

**DTC 375: “Language, Texts and Technology”  
Spring 2015  
Course Requirements**

**Section 1**

Course Schedule: 1:10 to 2:00 Monday/Wednesday/Friday

Instructor: Ted Fordyce

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Office: VMMC 211A (The Skybox)

Office Hours: Wednesday: 3:00 to 5:00 PM or by appointment

Office Phone: 360-546-9487

Class Web Site: <http://dtc-wsuv.org/wp/dtc375-spring15//>

**COURSE SUMMARY**

DTC 375 Language, Texts, and Technology explores “the relationship between technology and communication; writing [re: authoring] practices from a historical point of view” It is understood in this context that these three concepts refer specifically to *computer* language, *computer*-based texts, and *computer* technology.

**Course Materials**

N. Katherin Hayles & Jessica Pressman, Ed. (2013). *Comparative Textual Media*. U of Minnesota Press, 978-0-8004-7.

Paul Ceruzzi (2012). *Computing: A Concise History*. The MIT Press. ISBN-10:0-262-51767-1.

Bradley Dilger & Jeff Rice. (2010). *From A to <A>: Keywords of Markup*. U of Minnesota Press, 978-0-8166-6608

Online readings (see web page)

**ASSESSMENT**

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

Project 1	7%
Project 2	20%
MidTerm	18%
Group Project:	15%
Responses:	15%
Quizzes:	8%
Writing Assignment	7%
Participation:	10%

**Attendance**

Attendance is required. You are allowed 3 unexcused absences during the semester. Each unexcused absence thereafter will result in a 5% reduction in your final 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, and turning in assignments on time 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).
- Recognize various forms of language processing and their implications for media authoring (DTC Goal 7).
- Be practiced and capable communicators in all media (DTC Goal 10).

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.

	At the end of this course, students should be able to:	Course topics that address these learning outcomes:	This outcome will be evaluated primarily by :	
University Learning Goals				CMDC Learning Goals & Objectives
1. Critical & Creative Thinking	<p>Define, analyze, and solve problems.</p> <p>Assess the accuracy and validity of findings and conclusions.</p> <p>Understand how one thinks, reasons, and makes value judgments, including ethical and aesthetical judgments.</p> <p>Combine and synthesize existing ideas, images, or expertise in original ways.</p> <p>Think, react, and work in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.</p> <p>Integrate and synthesize knowledge from multiple sources.</p>	<p>Philosophical Grounding</p> <p>Technology</p> <p>Texts</p> <p>Language</p> <p>Net Culture</p>	<p>Assigned Exercises:</p> <p>Research into author and texts assigned</p> <p>Synthesis paper of all texts read for the course</p> <p>Production of iBook for the course; multimedia created/selected for iBook</p>	Goal 8 Appreciate the history of technological development, from local to global perspectives, and its implications for a variety of mediums

<p>4. Information Literacy</p>	<p>Determine the extent and type of information needed.</p> <p>Implement well-designed search strategies.</p> <p>Access information effectively and efficiently from multiple sources.</p> <p>Assess credibility and applicability of information sources.</p> <p>Use information to accomplish a specific purpose.</p> <p>Access and use information ethically and legally.</p>	<p>Development of an iBook for the course</p> <p>Production/selection of multimedia content for the iBook to reflect readings and ideas</p> <p>Group discussion via Facebook and Twitter</p>	<p>Development iBook</p> <p>Creation of WordPress site</p> <p>Choosing, analyzing and creating in a emerging medium</p>	<p>Goal 7 Recognize various forms of language processing and their implications for media authoring</p> <p>Goal 8 Appreciate the history of technological development, from local to global perspectives, and its implications for a variety of mediums</p>
<p>5. Communication</p>	<p>Recognize how circumstances, background, values, interests, and needs shape communication sent and received.</p> <p>Tailor messages to the audience.</p> <p>Express concepts propositions, and beliefs in coherent, concise, and technically correct form.</p> <p>Choose appropriate communication medium and technology.</p> <p>Speak with comfort in front of groups.</p> <p>Follow social norms for individual and small group interactions, which includes listening actively.</p>	<p>Preparation for giving a formal presentation</p> <p>Interacting with guest speakers</p> <p>Working in teams on projects</p> <p>Production of bios, summaries and other forms of writing for each assigned text</p> <p>Writing for social media</p>	<p>Formal presentation</p> <p>Production of an iBook</p> <p>Five written assignments</p>	<p>Goal 10 Be practiced and capable communicators in all mediums</p>

7. Depth, Breadth, and Integration of Learning	<p>Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts.</p> <p>By showing a depth of knowledge within the chosen academic field of study based on integration of its history, core methods, techniques, vocabulary, and unsolved problems.</p> <p>By applying the concepts of the general and specialized studies to personal, academic, service learning, professional, and/or community activities.</p>	<p>Looking at the each of the three areas— language, text, and technology—in detail as they move from print-based to electronic contexts, as well as bringing them all together into the single lens of human expression</p>	<p>Final presentation Research project Participation in discussions</p>	<p>Goal 8 Appreciate the history of technological development, from local to global perspectives, and its implications for a variety of mediums</p>
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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 lose the equivalent of half a grade if turned within 24 hours of deadline. After that, an assignment will be docked a full grade for each day that it is late.

## 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 zzusis. 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.

# Section 1

## Course Schedule

	Date	Prepare for Class by Reading	In Class	Assignments Due
Week 1	1/12		Introductions	
	1/14		WordPress Tutorial	
	1/16		Semiotics	
Week 2	1/19	Martin Luther King Day		
	1/21	<i>Semiotics for Beginners</i> Sections 2,4, & 3	Discussion	
	1/23	Nature of the Linguistic Sign” & “Subjectivity in Language”	Discussion	WordPress Site
Week 3	1/26	McLuhan Video	Media	WordPress Site
	1/28	“Remediation”	Discussion	
	1/30	“What is the Text”	Text	
Week 4	2/2	“Digital Genres”	Genres & Modes	
	2/4	Kress Video	Modality Activity	
	2/6		iBook Tutorial	
Week 5	2/9	“What is Technology”	Timeline Activity	
	2/11	Ceruzzi – Intro & Chap 1	Discussion	
	2/13	Ceruzzi Chap 2 & “Man-Computer Symbiosis”	Discussion	
Week 6	2/16	President’s Day		
	2/18	Cerruzi Chap 3 & “Do Artifacts have Politics”	Discussion	
	2/20	Cerruzzi Chap 4 & “The Social Construction of Facts and Artefacts”	Discussion	
Week 7	2/23		ANT	
	2/25	Ceruzzi Chap 5 & “On Actor-Network Theory”	Discussion	Mid Term
	2/27	Ceruzzi Chap 6 & Chap 7	Discussion	
Week 8	3/2		Writing Lab	
	3/4	“Early Writing”		
	3/6	“Writing Restructures Consciousness”	Discussion	
Week 9	3/9	“The Bookroll as Media” CTM	Manuscripts Group Project	
	3/11	“Printed Paper” & “Print Culture (Other Than Codex)” CTM	The Printing Press	
	3/13	“Gilded Monuments” & “Reading Childishly CTM	Discussion	iBooks
Week 10	3/16	<b>Spring Break</b>		
	3/18			
	3/20			
Week 11	3/23	“As We May Think”	Hypertext	
	3/25	“The Garden of Forking Paths”	Discussion	
	3/27	“Pushing Back”	Discussion	

Week 12	3/30	“A to Screen” CTM	Discussion	Phil of Tech Paper
	4/1	“How We Read”	Discussion	
	4/3	“The .xtual Condition” CTM Mobile Narratvie” (CTM)	Discussion	
Week 13	4/6	“Touching, Tapping ... Thinking”	Discussion	
	4/8	<i>From A to &lt;A&gt;</i>	Discussion	
	4/10	<i>From A to &lt;A&gt;</i>	Discussion	
Week 14	4/13	<i>From A to &lt;A&gt;</i>	Discussion	
	4/15	<i>From A to &lt;A&gt;</i>	Discussion	
	4/17	<i>From A to &lt;A&gt;</i>	Discussion	
Week 15	4/20	<i>From A to &lt;A&gt;</i>	Discussion	
	4/22	<i>From A to &lt;A&gt;</i>	Discussion	
	4/24	<i>From A to &lt;A&gt;</i>	Discussion	Group Projects Posted
Week 16	4/27	Group Project Presentations		
	4/29	Group Project Presentations		
	5/1	Group Project Presentations		
Week 17	5/4	<b>Finals Week</b>		