

**The Ohio State University  
General Education Curriculum (GEC)  
Request for Course Approval Summary Sheet**

**1. Academic Unit(s) Submitting Request**

Department of English

**2. Book 3/Registrar's Listing and Number** (e.g., Arabic 367, English 110, Natural Resources 222)

English 269

**3. GEC area(s) for which course is to be considered** (e.g., Category 4. Social Science, Section A. Individuals and Groups; and Category 6. Diversity Experiences, Section B. International Issues, Non-Western or Global Course)

Category 5.B.2--Arts and Humanities, Analysis of Texts and Work of Art, VI  
Visual/Performing Arts

**4. Attach a statement as to how this course meets the general principles of the GEC Model Curriculum and the specific goals of the category(ies) for which it is being proposed.**

**5. Proposed Effective Date** Winter 2006

**6. If your unit has faculty members on any of the regional campuses, have they been consulted?**

Yes, the proposal was written collaboratively with regional campus faculty.

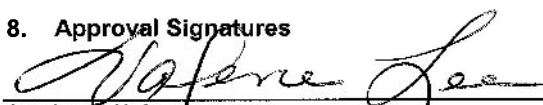
**7. Select the appropriate descriptor for this GEC request.**

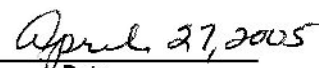
☐ **Existing course with no changes to the *Course Offerings Bulletin* information.** Required documentation is this GEC summary sheet and the course syllabus. After approval by the academic unit and the college office, the documentation should be forwarded to the Colleges of the Arts and Sciences Curriculum Office (ASC) for consideration by the appropriate GEC Panel and the Arts and Sciences Curriculum Committee.

☐ **Existing course with changes to the *Course Offerings Bulletin* information.** Required documentation is this GEC summary sheet, the course change request, and the course syllabus. Note that the academic unit and its college curriculum committee must approve the course change request before it is submitted to ASC.

☒ **New course.** Required documentation is this summary sheet, the new course request, and the course syllabus. Note that the academic unit and its college curriculum committee must approve the new course request before it is submitted to ASC.

**8. Approval Signatures**

  
Academic Unit

  
Date

College Office

Date

Colleges of the Arts and Sciences Curriculum Committee

Date

Office of Academic Affairs

Date

# **English 269: Digital Media Composing**

General Education Curriculum (GEC)

Request for Course Approval

English 269, Digital Media Composing, asks students to analyze and produce digital media texts that combine alphabetic writing, images, video, sound, animation, and interactivity. These texts resist flat, print-privileged modes of communication and instead emerge as rich, layered, interactive, and dynamic representations of concepts and arguments, often without the use of the printed word. Digital media texts focus on aesthetics, form, design, and innovative visual presentations in combination with the conventions of traditional writing genres. Helping students to build literacies that include visual, aural, animated, and interactive texts will illustrate more fully the communicative potentials made available to them by technology. This course meets the general principles of the GEC by asking students to engage in a rigorous exploration of a subject matter that will shape their work across the curriculum and will give them experience with a discipline that may easily fall outside their normal course of study. With its strong connection to the visual and performing arts, we believe that this class will best serve students who need to fulfill 5.B.2 (Arts and Humanities, Analysis of Texts and Works of Art, Visual/Performing Arts) of the University's GEC.

Because of the dynamic characteristics of digital media texts and the practices that produce them, work in the field of digital media is often viewed as "performance." For example, the texts themselves "perform" for their audience with rich video, audio, and animation. Similarly, these components of digital media texts often capture performance in the arts: music, film, theatre, dance. Digital media is often found in online publications and gallery installations, and many digital media writers and artists perform their work in front of an audience, sharing the stage with the screen (this type of performance is common at OSU's Wexner Center for the Arts). Scholars in the field also argue that digital media texts that require interaction from their audience force their readers to perform by clicking links, reshaping stories, re-mixing arguments, and re-purposing documents. Finally, because of the complex, multimodal composing processes necessary for digital media production, digital media artists contend that the act of creating digital media texts is performance in and of itself.

Contact:

Scott Lloyd DeWitt  
Department of English  
2-4640  
dewitt.18@osu.edu