UNIVERSITY OF CENTRAL FLORIDA

ENG 6800 - INTRO TO TEXTS & TECHNOLOGY

Section: 0M01

College of Arts and Humanities

Dean's Office CAH

Course Information

Term: Fall 2025
Class Meeting Days: T
Class Meeting Time: 06:00PM - 07:50PM
Class Meeting Location: TCH 0351
Modality: M
Credit Hours: 3.00

Instructor Information

Name: Dr. Rudy McDaniel
Title: Professor
Office Location: VAB-117a
Office Hours
Tuesdays, 3-5pm and by appointment
Phone: 407-823-0728
Email: rudy@ucf.edu

Course Description

ENG 6800 CAH-ENG 3(3,0)Introduction to Texts and Technology: PR: Graduate standing or C.I. Basic concepts of graduate study in Texts and Technology. Fall.

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.
- **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.

Student Learning Outcomes

Students will:

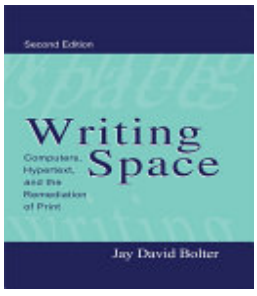
- Explore the areas/tracks of Texts & Technology through analysis and discussion of core texts.
- Learn about the numerous interdisciplinary fields that inform and influence the practice and theorizing of texts and technology.
- Become familiar with some core concepts that will recur throughout the T&T 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 and Markdown).

Required Course Materials and Resources

What's the Use
Subtitle: On the Uses of Use
ISBN: 1478006501
Authors: Sara Ahmed
Publisher: Duke UP
Publication Date: 2019
Online Access:
https://muse.jhu.edu/pub/4/monograph/book/71164/pdf

Persuasive Games
ISBN: 9780262261944
Authors: Ian Bogost
Publisher: MIT Press
Publication Date: 2010-08-13
Online Access:
https://direct.mit.edu/books/monograph/4392/Persuasive-GamesThe-Expressive-Power-of-Videogames



Writing Space
ISBN: 9781135679576
Authors: Jay David Bolter
Publisher: Routledge
Publication Date: 2001-01-01
Online Access:
https://www.taylorfrancis.com/reader/download/8da26cbd-68e6-4744-af9c-da4dfdd0067f/book/pdf?context=ubx

Debates in the Digital Humanities 2023
ISBN: 9781452969329

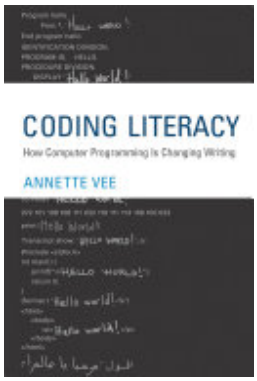
Authors: Matthew K. Gold, Lauren F. Klein
Publisher: U of Minnesota Press
Publication Date: 2023-07-04
Online Access: https://ucf-flvc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma9938410236640659 6&context=U&vid=01FALSC_UCF:UCF&lang=en3

Interdisciplining Digital Humanities
ISBN: 9780472120932
Authors: Julie Thompson Klein
Publisher: University of Michigan Press
Publication Date: 2015-01-05
Online Access: https://muse.jhu.edu/book/52267

Cultural Analytics
ISBN: 9781623567453
Authors: Lev Manovich
Publisher: The MIT Press
Publication Date: 2018
Online Access:
https://direct.mit.edu/books/monograph/4966/Cultural-Analytics

Digitizing Race
ISBN: 9781452913308
Authors: Lisa Nakamura
Publisher: U of Minnesota Press
Publication Date: 2007-12-20
Online Access:
https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=334221

Coding Literacy



ISBN: 9780262036245
Authors: Annette Vee
Publisher: MIT Press
Publication Date: 2017-07-28
Online Access:
https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=5340074

Course Assessment and Grading Procedure

Points	Assignment Summary
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.
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.
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.
20	**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.
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.
25	**Article Draft** - Following the formatting guidelines and length requirements of your selected venue, prepare a draft of your article.

Points	Assignment Summary
10	**Revision Memo** - Provide a plan for your article revision, responsive to the feedback you've received on the draft submission. This memo should be professionally structured and addressed to the editor of your target journal.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
8/22/25	Academic Verification Survey	Quiz	5
9/12/25	Zotero Reading List	Assignment	10
9/26/25	Preliminary Abstract	Assignment	10
10/17/25	Literature Review	Assignment	20
10/31/25	Web Presence	Assignment	20
11/21/25	Journal Article Draft	Assignment	25
12/1/25	Final Revision Memo	Assignment	10

Grading Scale

Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%

Letter Grade	Percentage
D	64-66%
D-	61-63%
F	0-60%

Class Schedule

Week	Topic
1	**Week One: Syllabus and Getting Started (Tuesday, August 19)** • Sweeney, Miriam E. 2012. "How to Read for Grad School.". • The T&T Student Handbook • **Due: Activity Verification (Friday August 22nd)**
2	**Week Two: Intro to DH (Tuesday, August 26)** • Klein: Emerging / Interdisciplining • Debates in DH: Part 1 • **Demo: Zotero**
3	**Week Three: Sites (Tuesday, September 2)** • Bolter: Preface, Chapter 1-6 • Broman, Karl. "Simple Site" • **Demo: Visual Studio Code**

Week	Topic
4	**Week Four: Hypertext (Tuesday, September 9)** • Bolter: Finish book • “Jensen, Joli. 2018. “Lessons on the Craft of Scholarly Reading.” • **Due: Zotero Reading List**
5	**Week Five: Literature Reviews (Tuesday, September 16)** • Bogost: Preface, Chapter 1-5 • Klein: Defining • FSU. “The Literature Revdatiew Process” • **Demo: GitHub Accounts and Pages**
6	**Week Six: Methods and Making (Tuesday, September 23)** • Bogost: Finish book • Debates in DH: Part II • **Demo: Markdown** • **Due: Abstract**
7	**Week Seven: Arguments (Tuesday, September 30)** • Nakamura: Introduction, Chapter 1-3 • Debates in DH: Part III • **Demo: Academic Content**

Week	Topic
8	**Week Eight: Visual Culture (Tuesday, October 7)** • Nakamura: Finish book • Debates in DH: Part V • **Demo: Style and Design** • **Due: Literature Review**
9	**Week Nine: Software (Tuesday, October 14)** • Manovich: Introduction, Part 1 and 2 • Debates in DH: Part IV • **Demo: Finishing Your Site**
10	**Week Ten: Cultural Software (Tuesday, October 21)** • Manovich: Finish Book • Debates in DH: Part V • **Demo: Abstracts and Proposals**
11	**Week Eleven: Digital Humanities, Revisited (Tuesday, October 28)** • Klein: Finish Book • Belcher, Wendy. 2019. “Myths and Truths about Publishable Journal Articles” • **Demo: Dissecting a Journal Article** • **Due: Academic Web Presence**

Week	Topic
12	**Week Twelve: Publishing Processes (Tuesday, November 4)** • Vee: Introduction and Chapter 1-2 • **Demo: From Submission to Article**
13	**Week Thirteen: On Higher Ed (Tuesday, November 11)** • Vee: Finish book • Ahmed: Introduction and 1 • **Demo: Revising Effectively**
14	**Week Fourteen: Critiques (Tuesday, November 18)** • Ahmed: 2 and 3 • **Demo: Planning for Exams** • **Due: Article Draft**
15	**Week Fifteen: Design Futures (Tuesday, November 25)** • Ahmed: Finish book • **Demo: Thinking Ahead on Dissertation**
16	**Revision Memo Due (Friday, November 28)**

Policies for Course Grade

Assignment Submission and Grading Policy

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.

Missed/Late Assignments

Late work is accepted without penalty through one week after the 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.

Incompletes are not generally granted unless there are exceptional circumstances. In these rate cases, incompletes will not be granted for students with more than two missing assignments, and must be resolved within six months of the end of the course.

Extra Credit Policy

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

Mixed Methods 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 for one week after the 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.
- In-person class sessions will not be recorded.
- Office hour assistance is additionally available both through text on Webcourses messages and via Zoom.

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.

Artificial Intelligence Tools and Software Policy

We are now at the point in history where artificial intelligence tools and software can create sophisticated and compelling forms of writing, coding, image generation, and other forms of written, visual, and interactive communication. This includes the automated generation of executable code, which many of these systems can do quite well. I encourage you to experiment with these tools to explore ideas and possibilities for your research and writing. However, all uses of AI-generated writing and coding should be documented as such in your writing for this class. When AI tools are used for text generation please document that activity including the use of the specific prompts provided per the guidelines of your chosen citation style for a particular paper or project. It is also important to verify the accuracy of any AI-generated content. "AI hallucination" is often an issue with these types of tools.

Using AI tools can be very helpful in many ways for your scholarly work. In fact, they are so useful that I highly encourage you to use them! However, unless there is a specific reason to do so (e.g., a research study comparing the efficacy of human-generated versus computer-generated instruction manuals) you should not normally rely on them to generate fully generated texts (i.e., research papers, proposals, and article drafts) in this class. Instead, use them to help with brainstorming, organizational strategies, data collection, data carpentry, experimental research, and revision. This is only a partial list of acceptable uses, of course, as the tools and possibilities are evolving very quickly. If you are uncertain whether or not you are using AI-tools appropriately for this class then please talk to me about your plans before moving forward. That said, I want you to feel empowered to experiment and tinker with AI in this course.

In short, I encourage you to use, but not abuse, such tools in this class.

Disability Access & Accommodations

The University of Central Florida is committed to providing equal access to all students with disabilities (ADHD, learning disabilities, Autism, chronic medical conditions, physical disabilities, etc.). To receive consideration for reasonable disability-related course accommodations, disabled students must contact Student Accessibility Services (SAS) and complete the steps required for SAS to review accommodation requests. More information can be found on the UCF Student Accessibility Services website under the Start Here tab or by contacting SAS directly (Ferrell Commons 185; sas@ucf.edu; Phone - 407-823-2371).

Approved accommodations are shared with course instructors via the SAS Course Accessibility Letter. Implementing certain accommodations may require discussion about specific considerations of the course design, course learning objectives, and the individual academic and course challenges experienced by the student. While students with disabilities or chronic health needs are also encouraged to discuss any course concerns with professors in addition to contacting SAS, professors are not required to facilitate disability-related adjustments to the course unless the professor has received a Course Accessibility Letter from SAS that outlines approved accommodations.

Academic Integrity

Students should familiarize themselves with UCF's Code of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.

b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

c. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.

d. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

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 and Academic Integrity, 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.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at Let's Be Clear and UCF Cares.

For more information on access and community engagement, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – ONAC – Office of Nondiscrimination & Accommodations Compliance & askanadvocate@ucf.edu

- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu
- Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

Reporting an Incident or Issue

If you believe you have experienced discrimination by any faculty or staff member, contact the Office of Nondiscrimination & Accommodations Compliance via the ONAC website or at 407-823-1336. You can also choose to report using the UCF Integrity Line either anonymously or as yourself at 1-855-877-6049 or by using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

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.

Campus Safety

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF classroom has an **Emergency Procedure Guide** posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online here.
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video here to learn more.
    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.

    - **DENY.** When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.
    - **DEFEND.** When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your contact information is up to date.

Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity 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.