ENG 4110 Technologies of Writing   Dr. Kate Ozment

Sec. 01 | Fall 2022   keozment@cpp.edu

MW 1 p.m. to 2:15 p.m.   Bldg 24, Rm 209

Bldg 4, Rm A-645 (and other locations)   909-869-3864

Table of Contents

Logistics

Office Hours. Monday from 2:30 p.m. to 4:30 p.m. (in person or virtual) and Thursday from 1 p.m. to 3 p.m. (virtual only); appointments can be made through CPP Connect. If you need to meet outside of these times, email me.

Prerequisites. Lower-division GE requirements in Areas A and C, and sub-area B4

Catalog Information. 3 credit hours. A multimodal introduction to material processes of writing, analysis, and rhetoric including: historical composition practices such as manuscript and letterpress; textile crafts such as needlecraft and scrapbooking; and digital making such as textual editing, multimodal storytelling, and design. Fulfills upper-level GE synthesis area C3.

Information

Course Description. This course explores the progression of technologies around writing and communication, such as the book, the pen, the press, the typewriter, and the computer. By focusing less on what a text says and more on how it is made, we see how technology shapes an object and the ways we are prepared to interact with it and process information. Technologies function as palimpsests that shape processes of writing and artistic expression long after they lose popularity. As we study this progression, you will look anew at the medium as not a vehicle for text, but key to the process of experiencing, creating, and remembering. This class embodies the "learn by doing" spirit at Cal Poly Pomona: a key part of our work will be critical making, or the process of learning about how objects are made by making them yourself. Using campus facilities such as a computer lab and the Maker Studio, you will learn about letterpress with ink on your fingers as you set type; you will enter an amateur scriptorium with quills and iron gall ink; you will use Xerox machines and scrapbooking materials to make a zine; and you will make digital texts or images using amateur publishing software. All this builds toward an original multimodal final project with a critical introduction that connects your choices to the history of text technologies.

Note on the Course. This is not a typical literature class where we read books and discuss; it requires safety training on chemical handling, occasionally getting dirty, and a willingness to try new things. We will have four different meeting places as we work through aspects of the course. You will need to be flexible and attentive to how we move through these spaces. You will also need to be willing to

replace typical reading time with hands-on workshops and making, which might require you to be on campus unless you have access to these technologies at home.

Student Learning Outcomes. This course has learning outcomes for both the English and Modern Languages Department and the General Education program for Area C3 Humanities Synthesis courses. By successfully completing this course, students will:

1. Discover how writing technologies communicate information and shape our experience with and comprehension of the text they create;
2. Analyze "the book" as technology that is defined and redefined in diverse material, geographic, cultural, and temporal contexts;
3. Practice critical making such as writing with quills, letterpress, and desktop publishing to actively participate in the history of material communication;
4. Critically engage with book historical and media studies scholarship, including methodologies, theoretical frameworks, debates, and ongoing research;
5. Effectively communicate research processes and findings both verbally and in writing with correct citation for the audience and genre; and
6. Design a multimedia project that shows an understanding of technological palimpsests and the norms of at least two different medias.

Materials

Required Texts. The book is available as an ebook on the publishers' websites. Additional open-access texts and readings from the library will be provided through Canvas.

1. Kinkead, Joyce. *A Writing Studies Primer.* Broadview, 2022. ISBN: 9781554815319.

Safety Requirements. Students will have significant work in the Maker Studio with materials that require correct handling. When we are working with these materials, you must adhere to all safety guidelines from trainings, announced in class, provided as materials, or otherwise communicated to you. These could include but are not limited to the following:

1. Long pants
2. Close-toed shoes
3. Gloves or hand protection
4. Eye protection
5. Hair out of face, including long hair tied back

Not following guidance from instructors ambassadors, and trainers, not completing safety trainings, and not wearing appropriate clothing will mean you cannot participate in that day's workshop. If it is a continued issue, you may not be able to complete activities and pass the course.

Required Technology. If you are struggling to meet required technology needs, contact the university about what loaners are available. To participate in the course, you must have:

1. Access to CPP email and Canvas

2. Any device with software that allows you to write and edit assignments, read PDFs and text documents, submit assignments on Canvas, and access course components
3. A way to access PDFs and ebooks, if you use them, in class that has a big enough screen; hardcopy is a viable alternative
4. Internet access or enough data to complete course activities and access readings

Recommended Technology. It is recommended you have:
1. A laptop or tablet on which you can compose writing assignments and read PDFs
2. A webcam and microphone if you come to virtual office hours
3. Access to Zoom if you come to virtual office hours
4. The Canvas app so you can easily check course material and messages

Guidelines

Health and Well-Being. Nothing is more important than your physical and mental health and well-being, and there is space in the course to allow you to manage the difficulties of learning during volatile circumstances. I will center the following policies:

Public Health. We are responsible to each other, and I encourage you to practice smart and safe behavior, as your actions affect everyone else when we share physical space. On campus, we will follow all federal, state, county, and university guidelines for PPE like masks, social distancing, and occupancy requirements.

ADA and Accommodations. This course tries to use a universal design approach where as much of the course material as possible is accessible without accommodations. If you need accommodation beyond what I offer, such as recordings, I encourage you to reach out to the Disability Resource Center and talk to me in office hours.

My Self-Care Boundaries. To protect my own well-being, I set boundaries for when I am available. I answer email between 9 a.m. and 5 p.m., Monday through Friday. You are welcome to send an email anytime, but do not expect immediate responses or responses outside of my availability. Similarly, I expect a reasonable delay when we communicate.

Communication. In all our interactions this semester, we will lead first with empathy and understanding. As a baseline for extending respect to each other, we will not debate other people's right to personhood, legal identity, and ability to live in peace. We use people's preferred names and pronouns. We don't make people an object of derision, and we laugh with, not at, each other. We will acknowledge that everyone has different subject positions, experiences, beliefs, and interests but any belief that dehumanizes, stereotypes, or delegitimizes other groups of people does not contribute to the respect and empathy that we are centering in this class. When we fall below our standards, and this is a *when* not an *if* as we are all learning, we will center constructive dialogue and challenge problematic arguments.

Ethical Learning. The course asks you to complete work in specific ways to help you better reach learning objectives: sometimes you work alone, sometimes collaboratively; sometimes I will ask for outside research. When you rely on others, you must acknowledge those influences with citation. Citation is an ethical practice of recognizing those who have shaped our thinking and helped us develop our ideas—on whose intellectual, material, and affective labor we are indebted to. Citation builds trust and establishes networks; we should cite often and generously. If you use others' ideas without citation, especially if it is deliberate, done in a way to obscure borrowing, or reflective of a disinterest in engaging in the learning process, I will ask you to do reparative work. This will include redoing the assignment, and, if necessary, discussion with university officials.

Sharing Materials. To protect the community we create, I will ask you not to share any URLs or passwords or record, screenshot, or otherwise capture class meetings, discussions, or materials without permission. To do so is violating, damaging to the trust of the group, and potentially harmful. For example, someone may talk about their sexual orientation with a group of peers in way they would not talk about it with their family; a screenshot could out them. In addition, your classmates' materials are their intellectual labor and deserves to be valued, so ask them before sharing anything. For my part, I take care to structure thoughtful learning experiences, and because we live in a capitalist society, I must protect that labor so I can support myself. Do not upload materials on sites such as Chegg and CourseHero, which impoverish the learning process and degrade my expertise. If you do not ask permission before sharing, I will ask you to do reparative work which will includes acknowledging the harm done to the group's trust and committing to rebuild it in concrete ways, removing any posts or uploads, and, if necessary, discussion with university officials.

Grade Contract

This class uses a grading contract that emphasizes completion of work over traditional grades, pulling from the work of Asao Inoue and Ellen C. Carillo. All assignments will be marked complete or incomplete based on whether or not you meet basic requirements. I also have the expectation you will generally complete work on time; being behind is stressful and I have structures to help you stay on track. I also need to be able to keep track of assignments to provide timely assessment.

There are two ground rules all students must follow to pass the class:
- You cannot miss more than 8 classes for any reason
- You must turn in both major projects

Beyond this, the course is organized into weekly units with midterm and final projects that ask you to combine the technologies you have been learning about and practicing. These projects are a significant part of the course. The grade contract has two sections: baseline skills and advanced skills. Each is capped with a certain number of points, reflecting the necessity of practicing your fundamentals and growing in new ways. The sections are as follows:

Baseline Skills: Max Possible Points Earned is Five (5)

Contract Component	Exceeds Expectations (2 points)	Baseline Expectations (1 point)	Below Expectations (0 points)
Attendance	Miss no more than two class periods	Miss no more than five class periods	Miss six or more class periods
Workshop Prep	Prep meets expectations; either one is missing or all are submitted but one is late	Prep meets expectations; one or fewer is missing and three or fewer are late	Prep does not meet expectations; three or more are missing or three or more are late
Journal Entries	Journals meet expectations; one or fewer is missing and two or fewer are late	Journals meet expectations; two or fewer are missing and two or fewer are late	Journals do not meet expectations after revision; three or more are missing or three or more are late

Advanced Skills: Max Possible Points Earned is Five (5)

Contract Component	Exceeds Expectations (2 points)	Baseline Expectations (1 point)	Below Expectations (0 points)
Midterm Project	Will be decided collectively once we see the prompt	Bring project to poster session and present; digital copy is submitted on time	Poster is not ready for class and made up later; poster needs substantial revision
Final Project	Will be decided collectively once we see the prompt	Project meets expectations; 24-hour extension available with request	Project requires substantial revision or is missing required components; is more than 24 hours late
Project Presentation	Will be decided collectively once we see the prompt	Complete presentation at scheduled time and it meets expectations	Will be decided collectively once we see the prompt

For projects, you will submit reports using a Canvas form that confirms you've met baseline expectations (clearly outlined in the prompt). If you choose "true" for a requirement but have not completed it in the submitted document, it will be -1 to your overall course grade. To avoid this, you have two options: first, you can use one 48-hour extension and still Meet Expectations for one project; you can pick which one you'd like to use it on and do not need to request it. However, you cannot Exceed Expectations with an extension, even if hard mode is otherwise met. Secondly, you can take a late grade that will Fall Below Expectations, but it will be plus no points rather than minus any. This is preferable. The deadline for late grades is outlined on each prompt.

<u>Calculating the Grade</u>. Calculating the grade is relatively simple and reflects the necessity of practicing advanced skills in this upper-level course. The max number of points you can earn for either set of skills is <u>five (5)</u>. Points reflect final grades with the following scale:

- For an A, earn 8 points
- For a B, earn 7 points
- For a C, earn 6 points
- For a D, earn 5 points
- For an F, earn 4 or fewer points

The contract's logic is that a C meets all baseline expectations; a B meets all expectations and exceeds in one; and an A meets all expectations and exceeds in two. However, points can be earned in any way, keeping in in mind caps on points. The contract should give you some flexibility for the kind of learner you are and the attention and time you have for this course.

Schedule
A full schedule with reading assignments is posted with the weekly agenda on Canvas.

Week 1: Intro to Course
Week 2: Orality and Oral History
Week 3: Origins of Writing
Week 4: Quills, Pencils, Pens
Week 5: Scrolls, Tablets, the Codex
Week 6: Maker Studio
Week 7: Printing, Moveable Type, and Bookbinding
Week 8: Midterm Project
Week 9: Midterm Project
Week 10: Illustrations, Marbling, Engraving, Illumination
Week 11: Mechanization, Linotype, Typewriters, Xerox
Week 12: eBooks and Digitization
Week 13: What is a Book?
Week 14: Final Project
Week 15: Final Project
Finals Week: Final Project and Presentation

Course, Department, and Campus Resources
This is a non-exhaustive list of the student resources available to you through Cal Poly Pomona. Make use of them as you need to. I am happy to help direct you to more information or answer any questions that you have about any of these.

MLA Format and Citation. See the resources on Canvas for MLA format and citations. Visit the Purdue OWL for help with citations and Works Cited pages.

Department Info. Visit the EML website for advisers' hours and info about clubs and awards.

Advising. For advising in English and Modern Languages, faculty advisers' hours are posted on the EML website. You can also visit:
- College-Specific Student Success Centers
- Bronco Advising Center

Learning Center. Includes subject-specific tutoring and the writing center, which helps with reading and writing. See more here.

Disability Resource Center. Supports students with disabilities by creating accommodations and providing resources to students, faculty, and staff. If you believe you have a disability, contact the center to access the resources available to you. If you have an accommodation, please meet with me in office hours early in the semester. See more here.

Career Center. Helps identify career goals, make connections with employers, and practice for interviews. Resources include workshops and a closet that allows students to borrow interview-appropriate clothing. See more here.
Bronco Basic Needs. Helps students experiencing food instability, housing insecurity, and other emergencies. See more here.

Student Counseling. Supports students' mental health and wellbeing. Provides crisis intervention, individual therapy, stress management workshops, group therapy, and referrals. See more here.

Student Support Centers. These formal and informal centers support students who are: veterans; undocumented; LGBT+; women; and/or indigenous, Latine, African American, and Asian and Pacific Islander. See more here.

Acknowledgements
This syllabus and course were designed thanks to advice and examples from Ryan Cordell, Leah Price, Sarah Werner, Matt Kirschenbaum, Margaret Ezell, Heather Froelich, Alex Wingate, Emily Friedman, Johanna Drucker, Claire Battershill, and Shawna Ross.