

Course Information

Intro to Texts and Technology

ENG 6800-0001
Fall 2020
Mondays 6 to 8:50 p.m.
Classroom Building 1, Room 107
3 units
Instructor: Dr. Mel Stanfill
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; phone 407-823-1711

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:

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

Required Materials

Belcher, Wendy. "On Writing a Journal Article" <https://www.insidehighered.com/advice/2019/07/18/how-write-publishable-journal-article-opinion>

Bogost, Ian. *Persuasive Games*. MIT Press Ltd, 2010.

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.

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

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

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

Sweeney, Miriam E. "How to Read for Grad School." 2012. <https://miriamsweeney.net/2012/06/20/readforgradschool/>

Course Policies

Academic Activity Verification

As per university policy, in the first week of courses, students must complete an assignment to document their academic activity. The assignment must be done by **August 24th at 11:59PM**. Failure to complete the verification could cause delays in financial aid disbursement. Students not receiving financial aid are also required to complete the activity.

Late Work

Late work will not be accepted; that being said, if you do have a situation in which you cannot turn in work on time, you can ask for an extension. All extension requests should be submitted through email or other form of documentation. Any asks must be done *24 hours* before the due date of the assignment. Date for submission will be negotiated with your professor.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. 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. *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.
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*.

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

Accessibility

The University of Central Florida is committed to providing **access, inclusion, and accomodation 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.

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 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 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/AEDlocations-UCF> (click on link from menu on left).
- 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.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NlKYajEx4pk>).

Evaluation and Grading

All grades will be reported via Webcourses. The Grading Scale is as followed:

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

Assignments

Presentation and Handout (10 Points)

Choose two readings from the provided list to present to the class. This will be a ten-minute presentation that may be informal, but you will produce a one page, doubled sided handout that includes the key points and arguments of the text. There will be a sign-up sheet in class to choose your presentation dates.

Abstract (10 Points) Due September 14

Choose a special issue or a target journal from an approved list. Draft an abstract of the appropriate length and style, following the journal guidelines. This will jump start your semester long research project.

Literature Review (15 Points) Due September 28

Select five related journal articles or book chapters with the assistance of the professor; at least one of the articles must be from your target journal. Using the examples as a guide, prepare a literature review on your subject using the chosen articles, as well as the course readings.

Journal Article Draft (15 Points) Due October 12

Prepare a complete draft of your journal article for peer review, using the formatting guidelines and length requirement of your selected journal. The draft will be graded on completion only and will go through peer review, and will be the foundation of feedback for your final revision.

Web Presence (20 Points) Due October 26

Create an academic website that features a brief bio, image, skills, CV, and recent publications or conference talks. The website will be built through GitHub and be created in a series of stages throughout the semester.

Peer Review Feedback (10 Points) Due November 12

Provide professional and appropriate feedback on the journal article assigned to you by a fellow classmate. Focus on content, substance, and clarity of communication.

Final Revised Journal Article (20 Points) Due December 7

Based on the feedback from the peer review, submit a final revised journal article.

Total: 100 Points

Schedule

Class Schedule

Week One: August 24 Academic Activity Verification (Due 8/28 by 11:59 P.M.)

Readings: Bolter Chapter 1-3; Gold & Klein Chapter 1-5; Sweeney

Week Two: August 31

Readings: Bolter Chapter 4-6; Gold & Klein Chapter: 6-10

Week Three: September 7 Labor Day (no class)

Week Four: September 14 Abstract Due

Readings: Klein: Chapter 1-3; Gold & Klein: Chapter 11-14

Week Five: September 21

Readings: Klein: Chapter 4-6; Gold & Klein: Chapter 15-18

Week Six: September 28 Literature Review Due

Readings: Bogost: Chapter 1-6

Week Seven: October 5

Readings: Bogost: Chapter 7-11

Week Eight: October 12 Journal Article Draft Due

Readings: Gold & Klein: Part III

Week Nine: October 19

Readings: Gold & Klein: Part IV

Week Ten: October 26 Website Due

Readings: Gold & Klein: Part V

Week Eleven: November 2

Readings: Selber: Chapter 1-5

Week Twelve: November 9 Peer Review Due

Readings: Nakamura: Chapter 1-5

Week Thirteen: November 16

Readings: Belcher

Week Fourteen: November 23 1 on 1 project review

Week Fifteen: November 30

No readings. (In class work day)

Week Sixteen: December 7 Journal Article Final Draft Due