

Language, Texts & Technology

English/DTC 375 [H, M]

spring 2011 • section 01 • TTh 2:50 – 4:00p • W145 (computer lab)

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course description & objectives:

Language, Texts, and Technology is a Tier II writing course cross-listed in English and DTC in which you will study “the relationship between technology, communication, and writing practices from a historical point of view.” It is designated as meeting both the Arts & Humanities [H] and Writing in the Major [M] requirements. According to the WSU catalog:

The humanities disciplines—philosophy, literature, history, and the study of language—offer multiple methods of interpretation and analysis. These disciplines also engage students in the history of ideas, acquaint them with significant cultural traditions, and give them direct experience of important cultural achievements. Study in the arts and humanities encourages students to explore their own cultural traditions and enables them to participate more fully in their own or other cultures.

Students who engage in these disciplines learn to use various modes of rational inquiry to understand complex human artifacts and, ultimately, to raise questions about the nature of rational inquiry itself. Thus, study in these disciplines develops students’ communication abilities and interpretive and critical thinking skills.

The “M” courses further develop students’ communication skills by preparing them for the special challenges of communicating within the disciplines and career areas of their chosen specialty.

Together, we will explore communication through history and consider how different technologies influence and change how we communicate, and ultimately, how we think.

course goals:

While the assignments are designed to address specific learning objects, these objectives also support the learning goals outlined in WSU’s Six Learning Goals for the Baccalaureate¹, especially the communication proficiency, critical thinking, and information literacy goals. Thus the goals for this course are:

communication proficiency

- write, speak, and listen to achieve intended and meaningful understanding
- use appropriate approach for intended audience and purpose
- engage effectively in small or large groups

¹ If you are not already familiar with the Six Learning Goals, you should review them at: <http://vpue.wsu.edu/overview/sixgoals/>

critical and creative thinking

- identify and critically examine ideas, assumptions, bias, evidence, and sources
- identify and summarize the problem/question/issue; formulate and test a hypothesis; test solutions; draw and qualify conclusions/implications
- analyze and synthesize diverse information and perspectives

information literacy

- access, evaluate and use information critically, ethically, and legally

readings & materials:

The following texts and materials are required for this course – make sure you purchase the most recent editions:

- *Communication in History: Technology, Culture, Society (6th ed)*. Crowley and Heyer
- readings assigned and provided in ANGEL
- ***You are expected to check your WSU email account and ANGEL daily for course updates and assignments.***

instructional format:

Class format includes face-to-face instruction and discussion, electronic discussion, small group work, workshopping, posting to ANGEL, and other forms of collaborative work.

Face-to-face instruction, in my case, does not include “lecture.” You will be expected to complete readings **before** you come to class and be prepared to actively engage the concepts of the chapters and our course without review or lecture on these concepts during our class time. We will discuss the readings, but I will not cover what you should already know. *You are responsible to make class discussion happen in order to deepen and clarify your understanding of the readings and materials.*

grades & assignments:

Grades will be based on percentages for this course. However, you are required to complete **all** projects and assignments in order to pass the course.

group work, reading responses, discussion, and attendance	20%
unit projects and reflections (4 total, 10% each)	40%
project abstract and proposal	10%
research project	20%
student research symposium participation	10%

Grading Scale:

A	96-100%	B	84-87%	C	72-75%	D	60-63%
A-	92-95%	B-	80-83%	C-	68-71%	F	0-59%
B+	88-91%	C+	76-79%	D+	64-67%		

attendance & participation:

Participation is ABSOLUTELY ESSENTIAL. You are expected to respond to activities and assignments in a timely fashion and to participate in all group activities in class and in ANGEL. It is essential to your success in this course to think of our class as a community in which you are an important member.

general wsu policies:

academic honesty:

Academic dishonesty, including all forms of cheating, plagiarism, and fabrication, is prohibited, as is knowingly facilitating academic dishonesty. The expectation of the university is that all students will accept these standards and conduct themselves as responsible members of the academic community. These standards should be interpreted by students as general notice of prohibited conduct. They should be read broadly, and are not designed to define misconduct in exhaustive forms. Faculty and their departments have jurisdiction over academic dishonesty discovered in their courses.

For this course, carefully read the information on academic dishonesty in the *WSU Student Handbook*. You can find this information at <http://www.tricity.wsu.edu/handbook/index.html> under "Standard of Conduct for All Students", Part III. According to this section of the student handbook, "Academic dishonesty includes cheating, falsification, fabrication, multiple submission, plagiarism, abuse of academic materials, complicity, or misconduct in research." Plagiarism is "knowingly representing the work of another as one's own, without proper acknowledgment of the source....Plagiarism includes, but is not limited to, submitting as one's own work the work of a 'ghost writer' or work obtained from a commercial writing service; quoting directly or paraphrasing closely from a source without giving proper credit; using figures, graphs, charts, or other such material without identifying the sources." Each student is responsible for knowing and adhering to the university's standards for honesty in his/her academic work.

For a first violation of the academic honesty policy, students will fail the assignment, the office in charge of student conduct will be notified of the violation, and the student may be required to attend a workshop. For a second offense, the student may appear before the university conduct board and may be dismissed from the university. Exception: if the instructor or board determines that the academic dishonesty is particularly egregious or blatant the student may be dismissed from the university, even if it is the first offense.

copyright:

Students can find the WSU copyright policy at <http://www.wsu.edu/Copyright.html>. Students are expected to read and adhere to this policy and copyright laws.

severe weather:

The university does not close except under the most adverse conditions. If the decision is made to close the campus or delay the instructional day, key staff members and the news media will be notified. The closure status will also be posted on www.tricity.wsu.edu. If no notification is given, then students may assume that classes will proceed as usual.

emergencies:

In the event of any emergency, call 911. If you hear a fire alarm sound, leave the class and take your belongings (car keys, coats, backpacks, etc) with you. Exit the building immediately to your staging area, which is the Cougar Garden for East and West Buildings or the West Parking Lot for CIC Building. Stay in these areas during an evacuation until released. Evacuation routes are posted inside the door of each classroom. Remember that elevators do not work and fire doors swing closed during a fire alarm.

americans with disability act (ADA)

Reasonable accommodations are available for students who have a documented disability. Classroom accommodation forms are available through the Disability Services Office. If you have a documented disability

(even temporary) make an appointment as soon as possible with the Disability Services Coordinator Cherish Tijerina (ctijerina@tricity.wsu.edu or 372-7351). You will need to provide your instructor with the appropriate classroom accommodation form from Disability Services during the first week of class. Late notification may mean that requested accommodations might not be available. All accommodations for disabilities must be approved through the Disability Services Coordinator.

schedule: (this schedule is subject to change!)

This course will consist of five (5) units in which we consider:

1. oral and pre-literate literacy and technologies (weeks 1 & 2)
2. alphabetic literacy and technologies (weeks 3 -5)
3. aural literacy and technologies (weeks 6-8)
4. visual literacy and technologies (weeks 8-11)
5. digital literacy and technologies (weeks 12-15)

Key: CiH = Communication In History; ON = readings available online

week	day	date	in-class	assignment due
1	Tues	1/11	Course intro: syllabus, policies, etc.	
	Thurs	1/13	Why study the history of writing and writing technologies? (in-class activity)	
2	Tues	1/18	Discuss in-class activity	Foreword & preface (pp. ix – xiv)
	Thurs	1/20	Discuss readings: media in early civilization (oral literacy & technologies)	CiH pp.. 1-33; Drucker & McGann (ON)
3	Tues	1/25	Go over CR #1 > pre-review activity	Critical Response #1 and clay tablet
	Thurs	1/27	Discuss shift to alphabetic literacies & tech.	CiH pp. 36-49; Bertonneau (ON)
4	Tues	2/1	Discuss readings; in-class activity (ON)	CiH pp. 49-62; "Communication" (ON)
	Thurs	2/3	Return paper 1> common issues workshop	
5	Tues	2/8	Group reading response activity (ON); CR #2	CiH pp. 63-100; timeline for communication (ON); create brief outline of unit 2 based on group act.
	Thurs	2/10	Discuss outlines and CR #2	
6	Tues	2/15	In-class activity > pre-review of unit 3 (ON)	Critical Response #2 and book
	Thurs	2/17	Group reading response activity (ON)	CiH pp. 101-118
7	Tues	2/22	Discuss readings in context with CR #3	CiH pp. 119-131; 183-190
	Thurs	2/24	Discuss readings; audio podcast examples	CiH pp. 190-218; 2 "This I believe" segments (ON)
8	Tues	3/1	Wrap-up unit 3 discussion; CR #3	
	Thurs	3/3	Return CR #2 > common issues workshop	Critical Response #3 and podcast (due Sunday)
9	Tues	3/8	In-class activity > pre-review of unit 4	
	Thurs	3/10	Discuss readings in context of visual literacies	CiH pp. 133-152
:: Spring Break ::				
10	Tues	3/22	Discuss readings	CiH pp. 161-182
	Thurs	3/24	Discuss readings	CiH pp. 245-262
11	Tues	3/29	Discuss CR #4; in-class activity (ON)	
	Thurs	3/31	Conferences > work time in class	
12	Tues	4/5	Class does not meet; I'm at a conference > follow	Critical Response #4 and visual
	Thurs	4/7	online response activities in ANGEL	CiH pp. 273-288
13	Tues	4/12	Discuss readings > unit 5	CiH pp. 288-304
	Thurs	4/14	Discuss readings, symposium abstracts, project proposals, and Research Project assignment	CiH pp. 304-307; creating proposals (ON)
14	Tues	4/19	Creating abstracts	Abstracts and proposals due

	Thurs	4/21	Conferences > work time in class	
15	Tues	4/26	Conferences > work time in class	
	Thurs	4/28	Peer reviews > mandatory attendance	
final			Liberal Arts Student Symposium (date TBA)	Research project and (digital) poster board/display