

SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CONTINUING EDUCATION  
COURSE OUTLINE

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER**

COMM 622

**COURSE TITLE**

WRITING FOR THE INTERNET

**TYPE COURSE**

NON-FEE

VOCATIONAL

**CATALOG COURSE DESCRIPTION**

This course includes the importance of knowing the target audience; how writing for new media/multimedia/web differs from other writing; simple design rules, writing for and to visuals and the screen; current constraints of new media/multimedia/web projects; and strategy documents such as flowcharts, storyboards and scripts. (FT)

**LECTURE/LABORATORY HOURS**

54

**ADVISORY**

NONE

**RECOMMENDED SKILL LEVEL**

Possess a 10<sup>th</sup> grade reading level; ability to communicate effectively in the English language; facility with a word processor; facility with Macintosh or Windows operating system; and ability to use a browser.

**INSTITUTIONAL STUDENT LEARNING OUTCOMES**

1. Social Responsibility  
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication  
SDCE students demonstrate effective communication skills.

### INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking  
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development  
SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

### COURSE GOALS

To provide instruction in the theory and practice of writing for new media/new media/multimedia/web. Students will learn the importance of writing in new media/multimedia/web projects and how digital publication differs from print. Students will learn about the importance of interactivity, the constraints of working in new media/multimedia/web, and simple design rules to keep readers focused. They will also learn about how people read on the screen and how to write for screen-readers. Students will also learn how to write for and to visuals. Students will create a simple strategy document, such as a flowchart, storyboard or script and a simple essay or story.

### COURSE OBJECTIVES

Upon successful completion of this course, students will demonstrate through theory and practical application, problem solving, critical thinking, and written and oral communication that they are able to:

1. Explain the importance of writing in all new media/multimedia/web projects.
2. Understand the importance of knowing the intended target user before beginning a new media/multimedia/web project.
3. Explain why writing for new media/multimedia/web is different from writing for other media.
4. Comprehend the importance of interactivity in new media/multimedia/web projects.
5. Understand current constraints of new media/multimedia/web.
6. Write for the screen.
7. Write for and to visuals.
8. Be able to write a strategy document or project proposal for a new media/multimedia/web project, such as a flowchart, a storyboard or a script.

## **SECTION II**

### COURSE CONTENT AND SCOPE

1. Overview of Writing for New Media/multimedia/Web
2. Writing to the Target User
3. How People Read on the Screen
4. Writing for the Screen
5. Simple Design Rules

### COURSE CONTENT AND SCOPE (CONTINUED)

6. Writing to Maximize Interactivity
7. Constraints and Realities of Writing for New Media/Multimedia/Web
8. How to Write a Strategy Document
9. How to Write a Flowchart
10. How to Write a Storyboard
11. How to Write a Script

### APPROPRIATE READINGS

Appropriate readings may include, but are not limited to, periodicals, magazines, instructor-written materials, manuals, computer based training on CD-ROMS (CBT), Web based training (WBT), instructor selected URLs and other publications related to writing for new media/multimedia/web.

### WRITING ASSIGNMENTS

Appropriate writing assignments may include, but are not limited to, preparing text for an assigned project, keeping a journal on all laboratory and project work, creating Web pages, completing all assigned reports, and completing all written assignments.

### OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to, reading texts, reference resources or handouts; Internet sites, computer based training on CD-ROMS (CBT), Web based training (WBT), and research as needed to complete projects; and organizing and preparing written answers to assigned questions.

### APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Assignments which demonstrate critical thinking may include, but are not limited to, analysis and evaluation of reading assigned text and computer based training on CD-ROMS (CBT), Web based training (WBT) materials and utilize this analysis in classroom discussions, writing assignments, and in performing laboratory activities. Students must select and use appropriate methods and materials needed to complete laboratory assignments.

### EVALUATION

A student's grade will be based on multiple measures of performance. The assessment will measure development of independent critical thinking skills and will include evaluation of student's ability to:

1. Apply theory to assignments.
2. Complete all lessons, which may include CBT, WBT, and laboratory assignments.
3. Successfully complete all exams, including any online exams.
4. Perform on written, oral, or practical examinations.
5. Contribute to class discussions.
6. Maintain attendance per current policy.

EVALUATION (CONTINUED)

7. Demonstrate ability to work independently and as a team member.
8. Demonstrate troubleshooting skills.
9. Demonstrate ability to help others learn.

Satisfactory completion of the course requires completion of a culminating activity, which may include, but is not limited to, one of the following:

1. An outline, flowchart or other strategy document for a new media/multimedia/web project.
2. A short bio or product/service description for a new media/multimedia/web project.
3. A short story or essay for a new media/multimedia/web project.

Upon successful completion of each individual course a Certificate of Course Completion will be issued. Upon successful completion of all courses included in the program a Certificate of Program Completion will be issued.

METHOD OF INSTRUCTION

Methods of instruction may include, but is not limited to, lecture, computer based training on CD-ROMS (CBT), Web based training (WBT), self-paced lab, demonstration, individualized study, use of audio-visual aids, group/team work, tutorials, outside assignments, guest lectures, field trips, and guided student job assignments. This course, or sections of this course, may be offered through distance education.

TEXTS AND SUPPLIES

Texts:

*Associated Press Stylebook 150th Ann Ed*, AP, ISBN: 0201339854

*Beginners Guide to Technical Communication*, Anne Eisenberg, McGraw Hill Book Company, ISBN: 0070920451

*Chicago Manual of Style: The Essential Guide for Writers, Editors, & Publishers*, 14th Edition, University of Chicago Press, ISBN: 0226103897

*Cyberscribes 1 the New Journalists*, Anne Hart, ISBN: 1880663651

*Elements of Style, 4th Edition*, William Strunk, ISBN: 020530902X

*How to Create Powerful Newsletters: Easy Was to Avoid the Pitfalls 80 Percent of All Newsletters Face*, Peggy Nelson, Bonus Books, ISBN: 0929387864

*Writing for New Media: The Essential Guide to Writing for Interactive Media, CD-Roms, and the Web*, Andrew Bonime, Ken C. Pohlmann, Wiley & Sons, ISBN: 0471170305

*The Internet Writer's Handbook*, Martha C. Sammons, PeachPit Press, ISBN: 0-205-28784-0

*The Non-Designer's Web Book*, Robin Williams, PeachPit Press, ISBN: 0-210-68859-X

URLs:

The San Diego Community College District's New Media Center site on writing,  
<http://www.ncc.sdccd.cc.ca.us/writing>

Scribe, See the section on web authoring techniques, including legal guides  
<http://www.wwwscribe.com/>

TEXTS AND SUPPLIES (CONTINUED)

Good documents: a guide for Internet writing

<http://www.gooddocuments.com/homepage/homepage.htm>

Adventures in Writing, Good, short summaries on grammar, punctuation, writing, and editing

<http://www.geocities.com/SoHo/Square/1521/adventures.html>

The Web Writer, Straightforward advice on writing for the Web

<http://www.geocities.com/Athens/Parthenon/8390/TOC.htm>

Grammar assistance, Judy Vorfeld's contribution to the Internet. Go here for grammar information, <http://www.webgrammar.com/>

Supplies:

Pen, journal (composition book), notebook paper and a soft 3-ring binder, or a one-subject 110 sheet college ruled notebook, and appropriate storage media such as a USB Drive or Zip disk.

PREPARED BY Karen Owen and Cynthia Scott DATE 3/21/2000

REVISED BY Paul Richard DATE 2/22/2007

REVISED BY Instructional Services, SLOs added DATE March 7, 2017

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100  
California Community Colleges, Title 5, Section 55002  
Continuing Education Catalog