to purchase the 17th edition with this cover:

Access to the e-book through BodeWave:

Creating a FREE account with BodeWave:

- 1) Go to <https://reader.bvtext.com/app/index.html#login>
- 2) Click on "Create New Account" on the login screen.
- 3) When creating a new account, the site may ask for information including name, email, username, password, and school. Please choose a username and password that is easily remembered.

Activating the digital textbook:

- 1) Log in to the above BodeWave Reader.
- 2) Click the "Activate Book(s)" button.
- 3) Enter the access code that was purchased through the bookstore or BodeWave and click the magnifying glass icon to lookup *The Student Guide to Undergraduate Rhetoric and Writing Studies*. 17th ed. 2014. book.
- 4) Select the book, click "Activate Book(s)", and the book will be ready to use.

Additional readings will be posted on Blackboard or instructions will be provided for accessing them.

Additional requirements:

- Access to UTEP email
- Access to UTEP Blackboard

Optional, but extremely helpful:

- Positive attitude
- Persistence

Instructions for Accessing Your Course Online

All the course content will be delivered via Blackboard. Students can access Blackboard by the steps outlined below:

- Go to <http://my.utep.edu>
- Login is e-mail ID. Password is e-mail password.
- Click on the link to Blackboard
- Once logged into Blackboard, all the access a student is required for are listed under the

ENG 111 Syllabus

Professor: [Daliborka C. Padon](#)

Table of Contents

[file:///e:/01 my files/cv/04 teaching/teaching portfolio 2019 new/eng111_syllabus_16wk_f2f mw.docx](#)
Ctrl+Click to follow link

Meet Your Professor	2
Welcome to ENG 111 @ Thomas Nelson!	2
Student Email Policy	3
Course Description, Credit Hours, and Access	4
Student Learning Outcomes	5
Required Texts and Materials	6
Overview of Course Assignments	7
Assignment Submission and Late Work Policy	7
Grading/Evaluation Policy	9
Calendar of Course Activities	10
Attendance Policy	13
Classroom Behavior Policies	13
Common College Policies	15

INSTRUCTIONAL MATERIALS DESIGN (CONT.)

Sample design improvements in the **assignment guidelines** from 2014 to 2019:

1. Replaced a text-only Word document with a visually appealing website that covers the guidelines for the final project on Visual Communication.
2. Split the information into smaller chunks supported by visuals instead of using long pages of text.

Guidelines from 2014:

ASSIGNMENT #7: Visual Argument

In this assignment, you will learn to:

- How to advocate for a position across various modalities
- How to adapt a writing process to a multimodal project
- How to utilize technology for rhetorical projects
- How to present research for a visual and aural discourse community
- How to recognize different genre requirements

At this point, you have formally observed, researched, and reported on your discourse community and chosen topic. In this section, you will apply what you have learned thus far to the writing of an original multimodal project suitable for public consumption. There are **two components** to this assignment: The Visual Argument Project and a Project Assessment Reflection Memo.

You will have three project options for the Visual Argument assignment as listed below. Your instructor will let you know which specific project option they would like you to complete.

Visual Argument Project options

Option 1: Brochure
Option 2: Infographic
Option 3: Public Service Announcement (PSA)

*Note: Before designing your visual argument, (Brochure, Infographic, or PSA) you should familiarize yourself on what is a well-designed visual argument on the topic that you have researched. Examine at least three visual arguments on your selected option, and discuss the following points for each one:

- What is the purpose of the visual argument?
- How are the rhetorical appeals of logos, pathos, and ethos used in the visual argument, and are they effective?
- Is the visual argument persuasive and/or informative?
- Are the visual components effective? Why?
- Are the textual components effective? Why?

Option 1: Brochure

Effective discourse takes many forms and uses a variety of media. The final project allows you

Guidelines from 2019:

Visual Communication

Home Part 1: Visual Advocacy Part 2: Rhetorical Choices

Visual Communication

Final Project Assignment Guidelines (2 x 10%)

[CLICK HERE FOR A PRINTER-FRIENDLY VERSION OF THE ASSIGNMENT GUIDELINES.](#)



PURPOSE

Effective communication takes many forms and uses a variety of media. Throughout this semester, you have analyzed visual arguments of others through

the process of creating a multimedia document. Specifically, you will learn how to utilize technology and non-standard media to convey a clear and straightforward message. The reflection, which will accompany your brochure, has two purposes. First, it reinforces your familiarity with writing a reflection. Second, and more importantly, it encourages you to reflect on the rhetorical choices that you made in the creation of your brochure.

Content/Subject: A brochure is a multi-panel document that employs both visual and textual information and is used for either informative and/or persuasive purposes. In this case, you will design a brochure that introduces the problem you discussed in your researched topic. It should also describe and either explain or advocate for your solution to that problem. If your solution is complicated or consists of multiple steps, your brochure should focus on explaining that solution. However, if your solution is easily understood, your brochure should focus on persuading your audience to put your solution into action.

After you create your brochure, you will write a reflection that reflects critically on your rhetorical practices and evaluates the brochure you have constructed. It should explain why you chose to construct it—through content, format, and design—as a particular voice. When you write this reflection, also address issues such as purpose, audience, strategies as well as the final document itself—the brochure.

Specific questions to answer include:

- What problems did you encounter in organizing and writing your brochure?
- What role did discourse conventions and audience play?
- How did you select the issue/topic you chose?
- What was the most challenging part of the project for you? Why?
- What was your systematic approach?
- What is the most effective aspect of your brochure in terms of presentation or design? Why?
- How did you make your design decisions?

Audience: Your audience will be a general audience and, most likely, will have little familiarity with your topic.

Constraints: Your project needs to follow the conventions of the brochure. You will want to follow the specific guidelines below.

Make sure that the Brochure:

- Is effectively designed.
- Utilizes visuals.

Visual Communication

Home Part 1: Visual Advocacy Part 2: Rhetorical Choices

Part 1: Visual Advocacy

Option 1: Brochure
Option 2: Infographic
Option 3: PSA

Option Brochure

(suggested if you have no or minimal experience with design)

A brochure is a multi-panel document that uses both visual and textual information and is used for informative and/or persuasive purposes. In this case, you will design a brochure that introduces the problem you discussed in your CPR, and you will either explain or advocate for your solution to that problem. Your brochure should also persuade your audience to put your solution into action.



Source: <https://www.adobe.com/products/indesign/brochure-design-software.html>

REQUIRED CONTENT OF YOUR BROCHURE: SIX-PANEL LAYOUT

INSTRUCTIONAL MATERIALS DESIGN (CONT.)

Sample design improvements in the **lecture slides** from 2014 to 2019:

1. Added colors and shapes to create a more visually appealing slide.
2. Created a clearer distinction between purpose, content, and formatting.

Slide from the 2014 lecture:

Assignment Highlights (RWS 166-169)

PURPOSE

- To familiarize yourself with the process of creating a multimedia document
- To learn how to utilize technology and non-standard media to convey a clear and straightforward message
- To reflect on the rhetorical choices that you made in the creation of your brochure

CONTENT

- **Brochure:** visual and textual information that describes the problem and explains your solution to that problem.
- **Class Presentation:** same as your Website Analysis presentation
- **Project Assessment Memo:** reflection on your rhetorical practices and evaluation of the brochure (why you chose to construct it—through content, format, and design—in a particular way)

Slide from the 2019 lecture:

Visual Communication Assignment Highlights

Purpose

- To familiarize yourself with creating a multimedia document
- To learn how to utilize technology and non-standard media to convey a clear and straightforward message
- To reflect on the rhetorical choices that you made in the creation of your visual

Content

- **Visual Advocacy (10%):** visual and textual information about your community problem.
- **Rhetorical Choices (10%):** similar to your Rhetorical Analysis presentation.

Formatting

- **Visual Advocacy:** three options—brochure, infographic, or PSA
- **Rhetorical Choices:** class presentation that explains your rhetorical choices in the creation of your Visual

Detailed guidelines are available online.