

# THE PRINCIPLES OF WRITING & TECHNOLOGY

## ENGLISH 460

SPRING 2011

<u>Instructor:</u>	Dr. Theresa Flynn
<u>Class Meetings:</u>	Monday/Thursday 12:00-1:50pm
<u>Class Location:</u>	Cultural Arts Center (CAC) 315
<u>Office Hours:</u>	By appointment
<u>Office Location:</u>	CAC 103 (In the Writing Center)
<u>Telephone:</u>	(310) 506-4803
<u>E-Mail:</u>	tflynn@pepperdine.edu



### 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, social media spaces, and blogs.

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 Text:**

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

- Tribble & Trubek. Writing Material: Readings from Plato to the Digital Age

**Other Readings: On reserve in the Writing Center**

- Bolter. Writing Space
- Haas. Writing Technology: Studies on the Materiality of Literacy"
- Landow. Hypertext.
- McLuhan. The Medium is the Message.
- Murray. Hamlet on the Holodeck: The Future of Narrative
- Ong. Orality and Literacy: Technologizing the Word.
- Postman. Technopoly.
- Taylor and Ward. Literary Theory in the Age of the Internet.

**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. Digital Story Project
  - This is a creative endeavor in which you will explore the ways that digital media can enhance storytelling. Your final presentation will be a story that you relay to the class not just through text, but also through video, music, or other audio.
  - Digital Stories will be presented at the final 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 personal 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**


<b>ASSIGNMENT</b>	<b>Grade Weight</b>
Participation & Attendance	5
Short Written responses <ul style="list-style-type: none"> <li>• Readings reflections</li> <li>• Summaries/annotations</li> </ul>	10
Creating & Maintaining a Blog	10
Seminar Presentation/Class Discussion	25
Seminar Paper	20
Final Exam: Digital Story Presentation & Reflection	30

## **SEMINAR TOPICS—Suggestions & Sign-ups:**

1. The future of “text:” Ebooks, e-readers, and hypertext: Possibilities & Limitations
2. Blogging—Writing and marketing web content
3. Writing & Internet Culture: memes & tropes
4. Collaborative Writing Online: Tools such as Google Docs. The role of emerging technologies for authorship and collaborative thinking.
5. Creating, eliminating, and re-shaping our *Digital Footprints*—the permanence of our writings in an online culture.
6. Social Networking: Even Grandma’s on Facebook now!
7. From Texting to Twitter: Soundbites and truncated thoughts. How do these technologies shape our ability and expectations of communication?
8. 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](#)
9. Journalism Online: Technology’s impact on the structure, form of writing (as compared to traditional news outlets such as newspaper writing).
10. 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 10</p>	<ul style="list-style-type: none"> <li>• Class collaboration on syllabus: readings, assignments, grade distribution, course foci.</li> </ul> <p>Homework:</p> <ul style="list-style-type: none"> <li>• reading assignment: History of Writing (to be emailed to students)</li> <li>• email to: <a href="mailto:tflynn@pepperdine.edu">tflynn@pepperdine.edu</a> ideas for course:               <ul style="list-style-type: none"> <li>○ readings</li> <li>○ topics</li> <li>○ assignments</li> <li>○ scope of course, etc.</li> <li>○ practical applications</li> <li>○ guest speaker ideas</li> </ul> </li> </ul>
<p>2</p> <p>Thursday January 13</p>	<p><u>CLASS DISCUSSION</u></p> <ul style="list-style-type: none"> <li>• Website for class materials: <a href="http://faculty.pepperdine.edu/tflynn/English/460/">http://faculty.pepperdine.edu/tflynn/English/460/</a></li> <li>• Updated Syllabus—Review of Assignments and Grade Breakdown               <ul style="list-style-type: none"> <li>○ Sign-up for seminar topics and dates – First come first serve</li> <li>○ Syllabus will be “built as we go”—check Sakai and/or class website for most updated version (see date at top right)</li> </ul> </li> <li>• All assignments should be submitted via traditional paper AND as digital copies in dropbox of Sakai (<a href="http://sakai.pepperdine.edu">http://sakai.pepperdine.edu</a>).</li> <li>• Class Discussion—Framing the issue of Writing &amp; Technology in modern times:</li> <li>• Other possible activities—creating your own webpage??</li> </ul> <p><u>Homework:</u></p> <ul style="list-style-type: none"> <li>• READINGS:               <ul style="list-style-type: none"> <li>○ <a href="#"><i>Who's Afraid of Technological Determinism? Another Look at Medium Theory</i>, John Potts</a></li> <li>○ <a href="#"><i>Politexts, Hypertexts, and Other Cultural Formations in the Late Age of Print</i></a></li> </ul> </li> <li>• Choose topic for your blog and tool for creating/hosting (any host is fine)</li> <li>• Write your introductory blog entry</li> <li>• Write a reflective journal on the readings in which you:               <ul style="list-style-type: none"> <li>○ Discuss the ideas that resonated with you most</li> <li>○ Point to other themes/topics/discussions/articles/websites, etc.</li> <li>○ POST your journal to the Dropbox of Sakai</li> <li>○ Print your journal to be handed in</li> <li>○ Copy and paste journal to Sakai's Discussion Board</li> <li>○ Brainstorm seminar topics or sign up for one listed in syllabus (sign-up by emailing professor at: <a href="mailto:tflynn@pepperdine.edu">tflynn@pepperdine.edu</a>)</li> </ul> </li> </ul>
<p>3</p> <p>Monday January 17</p>	<p style="text-align: center;"><b>MARTIN LUTHER KING DAY</b></p> <p style="text-align: center;"><b>NO CLASSES MEET</b></p> 

Class #	AGENDA and HOMEWOK
<p>4</p> <p>Thursday January 20</p>	<p><b>CLASS DISCUSSION:</b></p> <ul style="list-style-type: none"> <li>• How does Electronic Text change the way we both read and write?</li> <li>• As writing professionals, how must we adapt to suit the new and ever-changing medium for text?</li> </ul> <p>Discuss Readings:</p> <ol style="list-style-type: none"> <li>1. <a href="#">Jay Bolter, "The New Dialogue" from: Writing Space: The Computer, Hypertext, and the History of Writing, Lawrence Erlbaum, 1991</a></li> <li>2. <a href="#">Marshall McLuhan, "The Medium is the Message" from: Understanding Media (1964).</a></li> <li>3. <a href="#">What is the Meaning of The Medium is the Message? By Mark Federman, Chief Strategist, McLuhan Program in Culture and Technology</a></li> </ol> <p>Homework: Read and respond to:</p> <ul style="list-style-type: none"> <li>• <a href="#">The Social Life of Documents by John Seeley Brown and Paul Duguid (from: First Monday, 1996)</a> <a href="#">Authors and Readers in an Age of Electronic Texts by Jay Bolter</a></li> </ul>
<p>5</p> <p>Monday January 24</p>	<p>HW: Peruse accompanying websites added to class website:</p> <ul style="list-style-type: none"> <li>• <a href="#">About CONTENT MARKETING (important for those wanting to be Writers in the Digital Age)</a></li> <li>• <a href="#">What The Heck Is a Meme? And Why Is It Important To Small Business Marketing?</a></li> <li>• <a href="#">Ethics and Content Marketing: Ex-BW Writers Weigh In</a></li> <li>• <a href="#">Web Writing: The Good, Bad and Ugly</a></li> </ul>
<p>6</p> <p>Thursday January 27</p>	<p>TBD</p>
<p>7</p> <p>Monday January 31</p>	<p><b>CLASS DISCUSSION:</b></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: "<a href="#">When you see it</a>" phenomenon!</p> <p>Homework: Read and respond to:</p> <ol style="list-style-type: none"> <li>1. <a href="#">Authors and Readers in an Age of Electronic Texts by Jay Bolter</a> (if you didn't already do this for last class)</li> <li>2. <a href="#">Welcome to the library. Say goodbye to the books: Cushing Academy embraces a digital future</a></li> </ol>

Class #	AGENDA and HOMEWOK
<p>8</p> <p>Thursday February 3</p>	<p>Homework: Read/View and respond to: Digital Storytelling. Review the following sites before next class:</p> <ul style="list-style-type: none"> <li>○ <a href="http://digitalstorytelling.coe.uh.edu/">http://digitalstorytelling.coe.uh.edu/</a></li> <li>○ <a href="http://www.storycenter.org/index1.html">http://www.storycenter.org/index1.html</a></li> <li>○ Digital Poetry: <a href="http://www.youtube.com/watch?v=GRblpAi_IQ4">http://www.youtube.com/watch?v=GRblpAi_IQ4</a></li> <li>○ <a href="http://homepages.bw.edu/~rfowler/pubs/canon/index.html">The Fate of the Notion of Canon in the Electronic Age:</a> <a href="http://homepages.bw.edu/~rfowler/pubs/canon/index.html">http://homepages.bw.edu/~rfowler/pubs/canon/index.html</a></li> </ul>
<p>9</p> <p>Monday February 7</p>	<p><b>CLASS DISCUSSION:</b> Digital Storytelling</p> <p>Handout:</p> <ul style="list-style-type: none"> <li>• <a href="#">Digital Storytelling</a></li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>• <a href="#">The Literary Canon</a></li> <li>• <a href="#">The Fate of the Notion of Canon in the Electronic Age</a></li> </ul> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Start thinking about <a href="#">MIDTERM EXAM ASSIGNMENT</a>: <a href="http://faculty.pepperdine.edu/tflynn/English/460/ENG%20460%20Syllabus%20Writing%20&amp;%20Technology.pdf">http://faculty.pepperdine.edu/tflynn/English/460/ENG%20460%20Syllabus%20Writing%20&amp;%20Technology.pdf</a></li> <li>• Michael Galvis will email you his assigned reading for Thursday!</li> </ul>
<p>10</p> <p>Thursday February 10</p>	
<p>11</p> <p>Monday February 14</p>	
<p>12</p> <p>Thursday February 17</p>	
<p>13</p> <p>Monday February 21</p>	
<p>14</p> <p>Thursday February 24</p>	

Class #	AGENDA and HOMEWOK
15 Monday <i>February 28</i>	<b>SPRING BREAK NO CLASSES MEET</b>
16 Thursday <i>March 3</i>	<b>SPRING BREAK NO CLASSES MEET</b>
17 Monday <i>March 7</i>	
18 Thursday <i>March 10</i>	
19 Monday <i>March 14</i>	
20 Thursday <i>March 17</i>	
21 Monday <i>March 21</i>	<p><b>Guest Speaker: Lexi Rohner, Professional Writer &amp; Blogger</b></p> <ul style="list-style-type: none"> <li>○ 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 <a href="#">USFS Adult Skating</a> Committee.</li> <li>○ <a href="http://www.lamomsblog.com/lexi/">http://www.lamomsblog.com/lexi/</a></li> <li>○ <a href="http://thirtyfingersandthirtytoes.com/">http://thirtyfingersandthirtytoes.com/</a> (this one has the same postings, just later than LA Moms)</li> </ul>
22 Thursday <i>March 24</i>	
23 Monday 3 <i>March 28</i>	

Class #	AGENDA and HOMEWOK
24 Thursday March 30	
25 MONDAY April 4	
26 Thursday April 7	
27 MONDAY April 11	
28 Thursday April 14	
29 MONDAY April 17	
30 Thursday April 21	
<b>EXAM</b>  Wednesday April 27	<p style="text-align: center;"><b>FINAL EXAM</b>  <b>CAC 103—The Writing Center</b>   <b>10:30am-1:00pm</b></p>