Intro to Texts and Technology

ENG 6800 – 0001
Dr. Anastasia Salter
Fall 2019

Office: Trevor Colbourn Hall Room 236-B   Mondays 6-8:50pm
Office Hours: Mon 2-5 PM + by appointment   TCH 351
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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 six tracks 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.

Bolter, Jay David. *Writing Space: Computers, Hypertext, and the Remediation of Print.* Mahwah, NJ: Lawrence Erlbaum Associates, 2001.

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

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-idx?cc=dh;c=dh;idno=12869322.0001.001;rgn=full%20text;view=toc;xc=1;g=dculture

Manovich, Lev. *Software Takes Command.* New York, NY: Bloomsbury, 2013.
Available for purchase in print or for free online:
https://issuu.com/bloomsburypublishing/docs/9781623566722_web

Nakamura, Lisa. *Digitizing Race: Visual Cultures of the Internet.* Minneapolis, MI: University of Minnesota Press, 2008.

Vee, Annette. *Coding Literacy: How Computer Programming is Changing Writing.* Cambridge, MA: MIT Press, 2017.

Evaluation and Grading

Assignments

10 points   **Zotero Reading List**   **September 9**
Set up Zotero and create a collection for your core T&T list. Add all the books we're reading this semester that are on the list as well as any others you have read or are particularly interested in. Submit a screenshot of the collection.

10 points   **Abstract**   **September 23**
Choose a special issue or a target journal from the provided list. Draft an abstract of the appropriate length and style (following journal guidelines). This abstract will form the starting point for your semester-long research project.

15 points   **Literature Review**   **October 7**
Select five relevant journal articles or book chapters in consultation with the professor: at least one should be from your target journal. Following the provided examples, prepare a literature review on your subject using the articles in combination with course readings.

20 points   **Build a Web Presence**   **October 28**
Using the provided templates, build a foundational professional website with an emphasis on your research and trajectory. The website should include relevant information from your CV and any digital projects ready for showcasing.

15 points   **Journal Article Draft**   **November 4**
Following the formatting guidelines and length requirements of your selected journal, prepare a draft of your journal article for peer review. This draft is graded on completion only, but will be the foundation of feedback for your final revisions.

5 points   **Peer Review Feedback**   **November 18**
Provide professional and appropriate feedback on the paper assigned to you by a fellow student. Focus on content, substance, and clarity of communication.

20 points   **Final Revised Article**   **December 2**

100 points   **Total**

Grading Scale (%)

94-100 A	80-83 B-	67-69 D+
90-93 A-	77-79 C+	64-66 D
87-89 B+	74-76 C	60-63 D-
84-86 B	70-73 C-	0 - 59 F

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, as each milestone is necessary for receiving extensive feedback to prepare the next stage. 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."

o   Students with special needs related to emergency situations should speak with their instructors outside of class.

o   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 26	**Read:** Sweeney, Miriam E. 2012. "How to Read for Grad School." http://miriamsweeney.net/2012/06/20/readforgradschool/. The T&T Student Handbook **In Class Demo:** Getting started with Zotero	**Academic Activity Verification**
2	September 2	**No Class – Labor Day**	
3	September 9	**Make:** Review materials on Zotero - https://we1s.ucsb.edu/events/workshops/zotero-workshop/ **Read:** Bolter: Preface, Chapter 1 – 6 Debates in DH: Part 1 **In Class Demo:** Selecting a Journal	**Zotero Reading List**
4	September 16	**Make:** 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/. Download Typora: https://www.typora.io/ Read: https://sourcethemes.com/academic/docs/writing-markdown-latex/	

		Read: Bolter: finish book Klein: Emerging / Interdisciplining **In Class Demo:** Markdown and Markup	
5	September 23	**Make:** Use Netlify to deploy your base site: https://app.netlify.com/start/deploy?repository=https://github.com/sourcethemes/academic-kickstart **Read:** Bogost: Preface, Chapter 1-5 Klein: Defining Process of Literature Review: https://guides.lib.fsu.edu/litreview_arthum **In Class Demo:** Github Pages	**Abstract**
6	September 30	**Read:** Bogost: Finish book Debates in DH: Part II Jensen, Joli. "Lessons on the Craft of Scholarly Reading." ChronicleVitae, 2018. https://chroniclevitae.com/news/2086-lessons-on-the-craft-of-scholarly-reading. **In Class Demo:** Hypertext	
7	October 7	**Make:** Working with Hugo: https://themes.gohugo.io/academic/ **Read:** Nakamura: Introduction, Chapter 1-3 Debates in DH: Part III **In Class Demo:** Hugo	**Literature Review**
8	October 14	**Make:** Customization and Style: https://sourcethemes.com/academic/docs/customization/#custom-theme **Read:** Nakamura: Finish book	

		Debates in DH: Part V **In Class Demo:** Stylesheets and Design	
9	October 21	**Read:** Manovich: Part 1 and 2 Debates in DH: Part IV **In Class Demo:** Finishing your Site	
10	October 28	**Read:** Manovich: Finish book Debates in DH: Part VI **In Class:** Present Websites	**Web Presence**
11	October 29	**Read:** Klein: Finish book On Writing a Journal Article: https://www.insidehighered.com/advice/2019/07/18/how-write-publishable-journal-article-opinion **In Class:** Dissecting a Journal Article	
12	November 4	**Read:** Vee: Introduction and Chapter 1-2 **In Class:** How to do Peer Review	**Journal Article Draft**
13	November 11	**No Class - Veterans Day**	
14	November 18	**Read:** Partner's Draft Article **In Class:** Responding to Peer Review	**Peer Review Feedback**
15	November 25	**Read:** Vee: Finish book	
16	December 2		**Final Revised Article**