|  |
| --- |
| **ENGL 2303 - 006: Interactivity, Media, and Genre**  **Spring 2013** |

|  |
| --- |
| Instructor : Prof. Johansen Quijano Cruz  E-Mail : quijano@uta.edu  Class Hours : Tuesday - Thursday 12:30 p.m. – 1:50 p.m.  Room : PH 310  Pre-Requisites : ENGL 1302  Office Hours : Tuesday - Thursday 3:30 p.m. – 4:30 p.m. Carlisle 625  Required Text : Course packet will be provided with key readings. Interactive texts will be  available online at the publishers' sites. |

|  |
| --- |
| **COURSE DESCRIPTION:**  Sophomore literature builds upon and extends the critical reading skills introduced in 1301 and 1302. By familiarizing students with an awareness of different genres and some elements of literature, we provide them with additional vocabulary and tools to enhance their ability to read critically.  The focus of this course will be on the elements of literary genres and how these genres adapt and transmediate into digital interactive texts such as hypertext fiction, visual novels, and video game texts. It will mix elements of literary studies, digital media studies, and popular culture into its design and allow students to think critically about literature as well as contemporary interactive texts. The course will also emphasize how literary modes of inquiry can help shed light on questions regarding digital texts. |

|  |
| --- |
| **COURSE OBJECTIVES:**  By the end of the course, students will be able to:   * engage with ideas and beliefs in that extend beyond the English classroom. * recognize that literature does not occur as isolated literary events, but as complex dialogue within cultural and historical contexts. * demonstrate their ability to analyze texts orally and in writing. * understand conventions of various literary genres, including the epic, romantic poetry, the war story, and the romance novel. * read critically and analyze some of the major texts for each of the genres covered in the course. * comprehend how genres as a whole make the transition from print to interactive media. * explain how literature can serve as a lens to help individuals understand interactive * media, as well as how interactive media can shed new light on print texts. * engage critically with digital and interactive texts. |
| **COURSE GRADING, ASSESSMENT, AND EVALUATION:**  **Grades.** Grades in this course are A, B, C, D, and F. Attendance and class participation is compulsory. For you to have the possibility of making an A in the course, **you need to hand in all of the major papers.** This means that if you do not hand in one of the major papers you will not be able to make an A regardless of other considerations. **Failure to hand in 3 or more major papers will guarantee an F**. Incomplete grades will be granted at the instructor’s discretion. |

|  |  |
| --- | --- |
| **Your final grade for this course will consist of the following:** | |
| Critical paper on a print text - 15%  Critical paper on a digital text - 15%  Final paper on transmediation - 20%  Short reader response papers - 10%  Presentations - 10%  Homework, quizzes, and participation - 5%  Midterm - 10%  Final Exam - 15% | Final grades will be calculated as follows:  A = 90-100%  B = 80-89%  C = 70-79%  D = 69%-60%  F = 59% and Below |

|  |
| --- |
| **MAJOR ASSIGNMENTS**  **Midterm Exam** - During the midterm exam, you will be asked to demonstrate familiarity with the key terms discussed in class, as well as to write a short piece on a text.  **Final Exam** - During the final exam you will be asked to demonstrate familiarity with the application of the key concepts discussed in class. You will also be asked to write a short piece on one of these concepts.  **Critical Paper on a Print Text** - For this first paper, you will be asked to analyze a literary text. You will consider both the themes presented in the text as well as the genre conventions that it subscribes to. This paper should be no longer than six double-spaced pages.  **Critical Paper on a Digital Text** - For this second paper, you will be asked to analyze a digital interactive text. You will consider the themes presented in the text as well as the genre conventions that it subscribes to, but you will also discuss how interactive principles play a role in the engagement with the text. This paper should be no longer than eight double-spaced pages.  **Presentations -** Students will give two short presentations (10 minutes max) throughout the term. In it they will discuss the societal or literary implications of a given topic or text.  **Final Paper on Transmediation** - For this final paper, you will be asked to consider how texts transmediate from one form of media to another. Although you can consider genres as a whole, it is recommended that you instead focus on a single text. You will perform a comparative reading of your chosen literary text vs. its digital counterpart (for example, Dante's *Divine Comedy* vs. EA's *Dante's Inferno*). Although you will be able to discuss themes present in the text, you should focus on genre conventions and interactivity principles and how they help shape the text. |
| **MINOR ASSIGNMENTS**  **Attendance and Class Participation:** You will be graded daily on class participation, which includes coming to class prepared, making thoughtful contributions in response to the readings, asking and answering questions, and presenting a general attitude of interest in the course content. For each thoughtful contribution you make in class you will be awarded one point, up to two per day, at the discretion of the professor. You may win up to a maximum of 50 points.  **Short Reader Response Papers and Presentations:** Students are expected to complete no less than ten reader response-style papers during the semester. They will be able to write about any of the texts to be discussed in class, including traditional literary texts, digital interactive texts, and theory / criticism pieces. These pieces should be no longer than two pages double-spaced and briefly consider both the aesthetic and cultural significance of the texts. Written responses should be posted to a blog or page.  **Homework and Quizzes**: Homework assignments not specified in the course calendar will be assigned by the instructor at an as-needed basis. Quizzes will be given if the instructor sees that students come to class unprepared. |

|  |
| --- |
| **CLASS POLICIES**  **All major projects must be completed to pass the course.** If you fail to complete one major project, you will not be able to make an A in class, regardless of your average. If you fail to complete three or more of the major projects, you will fail the class. **Keep all papers** until you receive your final grade from the university. You cannot challenge a grade without evidence.  **Late Assignments.** Papers are due by the end of class on the due date specified. Short homeworks **will not** be accepted late. Major assignments turned in after the class has begun will receive a ten-percent deduction unless the instructor has agreed to late submission *in advance of the due date*. For each calendar day following, the work will receive an additional ten percent deduction. Work is not accepted after three late days. If you must be absent, your work is still due on the assigned date.  **Revision policy.** Revision is an important means for improving both the writing process and the final product. Students have the option of revising one of the major projects after they have been graded. The original grade and revision grade will be averaged to arrive at the student’s final grade for the essay. The last major paper, after it has been submitted for grading, cannot be revised for a higher grade.  **Attendance Policy.** Improvement in writing is a complex process that requires a great deal of practice and feedback from readers. Regular attendance is thus necessary for success in this course. Students are expected to attend class regularly and to arrive on time. Excused absences include official university activities, military service, and/or religious holidays. Students must inform the instructor in writing at least one week in advance of an excused absence.  After accruing three unexcused absences in an M/W/F class, students will be penalized 5% off their final grade for each additional absence. I will not supply what you miss by email or phone. Please make an appointment to see me in person to discuss absenteeism and tardiness. Please be in class on time, ready to begin the day's activities. Habitual tardiness is one indication of poor time management and life preparation.  **Classroom behavior.** Class sessions are short and require your full attention. All cell phones, pagers, iPods, MP3 players, laptops, and other electronic devices should be **turned off and put away when entering the classroom unless stated otherwise by the instructor**; all earpieces should be removed. Store newspapers, crosswords, magazines, bulky bags, and other distractions so that you can concentrate on the readings and discussions each day. Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. Professors are to be addressed appropriately and communicated with professionally.  According to *Student Conduct and Discipline*, "students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks” (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202). Students who do not respect the guidelines listed above or who disrupt other students’ learning may be asked to leave class and/or referred to the Office of Student Conduct.  **Academic Integrity.** It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regents’ Rules and Regulations, Series 50101, Section 2.2)  You can get in trouble for plagiarism by failing to correctly indicate places where you are making use of the work of another. It is your responsibility to familiarize yourself with the conventions of citation by which you indicate which ideas are not your own and how your reader can find those sources. Read your textbook and/or handbook for more information on quoting and citing properly to avoid plagiarism. If you still do not understand, ask your instructor. All students caught plagiarizing or cheating will be referred to the Office of Student Conduct.  **Americans with Disabilities Act.** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364. Drop Policy. Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. ****Students will not be automatically dropped for non-attendance****. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information. **Writing Center.** The English Writing Center, Room 411 Central Library, will be open January 22 – May 3). Hours are Mondays-Thursdays 9 a.m. to 7 p.m., Fridays 9 a.m. to 2 p.m. and Sunday from 2 p.m. to 6 p.m. Students must register first at [www.uta.edu/owl](http://www.uta.edu/owl). Choose the <Register> tab on the left and choose <Click Here> for first visit. Once the registration form is complete, students may schedule appointments online at [www.uta.edu/owl/appointments](http://www.uta.edu/owl/appointments) or <http://uta.mywconline.com>.  Face-to-Face appointments begin on the hour and are scheduled for 45 minutes. Writing Center consultants assist with any aspect of writing, from understanding an assignment, brainstorming, revising an early draft, to polishing a final draft. However, the Writing Center is not an editing service; consultants will not correct grammar or rewrite assignments.  In addition to our regular consultations, the Writing Center will offer **Quick Hits,** which will allow students a five minute session to ask a question about citations, spelling, or other grammar or style concerns without making an appointment in advance. Clients will be assisted on a first-come, first served basis as walk-ins only. Hours are variable and limited. For more information, please see our website.  **Additional Academic Resources.** The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit [www.uta.edu/resources](http://www.uta.edu/resources) for more information.  **Electronic Communication Policy.** All students must have access to a computer with internet capabilities. Students should check email daily for course information and updates. I will send group emails through MyMav. I am happy to communicate with students through email. However, I ask that you be wise in your use of this tool. Make sure you have consulted the syllabus for answers before you send me an email. Remember, I do not monitor my email 24 hours a day. I check it periodically during the school week and occasionally on the weekend.  The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. ***Students are responsible for checking their MavMail regularly.*** Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.  **Conferences and Questions:** I have three regularly scheduled office hours each week. These times are reserved for students to drop by or to make an appointment to discuss course assignments, grades, or other class-related concerns. I will be happy to make other appointment times for you if your class schedule conflicts with regular conference times or if I am not available on certain days. If you receive a grade on an assignment or quiz about which you have questions, please wait twenty-four hours before discussing it with me. This gives you time to process the assignment comments and to think about how your course work meets the requirements set forth for each assignment.  **Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.  **Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.  **Syllabus and Schedule Changes.** Instructors try to make their syllabuses as complete as possible; however, during the course of the semester they may be required to alter, add, or abandon certain policies/assignments. Instructors reserve the right to make such changes as they become necessary. Students will be informed of any changes in writing. |
| **English 2303: Interactivity, Media, and Genre** **Course Calendar**  Prof. Quijano |

|  |  |  |  |
| --- | --- | --- | --- |
| DATE | THEME | TOPICS | READINGS / GAMES |
| January 15 | Course Introduction | Syllabus  Icebreakers  A Brief History of the Book | Syllabus  Instructor's Notes  Power Point Presentation (PPT) |
| January 17 | Evolution of Media: From Oral to Print to Digital and Beyond | Oral Tradition  Written Texts  Print Texts  Digital Texts  Bard Culture as Remic  Distribution of Information | Instructor's notes and PPT based on Kovarik's *Revolutions in Communication*  *Megaman X Street Fighter (Digital)* |
| January 22 | History of Video Games | Game Generations  Canonical Games | Notes and PPT based on Prof.'s upcoming text |
| January 24 | Transmediation I | Overview of Transmediation and Transmedia Storytelling | Notes and PPT from Jenkins' *Convergence Culture* and *Seven Myths About Transmedia* |
| January 29 | Transmediation II | Theory, Application, Text, and Genre | Notes and PPT from Semali & Fueyo's *Transmediation as a Metaphor for New Literacies* |
| January 31 | Epic as Genre | Discussion of Genre and Literary Texts | Instructor's Notes  PPT  *Gilgamesh, Beowulf, The Iliad* |
| February 05 | Traditional and Digital Epic | Discussion of Literary Texts and Digital Texts | *Gilgamesh, Beowulf, The Iliad*  *ADVENT* (http://www.web-adventures.org/) *Adventure* (http://www.simmphonic.com/  programming/adventure.htm)  *Final Fantasy*  *Shining Force*  *Lost Odyssey* |
| February 07 | Society and Media | Effects of Media on Behavior  Media as a Mirror of Society | Instructor's Notes  PPT |
| February 12 | Romantic Poetry Genre and Romantic Poetry | Romantic Poetry (Genre and Movement)  Nature Poets  Journey Poetry  **Critical Paper I Due** | Notes and PPT Based on *The Cambridge Companion to Romantic Poetry*  *Tintern Abbey, Nutting* (Wordsworth)  *Nature* (Emerson)  Nature (Thoreau)  *The Rime of the Ancient Mariner* (Coleridge)  *The Road Not Taken* (Frost)  *Journey of the Magi* (TS Elliot)  *Journey's End* (JJR Tolkien) |
| February 14 | Digital Poetry | Interactive Texts  Video Game Poetry | *Moon Stories Series* (Digital)  *El Shaddai* (Digital)  *Journey* (Digital)  *Flower* (Digital)  *Unfinished Swan* (Digital) |
| February 19 | **No Class** | Prof. In a Conference | Prof.'s talk will be uploaded to Youtube |
| February 21 | **No Class** | Prof. In a Conference | Prof.'s talk will be uploaded to Youtube |
| February 26 | Spatial Narrative and Interactivity I | Using space to tell stories  Interactive stories  Cooperation | Instructor's Notes and PPT based on excerpts from Marie Ryan's *Narrative as Virtual Reality* |
| February 28 | Spatial Narrative and Interactivity II | Theory and Text Discussion | *Second Life: MacBeth Island* (Digital)  *World of Warcraft, DC Universe,* or other MMORPGs |
| March 05 | **Presentations I - Day 1** | Student presentations on various topics | Student handouts |
| March 07 | **Presentations I - Day 2** | Student presentations on various topics | Student handouts |
| March 12 | **No Class** | Spring Break |  |
| March 14 | **No Class** | Spring Break |  |
| March 19 | Review for Midterm | Space, Interactivity, Narrative, Genre, Transmediation, Media | Prof. Handout |
| March 21 | **Midterm** | Space, Interactivity, Narrative, Genre, Transmediation, Media | Midterm Exam |
| March 26 | Mechanics as Narrative and Immersion | Game mechanics, game narrative, interactivity, and immersion | Notes and PPT based on Aarseth, Murray, Edghfert Neilsen, et.at |
| March 28 | The Rhetoric and Narrative of Digital Media | Digital Rhetoric, Digital Narrative | Bogost's *The Rhetoric of Videogames*  *Every Day the Same Dream*  *Farmville*  *Phone Story* |
| April 02 | Digital Closed Reading | Closed Reading, Critical Thinking, Literary Inquiry | Prof's Notes and PPT based on closed reading.  *Catherine* (Digital)  *Eternal Sonata1*(Digital) |
| April 04 | Digital Closed Reading 2 | Closed Reading, Critical Thinking, Literary Inquiry | *Fallout 3* (Digital)  *New Vegas* (Digital)  *Heritage of War* (Digital) |
| April 09 | Presentations II - Day 1 | Student presentations on various topics | Student handouts |
| April 11 | Presentations II - Day 2 | Student presentations on various topics | Student handouts |
| April 16 | Comparative Readings | Case Studies on Various Adaptations | Dante's Inferno vs. Divine Comedy, LoTR, Resident Evil, Alice, Golden Compass, Harry Potter, etc. |
| April 18 | Mixing it All Together | Reverse Transmediation, Transmediation, Transmedia Storytelling  **Critical Paper II Due** | The Matrix, Pokemon |
| April 23 | Review for Final Exam | Mechanics, narrative, immersion, digital rhetoric, closed reading, critical thinking | Prof. Handouts |
| April 25 | Final Exam | Mechanics, narrative, immersion, digital rhetoric, closed reading, critical thinking | Exam |
| April 30 | TBA |  |  |
| May 02 | TBA | **Final Paper Due** |  |