ENG 6801 (T&T in History)

Group 1 Syllabus Collaboration

# Course Information

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**Course Name:** History of Digital Media and Technical Communication

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**Course ID:** DMTC 123

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**Credit Hours:** 3

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**Term:** Fall 2022

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**Location:** Web (async)

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# Instructor Contact

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**Instructor:** Dr. Deryu Trali

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**Office:** Building DRAT, Room 52

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**Office Hours:** By appointment

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# Course Overview

This course examines the history of Digital Media and Technical Communication as it relates to their beginning, theories, ethics, hot topics, and what we might expect to see down the line.

# Course Requirements

The following requirements are expected to be met for the successful completion of the course.

**Discussion Participation:** Students will be expected to make one substantial topic-relevant post each week and provide at least two meaningful responses to other students’ posts.

**Group Projects for DM and TC**: Students will work in chosen pairs to complete projects relevant to topics discussed in the Digital Media and Technical Communication modules.

**Synthesis Essay:** Students will draft one 2-3 page essay following MLA style guidelines that summarizes and synthesizes Digital Media and Technical Communication topics covered.

**Weekly Quizzes / Final Exam:** Webcourses@UCF quiz tool will be used to administer (and automatically grade) multiple-choice or short answer assessments. One 5-question quiz will be given per week to ensure that students have read the assigned readings, encouraging them to keep up with the class and ensuring cognitive presence. One final exam will be administered at the culmination of the course.

For each quiz, test, or exam, you are expected to remain on the testing screen for the duration. You may not visit other sections of the course, other websites, or communication tools for assistance. Students will be monitored through the Webcourses@UCF quiz audit log for compliance. Failure to only access the quiz, test, or exam during testing will result in an academic integrity violation.

# Required Text and Materials

Following are texts and materials that students are expected to purchase or otherwise acquire on their own. Links to additional readings are provided in the schedule below.

**For Digital Media:**

* Murray, Janet H. *Hamlet on the Holodeck, Updated Edition: The Future of Narrative in*

*Cyberspace*. MIT Press, 2017.

* Cohen, Daniel, and Roy Rosenzweig. *Digital History: A Guide to Gathering, Preserving,*

*and Presenting the Past on the Web*. University of Pennsylvania Press, Incorporated, 2006.

**For Technical Communication:**

* Markel, Mike, and Stuart Selber. Technical Communication. New York: Macmillan Learning, 2018. Print.

# Evaluation and Grading

The following breakdown is out of 1000 possible points with percentages of total grade noted.

* **Academic Activity Verification:** 50 points (5%)
* **Discussion Participation:** 200 points (20%)
* **Weekly Quizzes:** 200 points (20%)
* **DM/TC Projects:** 200 points (20%)
* **Synthesis Essay:** 150 points (15%)
* **Final Exam:** 200 points (20%)

There is no extra credit available for this class.

# Course Schedule

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| **Week** | **What’s happening…** |
| Week 1 | * **Lecture:** Course intro, syllabus review, Q&A. * **Reading:** Read through the syllabus. * **Assignment:**   + Academic activity verification (“quiz” on the syllabus)   + Introduction post and substantial responses to a minimum of two other students’ introductions. |
| Week 2 | * **Lecture:** Digital Media - How it All Began * **Reading:**    + “Lord Burleigh’s Kiss”, Chapter 1, pp. 13-26   + *Hamlet on the Holodeck* * **Assignment(s):** Readings Quiz, Discussion Post, and Replies |
| Week 3 | * **Lecture:** Theories is Digital Media * **Reading:**   + “Harbingers of the Holodeck”, Chapter 2, pp. 27-64   + *Hamlet on the Holodeck* * **Assignment:** Readings Quiz, Discussion Post, and Replies |
| Week 4 | * **Lecture:** Ethics in Digital Media * **Reading:** Cohen, Daniel J., and Rosenzweig, Roy. “Owning the Past.” *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web.* University of Pennsylvania Press, Incorporated, 2006. pp. 189-219 * **Assignment:** Readings Quiz, Discussion Post, and Replies |
| Week 5 | * **Lecture:** Hot Topics in Digital Media * **Reading:** Baym, Nancy K., and Boyd, Danah. 2012. “Socially Mediated Publicness: An Introduction.” Journal of Broadcasting & Electronic Media 56 (3):320–29. https://doi.org/10.1080/08838151.2012.705200. * **Assignment:** Readings Quiz, Discussion Post, and Replies |
| Week 6 | * **Lecture:** The Future of Digital Media * **Reading:** Cohen, Daniel J., and Rosenzweig, Roy. “Preserving Digital History.” *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web.* University of Pennsylvania Press, Incorporated, 2006. pp. 220-46. Print. * **Assignment:** Readings Quiz, Discussion Post, and Replies |
| Week 7 | * **Lecture:** Digital Media Group Project * **Reading:** N/A (work on your projects) * **Assignment:** Completed project file/demo |
| Week 8 | BREAK |
| Week 9 | * **Lecture:** Technical Communication - How it All Began * **Readings:**   + “Technical Communication”, chapter 1, Introduction to Technical Communication   + Durack, K. 1997. Gender, technology, and the history of technical communication. Technical Communication Quarterly, 6(3), 249–260. doi:10.1207/s15427625tcq0603\_2 * **Assignment:** Readings Quiz, Discussion Post, and Replies |
| Week 10 | * **Lecture:** Theories in Technical Communication * **Readings:**   + “Technical Communication”, chapter 3, Writing Technical Documents   + Baehr, Craig, and Susan Lang. “Hypertext Theory: Theoretical Foundations for Technical Communication in the 21st Century.” Technical communication (Washington) 66.1 (2019): 93–104. Print. * **Assignment:** Readings Quiz, Discussion Post, and Replies |
| Week 11 | * **Lecture:** Ethics in Technical Communication * **Readings:**   + “Technical Communication”, chapter 2, Understanding Ethical and Legal Considerations   + Rouse, Chrissie. “Ethics in Technical Communication. (Professional Issues).” Technical communication (Washington) 49.2 (2002): 258–. Print. * **Assignment:** Readings Quiz, Discussion Post, and Replies. |
| Week 12 | * **Lecture:** Hot Topics in Technical Communication * **Readings:**   + “Technical Communication”, chapter 9, Emphasizing Important Information   + Haas, Angela M. “Race, Rhetoric, and Technology: A Case Study of Decolonial Technical Communication Theory, Methodology, and Pedagogy.” Journal of business and technical communication 26.3 (2012): 277–310. Web.   + Smith, Elizabeth Overman, and Isabelle Thompson. “Feminist Theory in Technical Communication: Making Knowledge Claims Visible.” Journal of business and technical communication 16.4 (2002): 441–477. Web. * **Assignment:** Readings Quiz, Discussion Post, and Replies |
| Week 13 | * **Lecture:** The Future of Technical Communication * **Readings:**   + Jones, Natasha N., et al. “Disrupting the Past to Disrupt the Future: An Antenarrative of Technical Communication.” Technical Communication Quarterly, vol. 25, no. 4, Aug. 2016, pp. 211–29, <https://doi.org/10.1080/10572252.2016.1224655>   + Virtaluoto, Jenni, Annalisa Sannino, and Yrjö Engeström. “Surviving Outsourcing and Offshoring: Technical Communication Professionals in Search of a Future.” Journal of business and technical communication 30.4 (2016): 495–532. Web. * **Assignment:** Readings Quiz, Discussion Post, and Replies |
| Week 14 | * **Lecture:** Technical Communication Group Project * **Reading:** N/A (work on your projects) * **Assignment:** Completed project file/demo |
| Week 15 | * **Lecture:** Synthesis of Digital Media and Tech Comm * **Reading:** Trice, Michael. “Putting GamerGate in Context: How Group Documentation Informs Social Media Activity.” In *Proceedings of the 33rd Annual International Conference on the Design of Communication*, 1–5. Limerick Ireland: ACM, 2015.<https://doi.org/10.1145/2775441.2775471>. * **Assignment:** Essay |
| Week 16 | FINAL (a multiple-choice exam administered through Canvas) |

# Policies

## Notice of Copyright

This course may contain copyright-protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download, or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

## Webcourses

This is a web-based asynchronous course accessible through Webcourses. Webcourses is an online course management system (accessed through my.ucf.edu and then the “Online Course Tools” tab) that will be used as a medium for turning in assignments and a forum for communicating with your teammates. Under the “Discussion” section, you will have a designated forum section. My recommendation is to check Webcourses every 2-3 days for updates from your teammates or myself.

Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using the Grades section of Webcourses@UCF.

## Email

In this class, our official mode of communication is through email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student’s responsibility to check the “coursemail” tool frequently. You may also wish to create a Knight’s Email account at https://knightsemail.ucf.edu for separate official communication from the university.

## Internet Access Requirement

You will be expected to have daily access to the internet and email since I will be emailing you constantly about assignment updates, additions, and changes. All students at UCF are required to obtain a Knight’s Email account and check it regularly for official university communications. If you do not own a computer, there are computers accessible to you in all UCF’s computer labs, and most computer labs have computers connected to the internet. For further information on computer labs, please see the following website: <http://guides.ucf.edu/c.php?g=78577&p=517810>.

## Disability Access Policy

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) <http://sas.sdes.ucf.edu/> (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 for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://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.

## 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.

## Religious Observances

Students must notify their instructor in advance if they intend to miss class for religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>

## Grading Scale

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| --- | --- | --- | --- | --- |
| A | 90-100 |  | C | 68-75 |
| B+ | 87-89 |  | D+ | 66-68 |
| B | 80-86 |  | D | 60-65 |
| C+ | 76-79 |  | F | <59 |

Grades will be reported in webcourses.

## Technical Support

### Webcourses@UCF Support

Webcourses@UCF Support answers student technical issue questions for online courses. Students should refer 1st to online resources and other students to try to resolve technical questions or problems. But if the problem can’t be fixed through these resources, students can contact Webcourses@UCF Support.

Email: webcourses@ucf.edu

Phone: (407)-823-0407

Webcourses@UCF Support Form: https://cdl.ucf.edu/support/webcourses/contact/

Hours: 8:30 am-4:30 pm limited after-hours email support

### UCF IT

Students can visit UCF IT website for answers to computer questions and issues with myUCF, NID, passwords, and Knights Email. It also has tutorials for students.

Email: servicedesk@ucf.edu

Phone: (407)-823-5117

Hours: 7:00am-7:00pm M-F

## COVID19

The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. In this course, students will be worked with through challenges they may be encountering to provide support to help them succeed. However, please keep in mind that students will be held accountable, especially in terms of participation and contributions.

## Academic Integrity

Students should familiarize themselves with UCF’s Rules of Conduct at <https://scai.sdes.ucf.edu/student-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 that 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 <https://goldenrule.sdes.ucf.edu/>. 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 a 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, participating 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.

## Online Learning

Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face to learn. Online learning requires lots of planning and self-pacing so that you may be successful in my course. Since I will be covering much material in 16 weeks, I would highly recommend treating this course as a regular lecture course and keeping up with lectures and assignments. Please do not be tempted to skip two weeks of lectures and expect to catch up easily.

The work you do online in this class is the same as the material that would be covered in an in-person classroom. Students are responsible for checking assignments, knowing due dates, and turning in their work on time. The web-based assignments are used to take the place of in-person class attendance. Because of this, students cannot complete online assignments like discussion posts once the due date for them has passed.

## Rules/Protocols of Discussion Post Communication

Before posting in a forum, always make sure your posting has no grammar, punctuation, or spelling errors. You may do this by copying and pasting the text into Microsoft Word and pasting it back to the posting area.

No shorthand notation or acronyms (such as “TTYL”, ” LOL”, or “IMO”) may be used at any time for this course. I feel it is unprofessional to use and is ambiguous for those unfamiliar with the acronym. Furthermore, please use smiley faces sparingly.