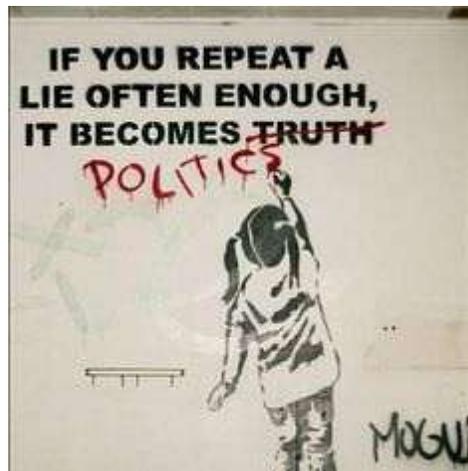


**ENG 1710: Introduction to Language & Technology**  
**Course Syllabus**  
**Spring 2016**

Professor: Dr. Robert Leston, PhD  
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Meeting Time and Location: MoWe 2:00 – 3:40, N601-B

**Course Description:**

An introduction to the relationship between language and technology by reviewing the history of various technologies of the world, including writing, printing, and digital media. The course explores the history of rhetoric and its relationship to traditional, print-based technologies, as well as new forms and meanings of digital literacy. This particular section takes up the theme of Social Justice as it relates to issues of communication, network technologies and the public sphere.



**Required Texts/Films:**

- Two course packets available at Remsen Graphics
- A dictionary and grammar handbook.

**Course Policies**

**Attendance:** A student may miss three class meetings without penalty according to University Policy.

- If you miss 4 class meetings = lose fifteen points from final average.
- If you miss 5 class meetings = automatic grade of WF (withdrawal-failure) from the course.

Save your absences for when you get sick or for unforeseen circumstances. There is no difference between excused and unexcused absences.

**Lates:**

- Class begins on time
- If you enter after class begins, you are late.
- Three lates = 1 absence.
- If you are more than 20 minutes late, you are absent.
- If you leave more than 20 minutes early, you are absent.
- No exceptions will be made (unless you clear them with me ahead of time).

**Missed Work and Late Papers:** All work is expected to be submitted by the due dates. If you have an outstanding circumstance, you must talk to me about it **BEFORE** the due date. Bottom line: I won't accept a paper late if it hasn't already been cleared with me ahead of time. To get it cleared, you have to talk to me ahead of time.

**Plagiarism and Academic Integrity**

**Plagiarism** is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

**Internet Plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting and pasting" from various

sources without proper attribution.

Students who plagiarize or violate academic integrity as defined in the student handbook will receive an automatic F on the assignment for the first offense. Students who violate academic integrity a subsequent time will be reported formally to the Academic Integrity Officer (as outlined in the Student Handbook) and will receive an F for the class.

**>>>>READ THIS>>>>***I am not going to teach you what plagiarism is. You know what it is. Students occasionally attempt to plagiarize, and I always check. I have caught plenty of people in the past. If you plagiarize, I will know, and I will turn you in. Students who plagiarize or violate academic integrity as defined in the student handbook will receive an automatic F on the assignment for the first offense and will be reported to the Academic Integrity Officer. Students who violate academic integrity a subsequent time will be reported to the Academic Integrity Officer (as outlined in the Student Handbook) and will receive an F for the course. Do NOT play with this.*

**Offensive behavior** is unacceptable in any business environment, and students are expected to maintain an acceptable level of professional decorum at all times. This means sexual harassment, civil rights violations, or public rudeness will not be tolerated. Students are also expected to support the learning purposes of this classroom by carefully reading peers' drafts, listening attentively to other speakers, providing helpful and respectful feedback, and devoting time to speaking and writing on topics and issues that promote collective learning goals. In short, this class is not just about you—it's also about the well-being of everyone in the community.

### THINGS YOU NEED TO KNOW

**Computer Accounts:** Almost all of the work we do will be on computer networks, but we will break away from the academic environment and not be using Blackboard. Rather, you will need to register with the City Tech Open Lab and join our course. Our projects will be made public and will be posted to the open lab site.

#### Course Load

A full time course load for a college student is 12 classes. At forty hours per week, that breaks down to 13.3 hours for a four hour class. You will be in class for 3.3 hours a week. Plan to spend 10 hours on homework for each week on average. Some weeks will be more. Some less.

#### Major Projects

**Reading Logs (Blogs):** The blog posts will be used as a laboratory for thinking about the five major projects. You'll need to show that you've read and thought about the readings and films, participated in class discussions, and started thinking about how the class materials and discussions relate to the social justice issues that you will be exploring.

**Issue Presentation:** Each person is required to make one informal issue presentation. To prepare, you will need to discuss a social justice issue and its relation to technologies. On your day, you will sit at your desk and talk about the issue you researched for approximately five minutes. In your talk, you should:

- Introduce the issue and summarize its main points.
- Explain what you know about the issue. Is this an issue that you already know a lot about? Or is it something in which you have only recently become interested?
- Explain what the various different perspectives are concerning the issue. Tell your audience what parties are involved, what their arguments are, why they are arguing, etc.
- Bring any relevant sources to share.
- Raise 2 or 3 points to generate class discussion



**Projects:** The first project will be a technology-literacy narrative that explains your relationship to orality, literacy, and digital literacy. The second project will be an exploratory paper where you discuss three major issues related to social justice issues and the use of technology. The third project will be an issue paper where you develop on issue from the exploratory project into a full discussion of a particular social justice issue, with proposed interventions to help remedy the problem; this project requires images. The fourth project will be a

creative détournement project, commonly understood as a project that alters the meaning of a target messaging or brand and repackages critical messages as highly contagious media viruses. The fifth project will be a collaborative tactical media project where you and classmates enact some form of cultural resistance through the manipulation of art, language, and technology.

Each project will require an accompanying reflective paper that discusses your work on the project and your evolution over the semester.

**Quizzes:** Quizzes are reading quizzes on the assigned material. I will read the quiz questions to you, and you will write the answers down on a piece of paper. These will usually be on Thursdays.

**Participation:** Be ready to discuss the reading and writing assignments on a daily basis. Give peer feedback to class members.

**Extra Credit:** It is not outside the realm of possibilities that there may be opportunities for extra credit. It should be noted that the door to this realm closes for students who do not submit their regular assignments.

### Grading

Collected assignments will be returned with a grade as soon as possible after I receive them. The documents are graded on accuracy of response to the assignment, tone, clarity, organization, orderly sequence of ideas, unity and focus, logic, diction, format, and grammar and mechanics.

#### The Bottom Line

Issue Presentation	10%
Blog Posts and Quizzes:	20%
Participation:	10%
Five Projects:	
Tech-Lit Narrative:	10%
Exploratory:	10%
Issue:	10%
Creative Detournement:	15%
Tactical:	15%

#### Grade Distribution:

100-94	= A
90-93	= A-
88-89	= B+
84-87	= B
80-83	= B-
77-79	= C+
73-78	= C
70-72	= C-
60-69	= D
0-59	= F

## Semester Outline

- All Readings and Assignments are DUE on the day they are listed, before class begins unless otherwise noted.
- Any changes made to the following schedule will be announced in class. It is your responsibility to keep up with all announced changes.

02/01	M	Introductions; Blog Setup & Intro Post (Personal & Film) Begin <i>The Corporation</i> documentary :00 - :30
02/03	W	Presentation Signups; Bring Packets to Class (Required) <i>The Corporation</i> 00:31 - 00:60
02/08	M	Read Postman “Judgment of Thamus” Response 1 Due (Postman) <i>The Corporation</i> 00:60 - 00:90
02/10	W	Read Postman “From Tools to Technocracy” Comment on Response 1 (at least 4) Response 2 Due Postman “From Technocracy to Technopoly”; <i>The Corporation</i> 00:91 - 1:20
02/15	M	<b>Presidents’ Day—No Classes</b>
02/17	W	<b>Project 1: Lit-tech narrative Due</b> Read Carr “Vital Paths” <i>The Corporation</i> 1:21-2:25
02/22	M	Read Postman “Media as Epistemology” & Mumford “Automation of Man” Comment on Response 2 (at least 4) Response 3 due (issues related to the film and readings) <i>King Corn</i>
02/24	W	Read McLuhan “The Medium is the Message” & Postman “The Medium is the Metaphor” Comment on Response 3 (at least 4) Response 4 due <i>King Corn</i>
02/29	M	Read Duncombe “Learn from Las Vegas” and Frank “Why Johnny Can’t Dissent” Comment on Response 4 (at least 4) Response 5 due <i>King Corn</i>
03/02	W	Comment on Response 5 (at least 4) before coming to class <b>Review:</b> Group Discussion and Connection Posts (make sure to have packets in class) Response 6, a review and connection post, will be written in class <i>King Corn</i>
02/29	M	Read Melville: “Bartleby the Scrivener” & Carmona “The Liberal Solution to Police Violence” Comment on Response 6 (at least 4) before coming to class Response 7 (Bartleby and EP ideas); Begin: film <i>The American Ruling Class</i>

- 03/02 W (all) Read BBC's "How a Whistleblower," Powers "White Anxiety," and Lynsky "A Public Menace" short.  
Comment on Response 7 (at least 4) before coming to class  
Response 8: Exploratory Draft  
*The American Ruling Class*
- 03/07 M **Project 2: Exploratory Paper Due**  
Read *The Intercept's* "How Law Enforcement Can Use Google Timelining to Track Your Every Move."  
*The American Ruling Class*
- 03/09 W Comment on Exploratory Papers (at least 4) before coming to class; No Post due.  
Read Andreou: "Anti-homeless spikes" & Mason "The End of Capitalism has Begun"  
*The American Ruling Class*
- 03/14 M Read Naomi Klein "I'd Rather Fight Like Hell" & Busch "Capitalism Won't Save El-Salvador"  
Response 9  
Crossing Mexico's Other Border (23 min)
- 03/16 W Read 4 short articles:  
Graeber: "Bullshit Jobs," "After Capitalism" by N+1, Maisano "No, Socialism Isn't Just More Government," & Farbman "We don't want Zuckerberg's Charity."  
Comment on Response 9 (at least 4) before coming to class, No post due
- 03/21 M Read Parenti "The Next Refugee Crisis" & de Certeau "Walking in the City"  
Response 10 (Articles and Issue Paper notes)
- 03/23 W **Classes Follow Friday Schedule—No Class.**
- 03/28 M **Project 3: Issue Paper Due**  
Reading & Discussion of Issue Paper Projects; Review of Past Unit  
Response 11 (in class)

Remainder of Schedule and Final Packet forthcoming.