

Intro to Texts and Technology

ENG 6800 – 0001

Dr. Mel Stanfill

Fall 2018

Office: Trevor Colbourn Hall Room 236-D

Office Hours: M 10-12

W 12-2

Th 2-4

By appointment

Contact: mel.stanfill@ucf.edu

or via Webcourses

Mondays 6-8:50pm

Classroom Building 1, Room 107

3 Units

Course Description

This course provides an introduction to the PhD in Texts and Technology. Emphasis on interdisciplinarity, understanding academic fields and their relationships to each other, developing an academic identity, and fundamentals of success for both graduate school and academia. PR: Graduate standing or C.I.

Course Objectives

In this course, students will:

- Explore the five tracks (digital humanities, digital media, public history, rhetoric and composition, scientific and technical communication) of Texts & Technology through analysis and discussion of core texts.
- Learn about the numerous interdisciplinary fields that inform and influence the field of texts and technology.
- Become familiar with some core concepts that will recur throughout the T&T program, and which form the theoretical basis and backbone of the program.
- Be introduced to some of the basic concerns, concepts, and methods in the emerging interdisciplinary scholarship of Texts and Technology.
- Engage in scholarly conversation about the course texts and concepts they take up, in the process improving interpretation, writing, design, and argumentation skills.
- Become more familiar with program policies and expectations as well as professional presentation and publication strategies.
- Understand the fundamentals of web platforms.
- Apply basic syntax and markup language to build structured web documents (e.g., HTML).

Required Texts

Bogost, Ian *Persuasive Games: The Expressive Power of Video Games*. Cambridge, MA: MIT Press, 2007.

Gold, Matthew K., Lauren Klein (eds.) *Debates in the Digital Humanities*. Minneapolis: University of Minnesota Press, 2016.

Available for purchase in print or for free online:

<http://dhdebates.gc.cuny.edu/debates/2>

Kaptelinin, Victor and Bonnie A. Nardi *Acting with Technology: Activity Theory and Interaction Design*. Illustrated ed. Cambridge: The MIT Press, 2010.

Klein, Julie Thompson *Interdisciplining Digital Humanities: Boundary Work in an Emerging Field*. Ann Arbor: University of Michigan Press, 2015.

Available for purchase in print or for free online:

<https://quod.lib.umich.edu/cgi/t/text/text-index?cc=dh;c=dh;idno=12869322.0001.001;rgn=full%20text;view=toc;xc=1;g=dculture>

Selber, Stuart *Multiliteracies for a Digital Age*. Carbondale, IL: Southern Illinois University Press, 2004.

Evaluation and Grading

Grading Scale

A	=	94-100	B-	=	80-83	D+	=	68-69
A-	=	90-93	C+	=	78-79	D	=	64-67
B+	=	88-89	C	=	74-77	D-	=	60-63
B	=	84-87	C-	=	70-73	F	=	0-59

Assignments

100 points 10x Weekly Exams Summary

In 10 weeks of their choice, students will summarize the required readings as if for a candidacy exam using the provided template. This is due 3 hours before class time to allow me to review them.

300 points Fantasy Conference Panel

October 8

Students will choose a conference relevant to their field and put together a mock (or real) submission, writing their own abstract as well as the panel rationale.

300 points Build a Web Presence

November 19

Create a professional website with the name you intend to use to publish

300 points Mock Candidacy Examination

December 3

During the final class meeting (November 26), students will receive two mock exam questions which they will have a week to answer in 6 pages each. These questions are to be answered on the basis of readings from this course and other courses; students should not undertake new reading.

1000 points Total

Policies

- During the first week, there is a required **Academic Activity Verification**, due August 24 by 11:59pm.
 - Faculty members are required to document students' academic activity at the beginning of each course. To document that you began this course, please complete the Academic Activity Verification by the end of the first week of classes, or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid. This is required even for students who do not receive financial aid.
- **Grades will be reported via Webcourses.**

- **I do not accept late work.** All work must be turned in on time. If you have a situation that prevents you from being able to turn work in on time, you must ask for an extension before the due date.
 - Extension requests must be made in writing, with a clear explanation and documentation of the problem preventing you from making the due date and a clear proposed date for when you will be able to turn in the assignment.
- All work that you submit for this class must be your own, and it must be written exclusively for this course. Also, any sources consulted for your writing must be properly documented. “Rewriting,” in which a student consults a source, changes a few words, and presents the ideas as his/her own, is plagiarism. **Plagiarism and cheating of any kind on an assignment will result at least in an “F” for that assignment** and may also lead to an “F” for the entire course. Plagiarism and cheating subjects a student to referral to the Office of Student Conduct for further action. See the UCF Golden Rule (<http://www.goldenrule.sdes.ucf.edu/>).
- The University of Central Florida is committed to providing reasonable **accommodations for persons with disabilities**. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Accessibility Services, Ferrell Commons, Bldg. F7, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, sas@ucf.edu, before requesting accommodations.
- Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.
 - In case of an emergency, dial 911 for assistance.
 - Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.
 - Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
 - If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/workplacesafety.html>.
 - To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
 - Students with special needs related to emergency situations should speak with their instructors outside of class.
 - To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video <https://youtu.be/NIKYajEx4pk>.

Weekly Schedule

Week	Date	Reading	Assignment
1	August 20	<ol style="list-style-type: none"> 1. READ: Sweeney, Miriam E. 2012. "How to Read for Grad School." http://miriamsweeney.net/2012/06/20/readforgradschool/. 2. READ: Klein Intro, Ch 1, 2 3. READ: Gold and Klein Intro 4. READ: T&T Handbook: http://tandt.cah.ucf.edu/wp-content/uploads/sites/40/2017/10/tt_handbook17-18.pdf 	Academic Activity Verification: 8/24
2	August 27	<ol style="list-style-type: none"> 1. READ: Selber Ch 1, 3 2. READ: Locating Praxis in Digital Studies: Designing Courses for Graduate Students https://jentery.github.io/uw/ through The Aims of My Digital Studies Courses (i.e. stop at Some Possible Three-Course Sequences) <p>Library Visit – Meet for first hour in Library 235C</p>	
3	September 3	Labor Day	
4	September 10	<ol style="list-style-type: none"> 1. READ: Selber Ch 4, 5 2. W3 Schools HTML5 Tutorial: Home to Headings https://www.w3schools.com/html/default.asp 3. Whitson, Roger. 2012. "The Ins and Outs of a Professional Academic Website." https://theprofessorisin.com/2012/02/07/the-ins-and-outs-of-a-professional-academic-website-guest-post-2/. 	
5	September 17	<ol style="list-style-type: none"> 1. Bogost 2. W3 Schools HTML5 Tutorial: Paragraphs to HTML CSS https://www.w3schools.com/html/html_paragraphs.asp 3. + Professionalization reading TBD 	
6	September 24	<ol style="list-style-type: none"> 1. Bogost 2 OR Kaptelinin and Nardi 1 2. W3 Schools HTML5 Tutorial: HTML Links to HTML Id https://www.w3schools.com/html/html_links.asp 	Web check-in 1
7	October 1	<ol style="list-style-type: none"> 1. READ: Kaptelinin, Victor and Bonnie A. Nardi 2. W3 Schools CSS Tutorial: Home to Backgrounds https://www.w3schools.com/css/default.asp 3. +Professionalization reading TBD 	

8	October 8	<ol style="list-style-type: none"> 1. READ: Gold and Klein Chs: 6, 25, 26, 27, 28, 31, 32 2. W3 Schools CSS Tutorial: Borders to Outline https://www.w3schools.com/css/css_border.asp 	Fantasy Conference
9	October 15	<p style="text-align: center;">Faculty Panel #1 – Reading TBD</p> <ol style="list-style-type: none"> 1. W3 Schools CSS Tutorial: Text to Tables https://www.w3schools.com/css/css_text.asp 	
10	October 22	<p style="text-align: center;">Faculty Panel #2 – Reading TBD</p> <ol style="list-style-type: none"> 1. W3 Schools CSS Tutorial: Display to Float https://www.w3schools.com/css/css_display_visibility.asp 	Web check-in 2
11	October 29	<p style="text-align: center;">Faculty Panel #3 – Reading TBD</p> <ol style="list-style-type: none"> 1. W3 Schools CSS Tutorial: Inline-block to Pseudo-Element https://www.w3schools.com/css/css_inline-block.asp 	
12	November 5	<p style="text-align: center;">Faculty Panel #4 – Reading TBD</p> <ol style="list-style-type: none"> 1. W3 Schools CSS Tutorial: Opacity to Dropdowns https://www.w3schools.com/css/css_image_transparency.asp 	Web check-in 3
13	November 12	Veterans Day	
14	November 19	Faculty Panel #5 – Reading TBD	Website
15	November 26	<ol style="list-style-type: none"> 1. READ: Klein 3-6 2. READ: Gold and Klein selections TBD 	
16	December 3	No class meeting	Mock Exam