

IntroTandT

Syllabus for Introduction to Texts & Technology

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ENG 6800: Intro to Texts & Technology

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- **Office:** Via Zoom or TCH 236B; Monday 2:00 - 5:00 PM
- **Course Meeting:** Monday 6:00 - 7:50 PM, TCH 351



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Course Description

This course provides an introduction to the PhD in Texts and Technology. Throughout this course, we will explore Texts & Technology through theory and practice, with an 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. Each week will include a combination of readings, exercises, discussions, and progress towards a draft journal article and professional academic web presence. PR: Graduate standing or C.I.

- **Weekly Readings and Lecture.** The full schedule of required readings is listed in the syllabus: additional recommended readings will be provided in each module. Weekly lectures and discussion will take place in the classroom: however, Zoom attendance is available for those who need it.
- **Online Activities.** This course requires substantial independent work: as part of the mixed-mode structure, additional lectures and tutorials will be available through Webcourses, with an emphasis on the iterative development of the semester projects.

Course Objectives

- 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 practice and theorizing 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.
- Understand 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).

Materials and Texts

This course requires texts drawn from the T&T core list. All books are available open access or for free through the UCF library:

- Ahmed, Sara. *On Being Included: Racism and Diversity in Institutional Life*. Duke University Press, 2012. [Access for free through UCF Library](#)

- Bogost, Ian. *Persuasive Games: The Expressive Power of Video Games*. MIT Press, 2007. [Access for free through UCF Library](#)
- Bolter, Jay David. *Writing Space: Computers, Hypertext, and the Remediation of Print*. Routledge, 2001. [Access for free through UCF Library](#)
- Gold, Matthew K., and Lauren Klein (eds.) *Debates in the Digital Humanities*. University of Minnesota Press, 2016. [Open Access](#)
- Klein, Julie Thompson. *Interdisciplining Digital Humanities: Boundary Work in an Emerging Field*. University of Michigan Press, 2015. [Open Access](#)
- Manovich, Lev. *Software Takes Command*. Bloomsbury, 2013. [Open Access](#)
- Nakamura, Lisa. *Digitizing Race: Visual Cultures of the Internet*. University of Minnesota Press, 2007. [Access for free through UCF Library](#)
- Vee, Annette. *Coding Literacy: How Computer Programming is Changing Writing*. MIT Press, 2017. [Access for free through UCF Library](#)

Supplementary suggested readings are included in each module to guide additional exploration of the field.

Evaluation and Grading

Points	Assignment Summary	Due Date
5	Activity Verification - Complete the brief survey posted on Webcourses as soon as possible to confirm your enrollment in the course. As this is required by the university, please attend to it as soon as possible at the start of classes.	Friday, August 26
10	Zotero Reading List - 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.	Monday, September 12
10	Abstract - Choose a special issue, conference, 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.	Monday, September 26

Points	Assignment Summary	Due Date
15	Literature Review - Select three 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.	Monday, October 10
20	Web Presence - 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.	Monday, October 31
20	Article Draft - Following the formatting guidelines and length requirements of your selected venue, prepare a draft of your article. This draft is graded on completion only, but will be the foundation of feedback for your final revisions.	Monday, November 21
20	Revised Article - Complete a thorough revision of your article, responsive to the instructor feedback, and formatted for submission with a works cited prepared in Zotero.	Friday, December 9

Students can access their grades and feedback at any time using the Grade Book function of Webcourses. All assignments will be submitted through Webcourses. Plan on checking the site at least twice a week for updates and assignment information. Grades are calculated out of 100 following a standard letter scale.

Late work is accepted without penalty through the next major assignment deadline. If circumstances require extension beyond that deadline, please reach out to the instructor immediately. As assignments throughout the course are designed to build on the previous exercise, assignments must be completed in sequence.

There is no extra credit work available in this class. Grades will be available through Webcourses and updated weekly.

Mixed Mode Course Structure

This course uses a mixed mode format, and relies upon students to complete all readings, engage with online videos, and complete tutorials as assigned. All assignments are due at the close of their listed module, but will be accepted with no penalty through the next listed deadline. Once an assignment closes, late work will not be accepted unless an additional extension has already been approved by the instructor: please reach out early if circumstances will require additional time!

- The course will meet at the scheduled time on campus unless otherwise noted in the weekly module. Every week, the class will be broadcast on Zoom: recordings will be made available as soon as possible following the session, but students are encouraged to attend in-person and live as their circumstances permit.
- Office hour assistance is additionally available both through text on Webcourses messages and via Zoom: Zoom is recommended for advanced technical problems, where screen-sharing might be helpful to resolving errors.
- In the event of an emergency or medical challenge, additional flexibility beyond the grading guidelines is available: when anticipated, students should reach out to the instructor as soon as feasible to form a plan or discuss an incomplete if needed.

Remember to complete the listed readings for each week prior to class, and be prepared for discussion whether joining in-person or via Zoom.

Weekly Schedule

Week One: Syllabus and Getting Started (Monday, August 22)

- Sweeney, Miriam E. 2012. [“How to Read for Grad School.”](#).
- [The T&T Student Handbook](#)
- **Due: Activity Verification (Friday August 26th)**

Week Two: Intro to DH (Monday, August 29)

- Bolter: Preface, Chapter 1-6
- Debates in DH: Part 1
- **Demo: Zotero**

Week Three: No Class - Labor Day (Monday, September 5)

Week Four: Hypertext (Monday, September 12)

- Rieck, Bastian. 2019. [“Why Every Academic Should Have a Personal Website”](#)
- Bolter: Finish book
- Klein: Emerging / Interdisciplining
- **Demo: Markdown and Visual Studio Code**
- **Due: Zotero Reading List**

Week Five: Literature Reviews (Monday, September 19)

- Bogost: Preface, Chapter 1-5
- Klein: Defining
- FSU. [“The Literature Review Process”](#)
- **Demo: GitHub Pages**

Week Six: Methods and Making (Monday, September 26)

- Bogost: Finish book
- Debates in DH: Part II
- “Jensen, Joli. 2018. [“Lessons on the Craft of Scholarly Reading.”](#)”
- **Demo: Hugo**
- **Due: Abstract**

Week Seven: Arguments (Monday, October 3)

- Nakamura: Introduction, Chapter 1-3
- Debates in DH: Part III
- **Demo: Hugo Academic**

Week Eight: Visual Culture (Monday, October 10)

- Nakamura: Finish book
- Debates in DH: Part V
- **Demo: Style and Design**
- **Due: Literature Review**

Week Nine: Software (Monday, October 17)

- Manovich: Part 1 and 2
- Debates in DH: Part IV
- **Demo: Finishing Your Site**

Week Ten: Cultural Software (Monday, October 24)

Drawing on models of GIS and spatial humanities, we'll explore the potential for data maps and plots across humanities datasets, thinking through both traditional and thematic approaches to mapping.

- Manovich: Finish Book
- Debates in DH: Part V
- **Demo: Abstracts and Proposals**

Week Eleven: Digital Humanities, Revisited (Monday, October 31)

- Klein: Finish Book
- Belcher, Wendy. 2019. ["Myths and Truths about Publishable Journal Articles"](#)
- **Demo: Dissecting a Journal Article**
- **Due: Academic Web Presence**

Week Twelve: Publishing Processes (Monday, November 7)

- Vee: Introduction and Chapter 1-2
- Debates in DH: Part VI
- **Demo: From Submission to Article**

Week Thirteen: On Higher Ed (Monday, November 14)

- Vee: Finish book
- Ahmed: Introduction and 1
- **Demo: Revising Effectively**

Week Fourteen: Critiques (Monday, November 21)

- Ahmed: 2 and 3
- **Demo: Planning for Exams**

- **Due: Article Draft**

Week Fifteen: Design Futures (Monday, November 28)

- Ahmed: Finish book
- **Demo: Thinking Ahead on Dissertation**

Final Paper Due (Friday, December 9)

General Policies

Academic Integrity

The [Center for Academic Integrity \(CAI\)](#) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

Students should familiarize themselves with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained

through someone else's efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Course Accessibility Statement

This course is built with universal design for learning principles in mind: if you encounter challenges with any of the course materials, assignments, platforms, or requirements, please reach out for assistance, and know that additional support is always available regardless of documentation. If changes in course modality occur and you require additional accommodations, please reach out as soon as possible.

Additionally, the University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services \(SAS\)](#) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be

created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Campus Safety Statement

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](#).
- 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 [locations](#).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [MyUCF](#) 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](#).

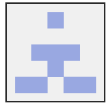
Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Authorized Events and Religious Observances

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied.

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the [UCF policy](#).



AMSUCF maintains *IntroTandT*