

**ENGL/ DIHU 155**

**Reading, Writing, and Making with  
Technology in the Humanities**

Week 4 Tutorial

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# Reminder

Week	Jan 5-9	Jan 12-16	Jan 19-23	Jan 26 - 30	Feb 2-6	Feb 9-13	Feb 16-20	Feb 23-27	Mar 2-6	Mar 9-13	Mar 16-20	Mar 23-27	Mar 29-Apr 3	13 Exam Period
Group 1	Writing Diagnostic	Grade Contract				Mid-Term Contract Renegotiation								Final Self Assessment
Group 2		Library Orientation Module	Library Citation Module			Outside class time revision for students whose assignments don't pass				Outside class time revision for students whose assignments don't pass				
Group 3			In class essay—formatting; tutorial cancelled				In class essay				Revision presentation—summative			Mandatory Exam Prep Lecture and Tutorial
Group 4														*no Friday tutorial; last week of tutorials

**Revisions for Essay 1 will be done in week 6 (Tuesday and Wednesday)**

You can bring in your original paper with feedback to do the revisions if necessary

Revisions are done in person (like the original essay) during either of the allotted time slots

Please see me or Dr. Murphy if you have any questions! Sign up sheet for office hours is on Canvas

**Grade Contract renegotiation due week 6 (in two weeks)**

You must rewrite this even if you are maintaining your current grade contract

You can change your grade beforehand – this can lead to lighter revisions on your essay

To renegotiate your grade early, reach out to myself and Dr. Murphy via canvas messenger.

# Reminder

## Readings for Next Week

- Okorafor, Nnedi. *The Book of Phoenix*. (Read first half by lecture.)
- Jorge Luis Borges, “[The Library of Babel](#).” 1941

# Reminder

## Week 4 Reading

- McLuhan, Marshall. Selections from "The Medium is the Message." From Understanding Media: The Extensions of Man. On Canvas Download On Canvas.  
Read pg 1-10 + pg 15.
- Marx, Leo. Selections from "Technology: The Emergence of a Hazardous Concept." Social Research. Vol. 64, no. 3. (available through UBCO Library)  
Read pg. 965-980
- Acheson, Katherine O. Writing Essays About Literature (chapter 7 & 8 available on canvas)

# Office Hours

## Sign Up Sheet

Fridays 10:00 – 12:00

The screenshot shows a course navigation menu on the left and a document list on the right. The navigation menu includes links for Account, Dashboard, Courses, Calendar, Inbox, History, and Help. The main content area shows a course titled '2025W1\_O'. On the right, under 'Important Documents', there is a list of files:

- Grading Rubric 2025W1
- Office Hours Sign Up** (highlighted with a red box)
- Individual Grade Contract 2025W1
- Contract Grading Explanation 2025W1
- Individual Grade Tracking Spreadsheet
- Library Course Reserves

A 'Collapse All' button is located in the top right corner of the document list.

# Reminder

# 10 minutes Writing Prompts

'Technology' and 'The Medium' (Marx ; McLuhan)

Did you notice any similar themes within these readings? If so, what were they?

How have any of these readings helped you better understand contemporary digital technologies that you use? If these readings did not help you understand the technologies/mediums being used, what new concepts are you beginning to grasp?

What aspects of these readings did you find particularly difficult? How might we address these issues as a class?

Writing Essays About Literature (Acheson)

Why do you think Acheson suggests that you gather evidence BEFORE coming up with an argument?

What is 'charting your evidence' and why is it useful for writers of literary criticism (That's you!)

How have you gathered evidence for critical literary papers in previous classes?

# Essays 1 overall issues

- Reading the instructions
  - Be careful, be methodical, read them in full.
  - Introduction structure.
- Formality in academic writing
  - Use of contractions in academic writing
  - Wording choice
- Expansion and including a clear bridge
- MLA formatting
  - In-text citations
  - Incorporating quotations
  - Works Cited pages

# Themes of the course (from the syllabus)

When analyzing our own experiences with technology—especially digital technologies—how do we move beyond merely subjective or utility-focused responses?

When writing about digital literature, how do we understand the way that histories of technology have shaped what media forms can express? How do we understand our role in producing and consuming digital media?

Over the last half century, scholars of media, technology, and culture have developed a number of useful approaches to analyzing and engaging in technologies both new and old, to the point where we have a “toolkit” of critical strategies available to us. In this course, we will engage with a variety of cultural products across media platforms—such as digital, print, visual, or sound media—and learn how to analyze them using some of these critical strategies.

# Group work: Finding and creating definitions

Find terms within McLuhan or Marx's work that relate to themes of the course

Write your impressions on these terms – how do they fit into the themes of the course?

Go to Google Doc and work in groups to create definitions for each term

<https://docs.google.com/document/d/1txfse6M0Oa8IzeADRcKA6S6fgx4gaFWAAhVZW7LHAbA/edit?usp=sharing>

This is exam prep! Defining course terminology and writing about those terms will make up the 'short answer' portion of the exam.

# Email Policy

## **ENGLDIHU155 Email Policy**

“Your emails to your instructor and TA are the property of the university and a primary mode of communication in this educational and professional context. When you send me an email, please use appropriate greetings—including using my name and your own name in salutations—please write clearly in complete sentences, and provide me with the contextual information to understand whatever questions you might have.

I require at least 48 hours to respond to emails, and I will not respond after business hours or on weekends. If you have questions regarding essays or assignments, you must ask them at least 48 hours in advance of the due date; I cannot promise that I will respond in time to assignment-related emails after this point. If you have a question that you can easily answer by looking at the Syllabus, I will refer you there.

TAs will set their own email policies. I will encourage them to set similar boundaries to mine so that students get their questions answered and TAs are able to manage their time effectively.”

# Citation Guide Resource

## Purdue OWL

The screenshot shows the homepage of the Purdue OWL website. At the top left is the Purdue University logo and "PURDUE UNIVERSITY". To its right is the "Purdue OWL® COLLEGE OF LIBERAL ARTS" logo. Below this is a navigation bar with three items: "≡ PURDUE OWL®", "ON-CAMPUS WRITING LAB", and "ONLINE WRITING LAB". The main content area features a large image of a modern building with the text "WELCOME TO THE PURDUE OWL®". Below this is a paragraph about the service's global reach and a "We are a globally renowned resource..." quote. To the right, there are two sections: "Online Writing Lab" (with a laptop icon) and "On-Campus Writing Lab" (with a building icon). Each section has several buttons for different guides and services.

**≡ PURDUE OWL®** ON-CAMPUS WRITING LAB ONLINE WRITING LAB

## WELCOME TO THE PURDUE OWL®

We are a globally renowned resource that provides assistance with English to students, teachers, professionals, and organizations across the world. Our goal is to assist clients in their development as writers - no matter their skill level.

The online writing lab offers global support through online reference materials and services for creating citations, cover letters, major-specific writing help, and general writing advice.

APA Guide    MLA Guide  
Avoiding Plagiarism    Resume Guide

The physical writing lab serves the on-campus Purdue community of students and faculty. Schedule an in-person, online, or e-tutoring session with one of our tutors or check out one of our writing workshops!

On-Campus Writing Lab

Student Info    Faculty Info  
Make an Appointment