

DTC 375: “Language, Texts, & Technology” Course Syllabus

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COURSE SUMMARY

This course examines the relationships between texts and the technologies through which these texts are created, stored, delivered, and interpreted. We also study the ways that these relationships impact, and are impacted by, the language inscribed by text. This course combines introductions to existing theory with opportunities to explore those theories through the hands-on making of digital artifacts. This approach follows the “learn, think, build” focus of The CMDC Program.

(LEARN) Read scholarship by major figures involved in the development of the field of digital media, including multimedia artists and scholars who have laid the groundwork for its practices and theories.

(THINK) Engage in meaningful discussion, both in writing and orally, about the digital objects produced by others and apply critical thinking and problem solving to digital media projects.

(BUILD) Create expressive or informative multimodal, digital objects that are not reproducible as print objects and effectively explain both orally and in writing the process and method of their production.

Course Materials

From Codex to Hypertext, Anouk Lang, Ed. (2012) University of Massachusetts Press, 971-1-55849-953-9 (Amazon price – Print: \$19.95. Please note – This book may take up to 5 weeks to ship.)

Speaking Code, Geoff Cox, (2013) MIT Press, 978-0-262-01836-4 (Amazon price – Kindle: \$18.75, Print: \$22.53)

Other reading/viewing materials online or as handouts

ASSESSMENT

Student assessment will be based on attendance, class participation, and assignments as follows:

Reading Responses	100 Points
WordPress Project	40 Points (20 for the section due on 9/7, 20 for final project)
Technology Timeline	15 Points
iBook Project	85 Points

Twine Project	85 Points
Inform Project	100 Points
Participation	75 Points
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Total Possible	500 Points

Grading

Grading is calculated as follows:

A	470 – 500 Points
A-	450 – 469 Points
B+	435 – 449 Points
B	420 – 434 Points
B-	400 – 419 Points
C+	385 – 399 Points
C	370 – 384 Points
C-	350 – 369 Points
D	300 - 349 Points (Non-DTC students Only)
F	Below 300 Points

Attendance

Attendance is required. Every two days of unexcused absence results in final grade being lowered by one letter grade. University policy regarding excused illness is followed.

Participation

It is obvious when students do not come to class prepared or do not participate in class. Coming to class having read the material, taking notes when appropriate, contributing to class discussion, showing up with assignments ready to go, turning in assignments on time, and attending the time set aside for the final exam are expected. Doing homework for another class or fooling around on email or Facebook, etc. means you are not participating in class. You will be asked to leave the class if you are not prepared or not participating.

LEARNING OBJECTIVES

This course specifically addresses three of the 10 goals established for the Digital Technology and Culture degree. Students who successfully complete this class will be able to:

- Appreciate the history of technological development, from local to global perspectives, and its implications for a variety of mediums (DTC Goal 8).
- Synthesize media forms for multimedia contexts (DTC Goal 1).
- Be practiced and capable communicators in all media (DTC Goal 3).
- Utilize an interdisciplinary perspective in order to understand the basics of social, economic, and education changes brought by digital media.

Students will develop these competencies through a combination of assigned readings, individual and group projects, peer-to-peer learning, class lectures and interaction, and hands on media content creation.

Required Course Activities	University Learning Goals	University Learning Objectives	CMDC Goals & Objectives
1. short written responses to readings	Critical and Creative Thinking (ULG1) Communication (ULG4)	Combine and synthesize existing ideas, images, or expertise in original ways. Express concepts, propositions, and beliefs in coherent, concise, and technically correct form.	Goal 8 Appreciate the history of technological development, from local to global perspectives, and its implications for a variety of mediums
1. digital media projects	Information Literacy (ULG2) Communication (ULG4)	Identify, explain, compare, apply, argue, interpret, and evaluate information in a variety of digital forms.	Goal 1 Synthesize media forms for multimedia contexts Goal 3 Employ the principles of visual form for sophisticated image manipulation
3. final project	Critical and Creative Thinking (ULG1) Information Literacy (ULG2) Communication (ULG4) Depth, Breadth, and Integration of Learning (ULG7)	Combine and synthesize existing ideas, images, or expertise in original ways. Determine the extent and type of information needed. Express concepts	Goal 1 Synthesize media forms for multimedia contexts Goal 9 Utilize an interdisciplinary perspective in order to

		propositions, and beliefs in coherent, concise, and technically correct form. By applying the concepts of the general and specialized studies to personal, academic, service learning, professional, and/or community activities.	understand the basics of social, economic, and education changes brought about by digital media
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Writing Resources

Writing represents thinking. You are expected, at this point in your academic career, to write at the college level. Please take care with your work. All students are encouraged to take advantage of the Writing Center.

Deadlines

Assignments due by start of class, unless noted. **Late assignments will not be accepted.**

ACADEMIC INTEGRITY / PLAGIARISM

Plagiarism (claiming another person's work as your own) or fabricating research will not be tolerated. Anyone who submits false work, violates the academic integrity policy or cheats in any other way, will fail the assignment in question and possibly the course as well as be reported to the school's administration, the Office of Student Conduct, for further discipline, including possible expulsion.

Some students may not be clear on what constitutes plagiarism, here is a breakdown of the various types:

1. Failing to use proper citation style for material you borrow, accidentally. (This constitutes either a Category A or B offense).
2. Cutting and pasting parts of a webpage or borrowing passages from a book for your paper without properly citing these parts and claiming the material as your own for the expressed intent of cheating. (This constitutes a Category C offense).

3. Buying papers, borrowing papers, or recycling former papers unrevised and claiming these types of papers as your own for your assignment in this course. (This constitutes a Category C offense).

Here is the how plagiarism is dealt with the first time a student is caught:

Category A: Sloppiness. Automatic "0" on paper, with option to rewrite for no better than a "C"

Category B: Ignorance. Automatic "0" on paper, with option to rewrite for no better than a "C"

Category C: Obvious Conscious Cheating. Automatic "0" on paper, with no option for rewriting
Students caught plagiarizing a second time will be asked to leave the class and will receive an automatic "0" in the course.

Academic integrity is the cornerstone of the university and will be strongly enforced in this course. For additional information about WSUV's Academic Integrity policy / procedures contact 360-546-9781.

DISABILITY ACCOMMODATION

Accommodations may be available if you need them in order to fully participate in this class because of a disability. Accommodations may take some time to implement, so it is critical that you contact Disability Services as soon as possible. All accommodations must be approved through Disability Services, located in the Student Resource Center on the lower level of the Student Services Center 360-546-9138.

EMERGENCY NOTIFICATION SYSTEM

WSU has made an emergency notification system available for faculty, students and staff. Please register at myWSU with emergency contact information (cell, email, text, etc). You may have been prompted to complete emergency contact information when registering for classes on RONet. In the event of a building evacuation, a map at each classroom entrance shows the evacuation point for each building. Please refer to it. Finally, in case of class cancellation campus-wide, please check local media, the WSU Vancouver web page and/or <http://www.flashalert.net/>. Individual class cancellations may be made at the discretion of the instructor. Each individual is expected to make the best decision for their personal circumstances, taking safety into account.

Course Schedule

Section	Date	Class Preparation	Class Activities	Due	Cover
Intro	8/24		Introductions Syllabus WordPress Tutorial		Course Details
		8/31	Read: "Signs", Chandler	Class Discussion	WordPress blog up Reading Response
Technics & Thought	9/7	Read "A Review of the Language-Thought Debate" / Birjanid, Sabah Read: <i>The Sapir-Whorf Hypotheses</i> / Chandler Watch: "How the Languages We Speak Shape the Ways We Think", / Boroditsky	Class Discussion iBook Tutorial	WordPress Project Reading Response	Language and Cognition
	9/14	Read: "Language as Technology" / Mufwene Read: "Stone tools, language and the brain in human evolution" / Stout, Chaminade	Class Discussion Tech History Project	Reading Response	Language and Technology
	9/21	Watch: "The Medium is the Message" / McLuhan	ReviewTech Outlines Class Discussion Lab Time?	Tech History Outline Reading Response	Media
Media & Mode	9/28	Read: "Multimodality, "Reading", and "Writing" for the 21 st Century" / Jewitt Read: "Reading Images" / Kress	Class Discussion Writing Systems	Reading Response	Modes/Multimodality
Text	10/5	Read: Portion of <i>Phaedrus</i> / Plato Read "Writing Restructures Consciousness" / Ong	Class Discussion Lab Time?	Reading Response	Orality/Writing
	10/12	Read: "The Printed Page" / Fischer Read: "Typographic America" and "The Typographic Mind" / Postman	iBook Presentations Twine Tutorial	iBook Project	Print
Hypertext	10/19	Read : <i>Codex to Hypertext</i> (CoH), Intro & Chapter 10	Class Discussion E-Lab / ELO site Lab Time?	Reading Response	Hypertext
	10/26	Read: CoH, Chapters 5, 7, &11	Class Discussion E-Lab / ELO site Lab Time?	Reading Response	Linearity

Interaction	11/2	Read: CoH, Chapters 5, 7, & 11	Class Discussion E-Lab Lab Time	Reading Response	Interactive Text
	11/9	Read: CoH, Chapters 4 & 9	Inform Tutorial Lab Time?	Twine Project	Reader/Participant
Code	11/16	Read: <i>Speaking Code</i> (SC) Intro & Chapter 1	Twine Presentations Inform Group Lab	Reading Response	Code
	11/23	Happy Thanksgiving			
	11/30	Read: SC, Chapters 2, 3, & 4	Class Discussion Inform Group Lab	Reading Response	Code
	12/7		Group Presentations	WP Site Completed Inform 7 Project	