

## **Professor Bill Wolff**

### **Technologies and the Future of Writing, Summer 2009 a module in Introduction to Writing Arts**

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#### **Course Info**

**Course Location:** CIM 109S

**Office Location:** Education Hall 3075

**Contact:** wolffw@rowan.edu

**Course Web Site:** <http://williamwolff.org/courses/iwa-summer-2009/>

**Course Hours:** T/H 5:20 – 7:50

**Office Hours:** before or after class by appt.

**Office Phone:** 856-256-5221

#### **Module Overview**

In this module we will be considering the relationships among technology, writing, and the construction of virtual spaces. Complimenting our readings, we will be introduced to four writing spaces that are becoming important to writers, readings, and teachers:

- a collaborative professional blog using Wordpress (<http://www.wordpress.com>);
- an evolving Netvibes ecosystem (<http://www.netvibes.com>);
- an evolving Diigo (<http://www.diigo.com>) social bookmarking space
- personal portfolio on Blackboard;

Specific requirements for each of these writing spaces will be described in greater detail on a separate assignment page. Students will also write a short paper that discusses contextualizes their use of the spaces in terms of the readings.

#### **Module Units**

The module will be broken into four, one-day units:

##### *Writing Spaces*

In this section we will consider what Jay David Bolter calls writing spaces—online and in-print areas where texts are written, read, and manipulated. We will look at how new media technologies are changing the way people write, compose, and think about both. Our readings will focus on the genre of blogging. We will begin to compose collaborative educational/professional/personal blogs using Wordpress.com—a free, open source blog host.

##### *Technological Literacy*

Readings will challenge us to rethink our perceptions of technology and the evolving relationship between technology and literacy. Students will be introduced social bookmarking.

##### *Ownership and Identities*

In this section we will look at how identities are constructed in electronic spaces and how electronic spaces are forcing us to rethink questions of ownership. Students will be introduced to Netvibes, a powerful RSS reader.

##### *The Future of Writing*

Readings will focus on the literacy of comics and video games, and we will consider what it means to compose in the age of YouTube. Students will learn how to connect to their personal

portfolios in Blackboard, and will think about how to organize their education as a Writing Arts major at Rowan.

### **Grading**

Final grades for the module will be based on the following percentages:

- Portfolio (10pts)
  - Organizational Quality, or how well you set up your portfolio
- Blog (26pts)
  - Repetition, or how often you posted and if over a series of days;
  - Variety, or the variety in the types of posts;
  - Identity, or how closely it aligned with the identity discussion in your paper
- Netvibes (26pts)
  - Variety, or a variety of different kinds of widgets;
  - Total, if you had the required at least 20 widgets and 3 tabs;
  - Identity, or how closely it aligned with the identity discussion in your paper
- Diigo (26pts)
  - Tag Quality, or the quality of the tags you composed for each of your bookmarks;
  - Folksonomy Quality, or how well the tags create a vocabulary for your identity and interests
  - Identity, how closely it aligned with the identity discussion in your paper
- Class Participation and Collaboration (12pts)

Late work will result in a 3 point reduction from the appropriate project area. Tardiness is equal to .5 of an absence; you are late if you arrive at class after the sign-up sheet has made its way around the room. The grades you receive at the end of the module will correspond to the letter grades on the overall course syllabus.