

**English/DTC 561, Studies in Technology and Culture
Avery 12**

Dr. Mike Edwards

Avery 341: office hours Mondays 1:00–3:00 p.m.

Spring 2017**Mondays 3:10–5:40 p.m.**

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Here are the forms that our work together will take this semester. I'm giving each form a name and value both to keep myself honest in giving you regular feedback and to help you manage your graduate student workload in bite-sized pieces rather than in huge and possibly overwhelming blocks that are black-boxed until grades are in: I believe in the value of the quotidian, I believe that just showing up and doing the work can take you a long way, and I believe that naming the labor we do helps us recognize how its value circulates and aggregates and contributes to future work, and thereby becomes transformed into capital. As a scholar who's earned a graduate degree, you will trade on that capital.

{FISHMINT} 750words Generative Writing:

One trait common to successful scholars at and beyond the graduate level is that they write regularly and adapt that writing to their needs. I'm encouraging you to do that this semester by asking you to use 750words.com for informal, generative writing and note-taking, whether for this class or for others, and to observe your writing habits. For weeks T+01 to T+06 (1/16–2/20) and weeks T+08 to T+13 (3/6–4/13, minus Spring Break), I'll ask you to try to do at least 1200 words of informal writing per week on 750words.com, whether for this seminar, other seminars, teaching, or for yourself, and then to turn in two brief summaries of the 750words data on your writing habits on 2/27 and 4/24. Those summaries should include information on how often you wrote each week, how much you wrote at a sitting, what time of day or night you usually wrote, and how fast or slow you wrote and how many breaks you took, and may include brief tentative generalizations about your writing habits drawn from that data. (80 points: 2 @ 40)

{DANGERTRUMPET} Peer Review in Eli Review:

For most weeks of the course, you will refine the notes you take in 750words (which can be as loose and unformed as you like) into more polished writing that other people can read, with the goal of seeking feedback and using that feedback to revise what you wrote into a publishable project. Eli Review (app.elireview.com) is a criteria-based peer review application designed by writing scholars for developmental (rather than proofreading) editing feedback: it helps you iterate and revise your ideas and see what other people are doing in response to the same task. No later than the Mondays that Eli Review tasks are due, upload a response for that week that (1) directly quotes and engages the assigned reading, (2) responds to that week's prompt or explains why and how you're going in another more important direction, and (3) makes connections to additional readings and ideas from either within or beyond the other seminar texts and discussions. Because Eli Review is text-based, you can't directly incorporate multimedia into what you write, but you may insert links to external media. For these weekly responses, 600–800 words is about the minimum length in which you can make and support a concise and well-developed insightful point relating to the prompt and readings. You can go longer than that, of course, but

be mindful of your classmates' time, as they'll need to quickly read and respond to what you wrote: 1000-1200 words should be the upper limit. I encourage you to incorporate links and multiple genres into your posts, and to use your posts as ways to discuss and develop possible conference proposals, articles, presentations, and other materials. Perhaps more importantly, I very strongly encourage you to draft submissions that you will be able to revise, recycle, and incorporate into other work for the class. Once you've uploaded what you've written prior to the start of class, we'll take some class time to conduct the peer review and use the peer review to direct our discussion. I will not ask you to revise and resubmit each contribution, but I will ask you to review the feedback you received, mark the comments as more or less helpful, and to add the most helpful feedback you receive to a revision plan by noon the following Wednesday, so it stays fresh in your mind. (200 points: due 1/23, 1/30, 2/6, 2/13, 3/6, 3/27, 4/3, 4/10, and 4/17 @ 25 points each with lowest or missing one dropped)

{TUNINGSHARK} **Asynchronous Discussions:**

Because we meet on Mondays, and Mondays are more affected than any other weekday by holidays this semester, I'll ask you to keep the discussion going asynchronously via Blackboard Learn discussion forums. For the discussion posts, as with Eli Review, 600–800 words is about the minimum length in which you can make and support a concise and well-developed insightful point relating to that week's prompt and readings. You can go longer than that, of course, but be mindful of your classmates' time, as they'll need to quickly read and respond to what you wrote: 1000-1200 words should be the upper limit. Your posts must (1) directly quote and engage the assigned reading, (2) respond to that week's prompt or explain why and how you're going in another more important direction, and (3) make connections to additional readings and ideas from either within or beyond the other seminar texts and discussions. I encourage you to incorporate multimedia and links and multiple genres into your posts, and to use your posts as ways to discuss and develop possible conference proposals, articles, presentations, and other materials. Again, as with Eli Review, I very strongly encourage you to write posts that you will be able to revise, recycle, and incorporate into other work for the class, either your presentations, your midterm work, or your final project. For the assigned due dates—1/16, 2/20, 3/13 (optional make-up), and 4/24 (optional make-up)—I will post a prompt by the previous week to help us keep the seminar discussion going. You should respond that prompt with your own post by 3:10 p.m. on the due date, and read some of your classmates' posts and leave comments for at least two of them by 11:00 p.m. the following evening (Tuesday), and feel free to continue the discussion throughout the week. I expect that by Friday of that week, you'll probably be shifting your attention to the next week's work. (60 points: 2 @ 30, with 2 additional optional make-ups)

{SOUFFLEGAP} **Presentations:**

Each seminar participant will be responsible for giving two conference-style presentations (15–20 minutes to teach us something and respond to our questions) throughout the semester. Those presentations, which will be an integral part of our weekly meetings, can take one of three forms: (1) identify **problems** raised by the week's readings and link those problems to previous discussions in order to present an agenda for that week's discussion; (2) investigate the lists of works cited in the week's readings in order to present a genealogical and theoretical **background** for the discussion (including an annotated bibliography of at least five key academic antecedents

in order to help emphasize the ways histories are always constructed and never disinterested); or (3) present use cases and instructions on ways to use a digital **tool** to extend that week's discussion, whether for information management, secure communications, collaboration management, data analysis, data presentation, data archiving, or other purposes as appropriate to the seminar's purposes (possible examples include DEVONThink, Git, Mallet, Gephi, Splunk, Mukurtu, and GPG, or explore [this expansive list](#) for many more possibilities). I will compose and share a list of who's doing what based on the preferences you express to me. On the days presentations are due, we'll start with Eli Review, move to a **background** presentation and then a **tool** presentation, take a break, and then use an **agenda** presentation to draw together the topics and open up discussion in the second half of class. (120 points: 2 @ 60, due on 1/23, 1/30, 2/6, 2/13, 3/6, 3/27, 4/3, 4/10, or 4/17)

{SOMBERFLY} **Midterm Project Proposal:**

On 2/27, I'll ask you to turn in a midterm problem statement outlining a possible controversy or intervention based on course readings that you wish to investigate more deeply in an end-of-semester multimodal seminar project. Your problem statement should give an idea of the exigency (the reason it's important and a discussion of who it's important for, and why, and the possible consequences), an idea of how we arrived at this point (what the background is), an explanation of what led you to consider this idea (including quotation of relevant passages from the readings), an idea of what you might do to investigate further (including possible research methods), and what you hope to find. You'll also suggest possible venues where you might publish it, and cite examples of what you see as similar projects or texts those venues have published in the past. Consider 1200 words an appropriate median length. (70 points: due 2/27)

{CHALKORDER} **Midterm Review Essay:**

Several weeks after turning in your Midterm Project Proposal, you'll present to me and your classmates a brief review essay that explains what sources you've found so far relating to your Project Proposal and describing the range of rhetorical and critical positions you see on the topic. Your essay, as written, should incorporate complete citations of works from both within and beyond the seminar's readings (how many is up to you), as well as discussions of how you might use them. Your presentation, as based on your essay, should be between 5 and 8 minutes long, and must be given to the seminar on 3/20. The presentation can be in whatever form and incorporate whatever media you like. (70 points: due 3/20)

{CANDYMONKEY} **Final Project:**

Your final project is a seminar paper, which should take the form of an early draft of a publishable multimodal webtext or article, written for the audience of a specific publication, with a minimum length of 6000 words. It should follow in some way from your midterm proposal and review essay, and should engage the topics and some of the texts of the course. The project will be collaborative in the sense that you will quote and make use of some of the resources and responses your classmates have presented and incorporate material from your own Eli Review and Discussion posts. During the final week of classes, you will present summaries of your projects to your classmates and at the DTC showcase. (250 points: due finals week)