

THE PRINCIPLES OF WRITING & TECHNOLOGY

ENGLISH 460

SPRING 2010

<u>Instructor:</u>	Dr. Theresa Flynn
<u>Class Meetings:</u>	Monday/Thursday 12:00-1:50pm
<u>Class Location:</u>	Cultural Arts Center (CAC) 115
<u>Office Hours:</u>	By appointment
<u>SKYPE:</u>	theflyprof
<u>Office Location:</u>	CAC 103 (In the Writing Center)
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Course Description:

This course examines the *fate of writing in the computer age*. We will consider the relationship of media and technology to the style, content, and value of language and writing; the changes implicit in the shift from the book to the computer. In addition to this theoretical discussion, we will learn the effective and creative use of composition software and technologies of writing including networked collaboration, hypertext, and MOO/MUD's.

Writing and Rhetoric majors will build on their knowledge of language theory, especially as it relates to media, gaining a richer understanding of language necessary for further academic study, teaching, or practical applications within a technological culture. In addition, Writing and Technology continues the goals of the General Education program of Seaver College, in particular: 1) "the ability to continue the quest for knowledge and insight" through exploration and experimentation in the electronic technology that will dominate knowledge construction, maintenance, and transfer in their future; 2) "the ability to think clearly, logically, independently, and critically" through an examination of cognition in both print and electronic media; 3) "the ability to communicate and to understand the communication of others: to read, to listen, to speak, and to write effectively" through the investigation of what constitutes communication in an electronic age.

Print technology has been the primary mode of knowledge production, storage, and transfer and the driving force behind education and the modern university. In addition, it has played a major role in the Protestant Reformation and in the formation of the modern church. This print technology and its accompanying literacy is rapidly being supplanted/supplemented by electronic technology. Print will continue to be used, and will most certainly remain the primary medium in some areas; however, electronic technology will take over as the dominate cultural means of knowledge construction and transfer. In other words, technology will greatly challenge our cultural conceptions of such core ideas as "Truth," "Knowledge," "Authorship/Authority," and "Community." Such challenges demand a thoughtful investigation.

In particular, we will examine primary genres of print (argument, narrative, and poetry) and consider the possibilities and limitations of these genres in electronic realms. Other possibilities for discussion and projects include: pedagogy of writing, literacy theory, gender and technology, canons of rhetoric, the fate of libraries, etc.

Required Texts:

(To be placed on reserve in the library or Writing Center)

- Bolter. Writing Space
- Haas. Writing Technology: Studies on the Materiality of Literacy"
- Landow. Hypertext.
- McLuhan. The Medium is the Massage.
- Murray. Hamlet on the Holodeck: The Future of Narrative
- Ong. Orality and Literacy: Techologizing the Word.
- Postman. Technopoly.
- Taylor and Ward. Literary Theory in the Age of the Internet.
- Tribble & Trubek. Writing Material: Readings from Plato to the Digital Age

Online:

- See class website—RESOURCES tab: <http://faculty.pepperdine.edu/English/460/>

ASSIGNMENTS:

1. Reader-response journal & reading summaries
 - In order to show active engagement with the course readings, you will maintain a reader-response journal in which you respond to the readings to make connections among course content.
 - In addition, you may be asked to provide reading summaries as part of your responses.
 - Typically, responses should be 1-2 pages, typed, single-spaced.
 - You may be asked to post these to the discussion forum of sakai.
2. Creating & Maintaining a BLOG
 - You will choose a topic that is of interest to you and create a blog in which you write and publish regular content.
 - Your goal should be to encourage readership and responses on your blog site.
 - Your topic should move beyond the daily diary. It is best to choose something you are passionate about (food, movies, politics, grammar-a personal favorite of mine). You want to draw in a specific, like-minded audience.
3. Mid-term and Final Exams
 - These will be your opportunity to make connections between the theoretical and practical elements of this course by writing essay responses (in a timed environment) based on ideas generated in the course. Specific details will precede each exam.
4. Seminar Project. You will choose a topic related to the course and explore it in depth. You will lead class discussion for one class session (for the first 30-40 minutes—or more if you feel so inclined). You will provide background reading material for the class to do before you present. Obviously, you are encouraged to employ the multimedia that our classroom provides (internet/websites, presentation software, etc). You are encouraged to arrange for a guest speaker to attend your class—either in person or via web conference. *All projects must include a formal prospectus, annotated bibliography, and draft.*
5. Seminar Paper. As a follow-up to your presentation, you will write a paper or online hypertext document that explores your topic in a logical way. This should include all the elements of a traditional paper (secondary sources, extensive research) although the presentation may be more creative.

GRADE BREAKDOWN

ASSIGNMENT	Grade Weight
Participation & Attendance	10
Short Written responses <ul style="list-style-type: none"> • Readings reflections • Summaries/annotations 	10
Creating & Maintaining a Blog	10
Seminar Presentation/Class Discussion	25
Seminar Paper	20
Midterm Exam	10
Final Exam	15

SEMINAR TOPICS—Suggestions & Sign-ups:

1. The future of “text:” Ebooks, e-readers, and hypertext: Possibilities & Limitations
–Marcelle Maginnis
2. Blogging—Writing and marketing web content
–Michael Galvis
3. Writing & Internet Culture: (4chan, ONTD, and icanhascheezburger, and jokes/memes, such as rickrolling, macros, Chuck Norris, "so i herd u liek mudkips", Caramelldansen, and "all your base.")
–Katie Cullen
4. Collaborative Writing Online: Tools such as Google Docs. The role of emerging technologies for authorship and collaborative thinking.
–Grant Bryan
5. Creating, eliminating, and re-shaping our *Digital Footprints*—the permanence of our writings in an online culture.

–Sam Ellis
6. Social Networking: Even Grandma’s on Facebook now!

–Kelli/Gerilyn

7. From Texting to Twitter: Soundbites and truncated thoughts. How do these technologies shape our ability and expectations of communication?

–Kristin Jones

8. For Fetishes & Fanatics: The Web as a haven for *extreme* writing.

–Elizabeth Neville

MORE TOPICS for EXPLORATION


9. Wikis & Digital Repositories: The value and perils of preserving collaborative knowledge
See: Scott Jaschik, "[A Stand Against Wikipedia](#)" ([Inside Higher Ed](#)); Colbert Report, "[Wikiality](#)";
[Conservapedia.com](#) ; [Citizendium.org](#)
10. Journalism Online: Technology's impact on the structure, form of writing (as compared to traditional news outlets such as newspaper writing).

11. Authorship in news media: the role of discussion forums and how they shape our perception of "news."


Reading/Assignment Schedule

This schedule is subject to change and the most up-to-date copy will be available online at <http://sakai.pepperdine.edu>.

Class #	AGENDA and HOMEWOK
<p>1</p> <p>Monday January 11</p>	<ul style="list-style-type: none"> • Class collaboration on syllabus: readings, assignments, grade distribution, course foci. <p>Homework:</p> <ul style="list-style-type: none"> • reading assignment: History of Writing (to be emailed to students) • email to: tflynn@pepperdine.edu ideas for course: <ul style="list-style-type: none"> ○ readings ○ topics ○ assignments ○ scope of course, etc. ○ practical applications ○ guest speaker ideas
<p>2</p> <p>Thursday January 14</p>	<p><u>CLASS DISCUSSION</u></p> <ul style="list-style-type: none"> • Website for class materials: http://faculty.pepperdine.edu/tflynn/English/460/ • Updated Syllabus—Review of Assignments and Grade Breakdown <ul style="list-style-type: none"> ○ Sign-up for seminar topics and dates – First come first serve ○ Syllabus will be “built as we go”—check Sakai and/or class website for most updated version (see date at top right) • All assignments should be submitted via traditional paper AND as digital copies in dropbox of Sakai (http://sakai.pepperdine.edu). • Class Discussion—Framing the issue of Writing & Technology in modern times: • READINGS: <ul style="list-style-type: none"> ○ <i>History of Writing Technologies</i> by Brian Gabriel (From: <i>Handbook on Writing Research</i>(McArthur, Graham, Fitzgerald) 2005 Guilford Press (on Sakai)) ○ <u><i>Who’s Afraid of Technological Determinism? Another Look at Medium Theory</i>, John Potts</u> ○ <u><i>Politexts, Hypertexts, and Other Cultural Formations in the Late Age of Print</i></u> • Other possible activities—creating your own webpage?? <p><u>Homework:</u></p> <ul style="list-style-type: none"> • Choose topic for your blog and tool for creating/hosting • Write your introductory blog entry • Read the 3 articles addressed in class today (Gabrial, Potts, & Kaplan) • Write a reflective journal on the readings in which you: <ul style="list-style-type: none"> ○ Discuss the ideas that resonated with you most ○ Point to other themes/topics/discussions/articles/websites, etc. ○ POST your journal to the Dropbox of Sakai ○ Print your journal to be handed in ○ Copy and paste journal to Sakai’s Discussion Board ○ Brainstorm seminar topics or sign up for one listed in syllabus (sign-up by emailing professor at: tflynn@pepperdine.edu)

Class #	AGENDA and HOMEWOK
3 Monday <i>January 18</i>	<p style="text-align: center;">MARTIN LUTHER KING DAY NO CLASSES MEET</p> 
4 Thursday <i>January 21</i>	<p style="text-align: center;">Dr. Flynn Sick—No Class!!</p>
5 Monday <i>January 25</i>	<p><u>PRESENTATION #1</u>—Katie Cullen TOPIC: Internet Culture: Memes & Tropes</p> <p>HW: Peruse accompanying websites added to class website:</p> <ul style="list-style-type: none"> • About CONTENT MARKETING (important for those wanting to be Writers in the Digital Age) • What The Heck Is a Meme? And Why Is It Important To Small Business Marketing? • Ethics and Content Marketing: Ex-BW Writers Weigh In • Web Writing: The Good, Bad and Ugly <ul style="list-style-type: none"> • Reading to be emailed to you: Tribble & Trubek. <i>Writing Material: Readings from Plato to the Digital Age</i> • Write, printout, and drop into Sakai a short reader-response to the readings.
6 Thursday <i>January 28</i>	<p>CLASS DISCUSSION:</p> <ul style="list-style-type: none"> • How does Electronic Text change the way we both read and write? • As writing professionals, how must we adapt to suit the new and ever-changing medium for text? <p>Discuss Readings:</p> <ol style="list-style-type: none"> 1. Jay Bolter, "The New Dialogue" from: Writing Space: The Computer, Hypertext, and the History of Writing, Lawrence Erlbaum, 1991 2. Marshall McLuhan, "The Medium is the Message" from: Understanding Media (1964). 3. What is the Meaning of The Medium is the Message? By Mark Federman, Chief Strategist, McLuhan Program in Culture and Technology <ul style="list-style-type: none"> • Intro to Blogging!!! <ul style="list-style-type: none"> ○ Do you think we should BLOG our reader-responses? Just a thought. <p>Homework: Read and respond to:</p> <ol style="list-style-type: none"> 1. The Social Life of Documents by John Seeley Brown and Paul Duguid (from: First Monday, 1996) 2. Authors and Readers in an Age of Electronic Texts by Jay Bolter

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<p>7</p> <p>Monday February 1</p>	<p>CLASS DISCUSSION:</p> <p>The world of blogging—How has this modern electronic literary trend affected the way we see and interact with information?</p> <p>Share personal blog links: send to Dr. Flynn to link from Webpage</p> <p>More memes for fun: The: “When you see it” phenomenon!</p> <p>Homework: Read and respond to:</p> <ol style="list-style-type: none"> 1. Authors and Readers in an Age of Electronic Texts by Jay Bolter (if you didn't already do this for last class) 2. Welcome to the library. Say goodbye to the books: Cushing Academy embraces a digital future
<p>8</p> <p>Thursday February 4</p>	<p><u>PRESENTATION #2</u>—Marcelle Maginnis TOPIC: E-Readers: The Future of Text</p> <p>Homework: Read/View and respond to: Digital Storytelling. Review the following sites before next class:</p> <ul style="list-style-type: none"> o http://digitalstorytelling.coe.uh.edu/ o http://www.storycenter.org/index1.html o Digital Poetry: http://www.youtube.com/watch?v=GRblpAi_IQ4 o The Fate of the Notion of Canon in the Electronic Age:
<p>9</p> <p>Monday February 8</p>	<p>CLASS DISCUSSION: Digital Storytelling</p> <p>Handout:</p> <ul style="list-style-type: none"> o Digital Storytelling <p>Readings:</p> <ul style="list-style-type: none"> o The Literary Canon o The Fate of the Notion of Canon in the Electronic Age
<p>10</p> <p>Thursday February 11</p>	<p><u>PRESENTATION #3</u>—Michael Galvis TOPIC: Search Engine Optimization (SEO)</p>
<p>11</p> <p>Monday February 15</p>	
<p>12</p> <p>Thursday February 18</p>	<p><u>PRESENTATION #4</u>—Gerilyn Manago TOPIC: Collaborative Writing & Social Networking (Google Wave)</p>

Class #	AGENDA and HOMEWOK
13 Monday <i>February 22</i>	
14 Thursday <i>February 25</i>	<u>PRESENTATION #5</u>—Kelli Gallipo TOPIC: Business Marketing (using Social Networking)
15 Monday <i>March 1</i>	SPRING BREAK NO CLASSES MEET
16 Thursday <i>March 4</i>	SPRING BREAK NO CLASSES MEET
17 Monday 3 <i>March 8</i>	
18 Thursday <i>March 11</i>	<u>PRESENTATION #6</u>—Samantha Ellis TOPIC: Digital Footprints
19 Monday <i>March 15</i>	
20 Thursday <i>March 18</i>	<u>PRESENTATION #7</u>—Elizabeth Neville TOPIC: Fetishes & Fanatics: The Internet as the Virtual Meeting place for the like-minded (and otherwise)
21 Monday <i>March 22</i>	<p>Guest Speaker: Lexi Rohner, Professional Writer & Blogger</p> <ul style="list-style-type: none"> ○ Lexi Rohner is a freelance writer and skating coach based in Los Angeles. She also serves as the Pacific Coast Sectional Vice Chair for the USFS Adult Skating Committee. ○ http://www.lamomsblog.com/lexi/ ○ http://thirtyfingersandthirtytoes.com/ (this one has the same postings, just later than LA Moms) 

Class #	AGENDA and HOMEWOK
22 Thursday March 25	<u>PRESENTATION #8</u>—Grant Bryan TOPIC: Collaborative Writing/Documents
23 Monday 3 March 29	
24 Thursday April 1	<u>PRESENTATION #9</u>—Kristin Jones TOPIC: From Texting to Twitter: Soundbites and truncated thoughts. How do these technologies shape our ability and expectations of communication?
25 MONDAY April 5	
26 Thursday April 8	
27 MONDAY April 12	
28 Thursday April 15	
29 MONDAY April 19	
30 Thursday April 22	
EXAM Wednesday April 28	FINAL EXAM CAC 115 10:30am-1:00pm