Overview
This professional writing class engages you in the entire process of creating, writing, and developing an educational website in collaboration with representatives from the Cherokee Nation (CN) based in Tahlequah, OK. You’ll learn many of the writing, research, project management, and digital composing moves needed to create an electronic resource for real audiences. Our objective is to produce for the CN a robust, beautiful, informative, and easy-to-use interactive website for distribution to audiences interested in how the BIA’s Relocation Policy of the 1930-70’s influenced the Cherokee Nation. We’ll be meeting with representatives of the tribe, Dr. Gloria Sly, Dr. Richard Allen, Webmaster Tonia Williams and Ben Phillips as throughout the process to gain their insights, perspectives, and blessings on this project and our progress. By the end of the semester, you’ll have published work for your professional portfolios.

WRA 417 Course Goals and the Professional Writing (PW) Major
This course is selective in the Digital and Technical Writing Track within the PW major. As such, the course’s overall goals resonate with the program’s. The class seeks to:
• engage students in exploring, experimenting with, and enjoying forms of communication, types of technologies, and the ability to interact and work with other students, faculty, and community partners.
• provide students with theoretical and practical (application of knowledge and production-related) experience in professional writing.
• encourage students to understand the cultural and rhetorical dimensions of all communicative acts;
• support students as they make significant contributions to the development of online, interactive education materials that help the Cherokee Nation write its history.
This is exciting work to be sure, something that you’ll be proud of, we hope, and want to include in your PW portfolio as you venture on the job market. We hope too that even if you’re not a PW major you will find the work you do in this class better prepares your for your own teaching, learning, writing and/or knowledge production.

Specific Learning Objectives
1. learn the tools and techniques necessary for multimedia writing as you engage in the process of project development. Project development encompasses learning, exploring, creating, and designing with various software.
2. learn how distributed skills and knowledge come into play as you work independently and in teams to tackle parts of this project.
3. understand, manage, and develop complex site architectures and file management as you become increasingly familiar with multimedia software to develop this project.
4. write, compose, and research about the relocation period in NDN history in general and as it influenced the Cherokee Nation specifically from 1930-1970.
5. develop self-assessment and reporting techniques that reflect your learning, production processes, and group work (essential to your PW reflection).
6. engage in questions of intellectual property, distribution rights, creative commons licensing, and copyright infringement.
7. create nearly complete final products to be delivered online for the CN whose website receives 8,000 hits a day <gulp>.
8. help revise and make perfect the first two installations of this three-part interactive history for the Cherokee Nation.
Required Texts and Materials
• Course pack available at SBS and additional books on reserve at the library.
• USB Flash drives for data transfer—256MB or better.
• Cds for data duplication and storage and to hand in.

Recommended Texts
• Director MX instructional manual
• Flash 8 instructional manual

Phases and Tasks
These phases and the tasks within will facilitate our project development and are crucial to building content of the website. Note that we will develop all of these with you as both team member and project manager, teacher, mentor, etc. Note too that we may encounter problems that demand we alter the structure of these tasks. That’s normal and central to the process of working in a user-centered, project development group. The trick is for us to remain flexible, have fun, be goofy, structured, and disciplined even when we may want to indulge the ugly twins of despair and anxiety. Because each of these Phases builds from the last, it’s crucial, indeed mandatory, that you complete all work toward the project.

Phase 1: Immersion in content area to develop questions, content and resources, all necessary for interface design.

Task: Choose an area and research question to explore more deeply from those suggested in our discussions of your reading reflections and write an 8-10 page synthesis of an area of research for class to use as a reference and database. Graduate students will be expected to write 10-12 pages. Use the bold words to organize your papers so that we can compile these easily into a collected database. Co-authored papers welcomed and will be double the length. Save all word documents in .rtf format.

1. Overview: explain to a layperson who is interested in this topic why it was important to those involved. Tell us your specific research question. Do not argue a position; rather summarize perspectives, issues, questions, and events that help you explore this or topic. Make sure to use quotes (drawn from your reading reflections). (8-10 pages writing, 10 pt font, 1.5 spacing)
2. Media: collect and show stories, images, facts, sounds, graphics related to this topic. All should be digitized or able to be digitized and loaded to our Angel site under a folder titled with your area of interest.
3. Works Cited: MLA format. Include as much information as possible, especially urls that we can then make hotlinks.

Milestone 1 Compiled content database and possible site architectures due Thursday of week 4. Due 2/08.

Phase 2: Interface development using keywords, graphics and images from the database we collected in Milestone 1, design a wireframe prototype to be reviewed by and adapted/adopted by the CN representatives. These interfaces are drafts toward a final interface, so don’t expect that one person’s interface design will be picked up completely. Rather, it’s more likely that parts of each of these interfaces will be brought together into a completely new iteration.

Task: Using Photoshop and Flash, create the graphics and navigation structure of an interface for this CD-Rom. No content here, just brief suggestions of what content will be placed where. Our goal is to present a number of options for the look and feel of how we want to present this information.

Milestone 2 Template for interface completed that includes empty content areas, and a wireframe interaction. This will be discussed with CN representatives, revisions added, and thus will become the basis for the next stages of content development. Due 2/22.

Phase 3: Content Development in teams we’ll work to develop nodes of content using the templates and databases already generated.
Task: Develop the content node(s) that you’ve been assigned using the template for the interface developed in T2. Write a 2-page summary of your individual work and a review of your group’s work as you collaborate on the development of folders. Who did what work, how well, how timely? What grade would you give yourself and why? Make your work visible—show us a timeline of hours spent, describe problems faced, include drafts of content not used or revised by the group. Make sure to show us what you did in the hours you were working inside and out of class so we can give you credit.

Milestone 3 Content plugged into at least two sections of the interface that was produced in Milestone 2. Each folder will contain a command file (.swa), product files (.swf .htm for the web), and all subordinate files (.htm, .jpg., etc). We will mock up a small portion of the site and present this to the CN representatives who will offer suggestions for revision. This will be another chance to get a sense of how well we’re designing the site and make revisions accordingly. From here, we may decide that we need to organize groups differently than the ways I have below to build the entire beta version. We may also decide to split the class into groups who work on revisions to former sites (through Director) and teams completing this site. Due 3/27.

Phase 4: Teams to produce beta version and usability test
Product Integration Group one group combines the above folders and rest of the content into a whole.

Task: Your group, chosen for skills in interface development, project management/leadership, and coding will be charged with compiling the digital folders produced in M3 into a usable whole. You will be responsible for:
- a. File management, structure, and architecture
- b. Coordination with groups to execute product revisions
- c. Coding the navigation and interaction into the main file
- d. Executing any needed revisions to make the whole accessible by web and across platforms

Usability Groups Node trials, tests, and revisions. All groups should assign a manager who sets deadlines, delegates work, interacts with other groups, and gives process updates; all groups should develop a timeline for test, trials, and revision completion; all groups should honestly assess your progress and intervene early if a problem, issue, or question arises; and of course, all groups should develop mutually supportive, respectful, and honest communication.

Task: Each group of self-selected students will address an area of usability important to the timely, seamless completion of this project. Each group will report their work in self and group assessments.

G1: Content Control Group: test interaction for consistency, test content for 508 compliance and make changes, make sure all images have citations under them, and edit internal content. Import your changes into a copy of the master file. Summarize the changes made for the project integration coordinators.

G2: Task-Based Usability Group: create all the files necessary for users to have extra resources at their disposal, including perhaps a glossary of terms, a site map, a page of useful links, and any other information that allows users to expand upon and explore the knowledge we offer herein.

G3: Credits and Citations: create a creative commons license for this work, gather author information and present on a credits page, include acknowledgements to collaborators and those who have visited class.

Milestone 4 Compile all into a beta website for review by CN representatives who will suggest revisions to the work. Include a 1-2 page self-assessment of your role within the group (see below) as well as a 1-2 page group assessment of members of your group. Who did what work, how well, how timely? What grade would you give yourself and why? Make your work visible—show me a timeline of hours spent, describe problems faced, include drafts of content not used or revised by the group. Due 4/12

Phase 5: Product delivered and Individual Assessments final CD and website delivered for class, CN, and my evaluation. Individual assessments due that reflect on progress for class. Instructor evaluations.
**Milestone 5** individual and instructor assessments, CD and website for the CN done and delivered, class party. **Due 12/13 3-5 PM**

**Evaluation and Grades**
Because each of these assignments builds on the previous, you must complete each assignment to pass the course. These must be handed in on the date assigned in the schedule. Falling behind hurts everyone involved in the class, and in this way, class really does mimic a workplace setting.

- **Reading reflections** 15%
- **Research Paper Phase 1** 20%
- **Interface Mock Up Phase 2** 20%
- **Content Development Phase 3** 20%
- **Group Work Phase 4** 20%
- **Individual Assessment Phase 5** 5%

**Reading reflections (2 page min.)** Graded for their completeness on a 4.0, 3.5, 3., 2.5, and 2. scale (anything lower will not be graded and must be revised). I will accept one late reading assignment if it’s completed by the next class. These are not just busy work: they help you build mini drafts of your research paper, and the content is copied and pasted into the content of the site! So they should be written as though you’re telling a friend about an important work or good book in language geared for an audience of lay people.

- Specifically, they should include: 1). A full citation (MLA) of the reading at the top of the page; 2) a bio of the author(s) or context within which the work was produced; 3). What did you learn from this that helped you better understand the history of relocation? 3). What quotes in particular are important to focus upon and why?—cite them completely and in MLA format. 4). What questions or issues does this reading raise for you that you might want to explore further?

**Research Paper** These will be evaluated by their thoroughness and fluency alone. Since we’re really trying to gather and present information to wider audiences in clear language, the depth and clarity of materials gathered counts for a good deal of this paper. If all parts of the paper are completed and will written, many media and resources are found and the whole turns out to be over 10 pages, the paper will earn a 4.; if the paper fills all parts of the assignment, has generally strong writing, and comes in at 10 pages, it earns a 3.5; if the paper doesn’t fill all parts, has multiple grammatical errors, or comes in at fewer than 10 pages, it earns a 3.0; if it is missing any part of the assignment or has prose that confuses readers outside of class, it will earn a 2.5 with an additional .5 subtracted from the 2.5 for all parts missing.

**Interface Mockup** Culturally sensitive, aesthetically pleasing (to potential audiences), robust (able to include much content area), potentially user-friendly interfaces will earn a 4.; interfaces that are missing any of the above four aspects will earn a 3.5; interfaces that are confusing, culturally insensitive, aesthetically in a tradition pleasing to audiences others than those we intend this cd for, or that are difficult for users to navigate will earn a 3.; interfaces that are missing any of the above features (cultural sensitivity, aesthetically pleasing, poorly designed for users, non-robust, or are merely splash pages) will earn a 2.5 or less.

**Content development /Group Work** You will evaluate your own work and those of your peers. Make your work visible (hours spent, problems faced, roles within the group, success of your node as demonstrated by pieces you’ve produced individually and jointly). Your individual assessment will be compared to your group’s assessment of your work— e.g. if you say you’ve made meetings, but the group says otherwise or tells me you were not prepared for those meetings, I’ll dock your points. If you’re honest with your self-assessment, and the group’s assessment verifies this, then you’ll earn the grade you’ve given yourself. Document your work! Make sure to tell me hours spent, contributions made, drafts created, meetings made, etc. The process of contributing to the group counts here and I’m expecting that better contributions will make better products.

**Policies and Procedures**
1. Regular attendance and participation are required. Otherwise, missing class more than 2 times total will lower your final grade for the class by .5 grade points for each time missed beyond the 2 allowed— unless you have a documented medical crisis.
2. I expect that you will use class time to facilitate everyone’s learning and be courteous, helpful, and respectful to your colleagues.

3. Readings must be read before the class on which they’re assigned. Bring the readings and your reading reflections to class for discussion.

4. If you have a valid reason for not meeting requirements or attending class, let me know. I am flexible when the excuse is legit.

5. Copying another person’s spoken or written words or ideas and presenting them as though they were your own is cheating. Carefully document all media, noting where it was accessed, when, and any permissions we will need to secure in order to include it.

Schedule for WRA 417 Multimedia Writing, Fall 2005. Subject to change upon mutual consent and as needed.

| Tasks, Milestones, and Meetings | Weeks 1-4  
| T 1/8-T 1/30 | Weeks 4-7  
| T 2/08- Th 2/22 | Weeks 8-11  
| T 2/27 – Th 3/22 | Weeks 12-14  
| T 3/27 – Th 4/12 | Weeks 15-16  
| T 4/12 – 4/25 |
| Task 1 | Photoshop/Flash demo & workshops working toward wireframe interfaces | Spring Break 3/5-3/9 |

|   | Task 2  
| Video Conference W/Cherokee Nation. Assign revisions. | Develop Content in Flash. For 1-2 Nodes Assign Site revisions (if class wants) in Director. |
| Task 3 |   | Compile all, usability test, revisions. |
| Task 4a | Task 4b |   |

| Task 5 |   |   |   |   |   |