**DTC 375 Language Text and Technology**

**Dr. Dene Grigar, Professor**

**Class time: TTH 12-1:15**

**Classroom: VMMC 111**

**Professor’s office: The Faculty Digs**

**Phone: 360-546-9487**

**Professor’s email Address: dgrigar@wsu.edu**

**Professor’s website: nouspace.net/dene**

**Office Hours: TTH 1:30-2:30 p.m.**

**Part 1: Course Information**

**Description**

375 [M] Language, Texts and Technology 3 Course Prerequisite: DTC 101. Relationship between technology and communication; writing practices from a historical point of view.

This is a “Writing in the Major” course. This means that we will produce various modes of writing, some of which can be used for your Junior Writing Portfolio.

**Course Texts**

Kovarik, Bill. *Revolutions in Communication, 2nd ed*. NY, NY: Bloomsbury Press, 2018. ISBN: 9781628924787. $20-32 depending if you purchase it new or used

Vanderdorpe, Christian. *From Papyrus to Hypertext*. Urbana, IL: U of Illinois Press, 2009. 9780252076251. $25-28 depending if you purchase it new or used

**Assessment**

Mid-Term Assessment: Five Pop Test Score Average + Publication Score ÷ 2 = grade

Course Assessment

* 10 Pop Test Scores Average: 35%
* One Group Publication: 25%
* One Individual Project: 25%
* Nice Points: Attendance + Participation + Collegiality ÷ 3 = grade. Worth 15% of your overall grade (See below)

Attendance

0 absence: 100

1 absence: 95

2 absences: 85

3 absences: 75

4 absences: 65

5 absences: 55

Participation

100: Well-prepared; has obviously read the material and kept up with the assignments; can answer questions if asked

90: Prepared; seems to have read the material and kept up with the assignments; may be able to answer questions if asked

80: Somewhat prepared; seems to have read the material and kept up with the assignments most of the time; may be able to answer some questions if asked

70: Not always prepared; may to have read the material and kept up with the assignments some of the time; may be able to answer some questions if asked

60: Seldom prepared; clearly did not read the material and keep up with the assignments some of the time; can’t answer some questions if asked

Collegiality

100: Treats other students fairly and kindly; is always respectful to others; helps others in need

60: Is rude and mean-spirited

**CMDC Goals & Objectives**

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| Goal 6 | Question the way digital media functions in multiple cultural contexts   1. Examine the presentation of race, class, gender, and disabilities in digital media 2. Interpret images found on the web from a cultural context different from your own |
| Goal 7 | Recognize various forms of language processing and their implications for media authoring   1. Use digital media terminology and concepts, such as medium, media, multimedia, mass media, remediation, repurposing, translation, text, textuality, language, and code, appropriately in presentations and projects 2. Employ various types of texts, such as visual, auditory, kinetic, and kinesthetic texts, for appropriate mediums 3. Illustrate the way artificial systems acquire language 4. Demonstrate knowledge about the process by which is language is made via computers 5. Study, create, and critique digital text and its central role in human-computer interactions 6. Employ textual content in web pages and other digital interfaces or environments that respond to specific audience needs |
| Goal 8 | Appreciate the history of technological development, from local to global perspectives, and its implications for a variety of mediums   1. Demonstrate understanding between digital and analog technologies 2. Compare and contrast technological development from a historical perspective 3. Explain contributions of pioneers working in the US and beyond in the area of digital technology 4. Discuss technologies of oral and written discourse, such as the importance of memory, the development of alphabets, invention of writing tools, and innovations for electronic devices 5. Examine the way in which metaphors from print culture influence electronic information retrieval systems. |
| Goal 10 | Be practiced and capable communicators in all mediums   1. Create a digital text in a variety of mediums 2. Construct and deliver an argument focusing on the way the medium affects the message, audience, and other rhetorical components 3. Evaluate the effective use of language in a digital text. |

**University Learning Goals**

University Learning Goal 1: Critical and Creative Thinking

“Students will use reason, evidence, and context to increase

knowledge, to reason ethically, and to innovate in imaginative ways.”

**At course end, students should be able to:**

* Locate, synthesize, interpret, and evaluate a wide variety of digital and print-based texts.
* Produce an informative or expressive multimodal text developed through effective research.
* See the bigger ideas that several points may have in common
* Understand how ideas of varying levels of abstraction might have in common
* Understand how some ideas may not be properly compared or used synonymously, and others can
* Detect and exploit themes and relationships among points of view, theses, and evidence

**This goal will be evaluated by** readings, discussion, quizzes, projects, professor evaluation

**Part 2: University Policies**

**WSU Academic Integrity Statement**

Academic integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Academic integrity will be strongly enforced in this course. Students who violate WSU’s Academic Integrity Policy (identified in Washington Administrative Code (WAC) 504-26-010(3) and -404) will, on the pop test or minor assignment, fail the assignment. If the student violates the policy on a major assignment, they will 1) fail the course, 2) not have the option to withdraw from the course pending an appeal, and 3) be reported to the Office of Student Conduct.  
Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the definitions of cheating:  [https://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010](http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010). If you have any questions about what is and is not allowed in this course, you should ask course instructors before proceeding. If you wish to appeal a faculty member's decision relating to academic integrity, please use the form available at <https://studentaffairs.vancouver.wsu.edu/student-affairs/student-conduct>. If you have any questions about the process on the Vancouver campus, please call Helen Gregory at 360-546-9573.

**Classroom Safety**

Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the "Alert, Assess, Act" protocol for all types of emergencies and the "Run, Hide, Fight" (<https://www.fbi.gov/about-us/cirg/active-shooter-and-mass-casualty-incidents/run-hide-fight-video>) response for an active shooter incident. Remain ALERT (through direct observation or emergency notification), ASSESS your specific situation, and ACT in the most appropriate way to assure your own safety (and the safety of others if you are able). Sign up for emergency alerts through your MyWSU account. For more information, visit the WSU safety portal (<https://oem.wsu.edu/about-us/>).

**WSU Vancouver Public Safety and Police**

Public Safety: <https://www.vancouver.wsu.edu/public-safety>

Campus Safety Plan: <https://www.vancouver.wsu.edu/safety-plan>

Safety Alerts: <https://www.vancouver.wsu.edu/alerts>

Police: <https://www.vancouver.wsu.edu/public-safety/campus-police>

Register for Emergency Communication system: WSU Vancouver Home Page – myWSU (under the PROFILE Tab) to update info

**Hostile Intruder**

Campus Lock Down – Exterior doors will lock

Apply "RUN-HIDE-FIGHT" personal safety protocol

If sheltered or hiding; silence electronics, turn out lights, stay away from windows, barricade or lock doors, make a plan to fight if necessary

Active Shooter Training: <https://oem.wsu.edu/emergency-procedures/active-shooter/>

**Weather Closure/Bus Information**

WSU Vancouver VanCoug ALERTS: <https://www.vancouver.wsu.edu/alerts>

Weather Closure Media Web Sites: <https://www.oregonlive.com/>

During adverse weather conditions when C-Tran is operating on snow routes, the WSU Vancouver campus will not be served as the snow route ends at 20th Ave. For more information on bus routes and C-Tran scheduling, please visit C-Tran website at: <https://www.c-tran.com/>

**Bad Weather, You Decide**

In the event that an adverse weather event (e.g., snow or ice) or natural hazard that poses a safety risk occurs, you should take personal safety into account when deciding whether you can travel safely to and from campus, taking local conditions into account. If campus remains open and your instructor decides to cancel the face-to-face meeting and substitute an alternative learning activity, you will be notified by your instructor via email or through Blackboard within a reasonable time after the decision to open or close campus has been made. Instructions regarding any alternative learning options or assignments will be communicated in a timely manner. If travel to campus is not possible due to adverse regional conditions, allowances to course attendance policy and scheduled assignments, including exams and quizzes, will be made. Students who attempt to gain advantage through abuse of this policy (e.g., by providing an instructor with false information) may be referred to the Office of Student Conduct for disciplinary action. If a student encounters an issue with an instructor, the student should first talk with the instructor. If the issue cannot be resolved, the student should follow the steps for reporting violations as outlined on the student affairs website*.*Finally, in case of class cancellation campus-wide, please check local media, the WSU Vancouver web page ([https://www.vancouver.wsu.edu](https://www.vancouver.wsu.edu/)) and/or <https://www.flashalert.net/>. Individual class cancellations may be made at the discretion of the instructor.

**Service/Emotional Support Animals**

Pets are not allowed on campus or inside buildings or classrooms. Trained service animals are allowed, but must be registered with the WSU Access Center, Classroom Building (VCLS) room 160, 360-546-9238.

**Students with Disabilities**

Reasonable accommodations are available for students with documented disabilities or chronic medical conditions. If you have a disability and need accommodations to fully participate in this class, please visit the Access Center website to follow published procedures to request accommodations: <https://studentaffairs.vancouver.wsu.edu/access-center>. Students may also either contact or visit the Access Center in-person to schedule an appointment with our Access Center Coordinator. Location: Classroom Building, Room 160; Phone: 360-546-9238; Email: [van.access.center@wsu.edu](mailto:van.access.center@wsu.edu). All disability related accommodations MUST be approved through the Access Center. Students with approved accommodations are strongly encouraged to visit with instructors early in the semester during office hours to discuss logistics.

**Cougar Food Pantry**

We know that it can be hard to make ends meet when you're paying for college and living on a tight budget. If you are struggling to feed yourself or your family, the Cougar Food Pantry can help. The pantry provides free, nonperishable food items for WSU Vancouver students in need. The process is simple, anonymous and judgement-free. Learn more and request food at <https://vancouver.wsu.edu/fooddrive> or stop by the Cougar Center in the Student Services Center. Help your fellow Coug; refer a friend in need!

**Part 1: Background on Language, Texts, and Technology**

**Week 1: Getting Organized**

T, August 20: Introduction to the course. Download Activity from site: 375-1.1

TH, August 22: Getting setup and familiar with Liquid, Scalar, and WordPress

🡪Homework due next Tuesday: Read *FPTH*, pp. 1-21. There will be a pop test on this reading (Pop Text #1) next Tuesday

**Week 2: Language & Text**

T, August 27: Pop test #1 over pp. 5-21; discuss *FPTH*, pp. 5-21; review “Medium Charts,” <http://nouspace.net/dene/375/mediums-chart.jpg>; see Roman inscription, <https://www.metmuseum.org/art/collection/search/251376>

🡪Homework due Thursday: Activity 375-2.2 (Counts as Pop Test #2) due on Thursday

TH, August 29: Language and Writing Systems Activity; see handout; presentation on the Creative Commons

🡪Homework due next Tuesday: Activity 375-2.2 due and in class (Counts as Pop Test #2) Read *FPTH*, pp. 22-39 & *RIC* 17-26. There will be a pop test on these two readings (Pop Text #3)

**Week 3: Writing Culture**

T, September 3: Pop Test #3 (over *FPTH*, pp. 22-39 & *RIC* 17-26); discuss readings; view slide show with video in class; presentation on Google Scholar

🡪Homework due Thursday: Read *FPTH*, pp. 40-58

TH. September 5: Discuss *FPTH*, pp. 40-58; view Kac’s *Inner Telescope*

🡪Homework due next Tuesday: Read *RIC*, pp. 27-66. There will be a pop test on this reading (Pop Text #4)

**Week 4: Print Culture**

T, September 10: Pop Test #4 over *RIC*, pp. 27-66; discuss reading and handout 375-4.1; view slide show book-lecture; download and read, “List of Firsts”

🡪Homework due Thursday: Read *RIC*, pp. 105-138. There will be a pop test on this reading (Pop Text #5)

TH, September 12: Pop Text #5 over *RIC*, pp. 105-138; discuss reading; discuss group publication

**Week 5: Work on Your Group Publication**

T, September 17: Work on group publication

TH, September 19: Work on group publication

🡪Homework due next Tuesday: Read *RIC*, pp. 343-375. There will be a pop test on this reading (Pop Text #6)

**Week 6: Digital Texts & Hypertext**

T, September 24: Pop Test #7 over *RIC*, pp. 343-375; discuss reading

🡪Homework due Thursday: *FPTH*, pp.70-86

TH, September 25: Demonstration of hypertext; group reading of a hypertext; discuss reading

**Week 7: Mid-Term**

T, October 1: Work on group publication

TH, October 3: Presentation of group publications

🡪Homework due next Tuesday: View the following videos on Khan Academy: 1) How Computers Work, <https://www.khanacademy.org/computing/computer-science/how-computers-work2/v/khan-academy-and-codeorg-what-makes-a-computer-a-computer>; 2) Binary and Data, <https://www.khanacademy.org/computing/computer-science/how-computers-work2/v/khan-academy-and-codeorg-binary-data>; 3) Circuits and Logic, <https://www.khanacademy.org/computing/computer-science/how-computers-work2/v/khan-academy-and-codeorg-circuits-logic>, 4) CPU, Memory, Input, Output, <https://www.khanacademy.org/computing/computer-science/how-computers-work2/v/khan-academy-and-codeorg-cpu-memory-input-output>; 5) Hardware & Software, <https://www.khanacademy.org/computing/computer-science/how-computers-work2/v/khan-academy-and-codeorg-hardware-and-software>

**Part 2: Key Concepts about Digital Culture**

**Week 8: Being Digital**

T, October 8: Review information from video with slide show, 375-8.1 “digitality”

TH, October 10: Hands-on experience with Arduino

🡪Homework due next Tuesday: Read about and view videos about Douglas Engelbart: <http://www.dougengelbart.org/content/view/209/448/> and <http://www.dougengelbart.org/content/view/209/448/>; view video of Ted Nelson talking about Xanadu and hypertext, <https://www.youtube.com/watch?v=hMKy52Intac>; view video of Tim Berners-Lee, <https://www.washingtonpost.com/video/postlive/sir-tim-berners-lee-on-how-he-came-up-with-the-world-wide-web-and-why-your-kids-should-code/2019/03/05/13e0a62a-bcc7-423f-987d-788b8497696a_video.html>; download and look over handout, “Cultural Upheavals.” There will be a pop test on this reading (Pop Text #7)

**Week 9: Innovations, Part 1: What Has Occurred**

T, October 15: Pop Test #7 over videos; discuss videos and handout

TH, October 17: Introduce Twine and Twine narratives

🡪Homework due next Tuesday: Read *FPTH*, pp. 97-104, 108-118, 125-128. There will be a pop test on this reading (Pop Text #8)

Friday, October 18: The Electronic Literature Lab is hosting a performance of Eric Steinhart’s hypertext *Fragments of a Dionysian Body*, by Visiting Scholar, Anna Nacher, from Krakow, Poland. 12 noon-1:30 p.m. VCLS 3. Students who attend this event can add 10 points to Pop Test #8.

**Week 10: Reading**

T, October 22: Pop Test #8 over *FPTH*, pp. 108-128; discuss readings

TH, October 24: Reading born digital texts: visit “Samsung,” <https://www.yhchang.com/SAMSUNG_V.html>; “RedRidingHood,” <http://collection.eliterature.org/1/works/leishman__redridinghood.html>, “Into the White Darkness,” <http://nonfinito.de/ii/>; “Projects for Mobile Phones,” <http://beehive.temporalimage.com/archive/33arc.html>; “Grammatron,” <https://www.grammatron.com>

🡪Homework due next Tuesday: Read *FPTH*, pp. 129-135. There will be a pop test on this reading (Pop Text #9)

**Week 11 Interactivity**

T, October 29: Pop Test #9 over *FPTH*, pp. 129-135; view “Text Rain,” <http://camilleutterback.com/projects/text-rain/>; “Screen,” <http://www.noahwf.com/screen/>; “Body Movies,” <http://www.lozano-hemmer.com/body_movies.php>; “Hobo Lobo of Hamelin,” <http://collection.eliterature.org/3/work.html?work=hobo-lobo-of-hamelin>

🡪Homework due Thursday” Read *FPTH*, pp. 149-166

TH, October 31; Discuss *FPTH*, pp. 149-166

🡪Homework due next Tuesday: Read *RIC*, pp. 375-404. There will be a pop test on this reading (Pop #10)

**Week 12: Social Networks and Participatory Culture**

T, November 5: Pop Test #10 over *RIC*, pp. 375-404; discuss readings; introduction to NetProv and Twitterature

TH, November 7: Class Social Media Performance or Group Activity

🡪Homework due next Tuesday: View videos “Fake Videos of Real People,” <https://www.youtube.com/watch?v=o2DDU4g0Pro>; “How AR Is Changing Activism,” <https://www.youtube.com/watch?v=ORW5MNCv_LU>; “Wearable Tech That Helps You Navigate by Touch,” <https://www.youtube.com/watch?v=xnQB9Y77PXE>

Friday, November 8: The Electronic Literature Lab is hosting a performance of Megan Heyward’s hypertext narrative *Of Day Of Night*, by the author who is visiting from Sydney, Australia. 12 noon-1:30 p.m. VCLS 3. Students who attend this event can add 10 points to Pop Test #10.

**Week 13: Innovations, Part 2: What May Occur**

T, November 12: Discuss videos

🡪Homework due Thursday: See Activity 13.1 (This Activity counts as Pop Test #11)

TH, November 14: We will spend the class talking through your responses to Activity 13.1 (counts at Pop Test #11)

**Week 14: Thanksgiving**

**Week 15:Projects**

T, November 26: Work on project

TH, November 28: Work on project

**Week 16: Projects**

T, December 3: Presentations

Th, December 5: Presentations