ENG 495/595
Language, Technology, and Culture
4 credits

Rationale for conversion: The conversion will strengthen students’ research competencies and information literacies via more extensive research assignments, including assignments that employ new technologies and draw upon online archives. It will also provide opportunities to enhance students’ multiple literacies via participation in and analysis of new digital and online media. An additional assignment will be added to the class that will require students to obtain significant first-hand experience with a new medium or technology and to write an analysis of what they have learned as a result of this experience.

The four credit version will:
• add instruction in research methodologies appropriate to advanced study of information literacy and convergence culture;
• add a written assignment/literacy narrative incorporating digital scholarship and experience with new media.

The core syllabus reflects the three credit version most recently taught.

Course Description:
Explores relationship between literacy, technology, and thought.

Learning Outcomes for ENG 495:
• To write effective arguments about a variety of cultural texts, both print and digital/online;
• To use information literacy and new technologies to plan and conduct research appropriate to initial and advanced study of these texts;
• To demonstrate the role of contexts in the production, reception, and transmission of cultural texts, both print and digital/online;
• To recognize that developments in communications technologies raise important ethical, political, social, cultural, and economic questions that educators, politicians, and citizens need to consider

Further Learning Outcomes for ENG 595:
• In papers of greater length and complexity, graduate students will be expected to analyze and appraise criticism and theory on information literacy and new technologies.

Evaluation of Student Performance in ENG 495:
• Informal writing and learning activities (10% of final course grade)
• Literacy and technology autobiography. Your essay should be no longer than one single-spaced, double-sided page. Students’ essays will be compiled into a class publication, which will serve as an additional text for our course. (20% of final course grade)
• New media/technologies essay. A 3-5 (undergraduate) page essay describing and analyzing your experience with a new medium or technology. (10% of final course grade)
• Entering-the-conversation essay. A 6-8 page (undergraduate) or 8-10 page (graduate) essay that reports your progress on your final project for the course (20% of final course grade)

• Seminar paper, topic and approach open. The minimum page length for undergraduates is 10 pages. Students who wish to do so may pursue non-traditional projects in a variety of media. (40% of final course grade)

There will not be a final examination for this course. We may have a final class meeting during exam week, however.

Evaluation of Student Performance in ENG 595
• New media/technologies essay 5-7 pages (10% of final course grade)
• Seminar paper minimum 15 pages, topic to be developed in consultation with the instructor. (40% of final course grade)

Differentiation between ENG 495 & 595
As the above evaluation of student performance indicates, graduate students are writing longer essays than undergraduate students. In addition, the expectations for student writing, both in terms of research and of the quality of writing, are higher.

Texts:
• Alberto Manguel, A History of Reading
• Lisa Gitelman and Geoffrey Pingree, Eds. New Media, 1740-1915.
• Henry Jenkins, Convergence Culture: Where Old and New Media Collide
• James Paul Gee, What Video Games Have to Teach Us about Learning and Literacy
• Additional articles and book chapters on closed reserve in the Valley Library

Statement Regarding Disability Access Services:
Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

Link to Statement of Expectations for Student Conduct:
http://oregonstate.edu/admin/stucon/achon/htm

Syllabus
Week # 1
• Literacy and technology narrative assigned
• New media/technologies essay assigned
• Fischer, “From Notches to Tablets”
• Fischer, “The Immortal Witness”
• Fischer, “A World of Reading”

Week # 2
• Entering-the-conversation essay and seminar projects assigned
• Baron, “From Pencils to Pixels: The Stages of Literacy Technologies”
• Porter, “Why Technology Matters to Writing: A Cyberwriter’s Tale”
• Manguel 1-66

Week # 3
• Manguel, 67-148
• Sylvia Scribner, “Literacy in Three Metaphors”

Week # 4
• Gitelman & Pingree, 1-138
• Literacy and technology narrative due. Please bring enough copies for me and for your classmates. We’ll assemble them into a class book, *Literacy and Technology: Reflections, Questions, and Speculations*, today.

Week # 5
• Gitelman & Pingree 139-264

Week # 6
• Jenkins 1-130.
• New media/technologies essay due

Week # 7
• Jenkins 131-260
• Entering-the-conversation essay due

Week # 8
• Gee, 1-112

Week # 9
• Gee, 113-212

Week # 10
• Oral presentations on seminar papers

Seminar papers are due in my office no later than 5PM on the Wednesday of finals.