

# DIG 6836: Design and Development of Texts and Technology

Section 0M01, Course # 82856, 3 credit hours  
Fall 2015, Mondays, 6:00-7:15, Location CAH-192

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## Overview

Fundamental to a deep understanding of new media theory and practice is knowledge about the underpinnings of digital computing (especially Web-based technologies). This course will introduce you to some digital design and development techniques to be used in the interdisciplinary scholarship of Texts and Technology. Specifically, you will learn how to use markup languages to structure and format text and then you will learn how to build interactive projects using the World Wide Web. As you work toward these goals, you will learn and apply foundational techniques in computation such as iteration, conditional logic, randomness, and algorithm design. We will also study how to apply programming techniques for functions such as text parsing, data analysis, repetition, and interactive design. These skills will further aid you as you consider applied digital components for your dissertation or other scholarly projects.

The bulk of your “writing” in this course will be done in digital form through interactive projects. However, you will also maintain a “developer’s journal” that includes some online, reflective writing prompts throughout the semester. Additionally, you will design a project proposal for your final project. For this final project, you will develop iteratively over time, applying new techniques to each project “slice” as you learn them. By the end of the course, you should have the knowledge to a) plan and design a workflow for an interactive digital project, b) select the appropriate data structures, functions, and/or objects to employ in your project, c) determine the best technical and rhetorical means by which to deploy your project to an audience, and d) document and assess your project within a scholarly context.

We will use a course website to extend our inquiry online, share work with others, and keep track of our collective work. This website will contain copies of our major assignments, example code and tutorials, and links to student projects.

## M-Model Course

You will notice that our course is only scheduled to meet in person for one hour and fifteen minutes each week. This is not very much time! Our face-to-face time is shortened on purpose in order to provide you extra time each week to work through the programming materials at your own pace. You should be sure to schedule your time appropriately so that you have plenty of time to work through the programming materials and forum postings. The discussion boards will be deployed on our official Canvas web site (<https://webcourses.ucf.edu/courses/1136825>).

Webcourses is additionally available from the “Online Course Tools” of your MyUCF panel. Students are encouraged to make use of the “Questions for the Instructor” forum thread for any questions about assignments or course materials. They can also use the “General Student Discussion” forum thread to interact with classmates. For general help with Webcourses or logging into your account, see <http://learn.ucf.edu/>.

## Late Work Policy

Late work will not be accepted unless there is a documented medical emergency. Assignments can be submitted early if necessary; be sure to speak with the instructors if you need to take advantage of this.

## Course Objectives

- Understand and apply media programming techniques and user-centered design to develop scholarly textual and interactive projects for the World Wide Web and your scholarly portfolios.
- Solve problems using interactive media tools and resources.
- Explore ideas and juxtapositions of critical theory and technology for use in your dissertation, your publications, or future project coursework.
- Reflect critically on the design and development process through presentations and writing in a developer's journal

## Required Texts

- Online articles in PDF format – see course web site

## Recommended Text

It is recommended that those students without much/any programming experience pick up a beginner's guide to programming on your preferred language. We recommend this book by Robin Nixon for beginners (*Learning PHP, MySQL & JavaScript: With jQuery, CSS & HTML5, 4th Edition*), but more advanced programmers should choose a language they are not already familiar with, such as perhaps Ruby or Python. If you already have experience with another programming language or feel comfortable with web scripting and databases, then an additional book is probably not necessary. As a class, we will also read additional selections (available as .pdf files on our Web site) and provide links to YouTube tutorial videos online each week. Technical tutorials using CodeAcademy ([www.codecademy.com](http://www.codecademy.com)) are also assigned for each week.

## Assignments and Grading

<u>Major Assignments</u>	<u>Percentage of Overall Grade</u>
1) Developer Journal Reflection Posts x 5	20%
2) Project Slice 1 (Proposal in HTML/CSS)	15%
3) Project Slice 2 (Includes Interface / User Input – Look and Feel)	15%
4) Project Slice 3 (Interactivity using PHP)	20%
5) Project Slice 4 (Database-Driven using MySQL)	20%
6) Class Participation, User Testing, and Online Interaction	10%

## Financial Aid Reporting Policy

All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the first developer response activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than August 28. Failure to do so will result in a delay in the disbursement of your financial aid. Our “documented” activity will be the first forum posting available through Webcourses on our official course Web site.

## Technology Policy

Outside class, students are required to have access to word processing software and a Mac or PC computer with access to the Internet. During class, students may find use in working with technology to take notes, experiment (during appropriate class discussions), show examples, etc. It is expected that these technologies will not be used during class for purposes outside the scope of discussion, including instant messaging classmates, texting, e-mail, Facebooking, video games (outside of their use as examples to support particular arguments). Please feel free to use any device that makes your participation in class discussions easier. Please do not leave your cell phones on audible ring, and barring emergencies, do not take or make phone calls during class. In other words, be courteous to your instructors and your peers.

## Other Course Policies

- We are always happy to meet with you about the course or your larger T&T program of study. If our office hours are not convenient for you, we can certainly schedule alternative times to meet in person or virtually.
- We will mostly follow the syllabus and schedule, but they are subject to minor changes, about which we will apprise you ASAP during normal class meetings or by email.
- In order for the class to be a success, you must be well prepared for and actively engaged in all class meetings.
- Because this is a discussion-oriented class, attendance and punctuality are crucial. Beyond affecting your participation grade, missing more than one class will result in your overall course grade being lowered. Missing more than two classes will likely cause you to fail the course.
- All UCF students are responsible for upholding standards of academic integrity as explained by The Golden Rule (<http://www.ucf.edu/goldenrule>). When it amounts to academic dishonesty, plagiarism can have dire consequences such as failing a paper or the entire course.
- Students with disabilities will be accommodated in this course. Please let us know at the beginning of the term about any such needs, and we will make adjustments and help you locate resources to aid your performance in the course.

## Tentative Schedule (Always check Webcourses for most up-to-date version)

Week	Date	Topics and Activities	Readings and Assignments Due By Next Meeting
1	August 24	Welcome and Introduction to the Course; Review of Syllabus; Student Introductions HTML/CSS (part 1)	<input type="checkbox"/> Read: Bolter: Writing Spaces <input type="checkbox"/> Codecademy: HTML/CSS (HTML modules) <input type="checkbox"/> <b>Post: Discussion Post #1 (Introduction and Technology Autobiography)</b>
2	August 31	HTML/CSS (part 2) + FTP / File Naming Protocols	<input type="checkbox"/> Read: Landow: Hypertext, an Introduction <input type="checkbox"/> Codecademy: HTML/CSS (CSS modules) <input type="checkbox"/> Work on Final Project Proposal (Project #1)
3	Sept. 7	<b>No face-to-face meeting (Labor Day)</b>	<input type="checkbox"/> Read: Kirschenbaum (Hello Worlds) <input type="checkbox"/> Read: Rushkoff (Introduction) <input type="checkbox"/> <b>Project Slice 1 (Proposal) due next week</b>
4	Sept. 14	<b>Project Slice 1 Due Project Proposals: Report Out</b>	<input type="checkbox"/> Read: Bainbridge (User-Centered Design) <input type="checkbox"/> <b>Post: Discussion Post #2 (Reflection: Slice 1)</b>
5	Sept. 21	User Experience I	<input type="checkbox"/> Read: UX Design Chapter TBD
6	Sept. 28	User Experience II	<input type="checkbox"/> <b>Project Slice 2 due next week</b> <input type="checkbox"/> Optional: Tutorial Videos 4-6
7	Oct. 5	<b>Project Slice 2 (Look/Feel) Due Participatory Design Session</b>	<input type="checkbox"/> <b>Post: Discussion Post #3 (Reflection on User-Centered Design Process)</b> <input type="checkbox"/> Codecademy: Introduction to PHP <input type="checkbox"/> Codecademy: Control Flow: If/Else <input type="checkbox"/> Codecademy: Control Flow: Switch <input type="checkbox"/> Optional: Tutorial Videos 9-12

8	Oct. 12	Introduction to PHP, Variables, and Conditional Statements Setting up XAMPP	<input type="checkbox"/> Read: Berry (What is Code?) <input type="checkbox"/> Codecademy: Arrays <input type="checkbox"/> Optional: Tutorial Videos 16-17, 22
9	Oct. 19	Arrays  GET/POST, input, forms (online supplement)	<input type="checkbox"/> Read: Bolter & Grusin (Remediation) <input type="checkbox"/> Optional: Tutorial Videos 14-15 <input type="checkbox"/> Codecademy: For Loops <input type="checkbox"/> Codecademy: While Loops <input type="checkbox"/> <b>Project Slice 3 due next week</b>
10	Oct. 26	<b>Project Slice 3 (PHP) Due</b>  Loops	<input type="checkbox"/> <b>Post: Discussion Post #4 (Reflection: Slice 3)</b> <input type="checkbox"/> Read: Vee (Programming as Literacy) <input type="checkbox"/> Codecademy: Functions, Part I <input type="checkbox"/> Optional: Tutorial Video 18
11	Nov. 2	Functions, I	<input type="checkbox"/> Read: Hayles (How We Think) <input type="checkbox"/> Optional: Tutorial Video 23 <input type="checkbox"/> Codecademy: Functions, Part II <input type="checkbox"/> <b>Progress Report Demos due Next Week</b>
12	Nov. 9	<b>Project Progress Report / Demo And Troubleshooting Day</b> Functions, II	<input type="checkbox"/> <b>Post: Discussion Post #4 (Reflection on Progress)</b> <input type="checkbox"/> Work on final project <input type="checkbox"/> Optional: Tutorials 26-29
13	Nov. 16	MySQL, Part I	<input type="checkbox"/> Work on final project
14	Nov. 23	MySQL, Part II	<input type="checkbox"/> Work on final project
15	Nov. 30	User Testing Session, TBD	<input type="checkbox"/> <b>Final Project/Reflection due next week</b>
16	Dec. 7	<b>Project Slice 4 (Final Projects) Due</b> <b>Final Class Potluck Party</b> <b>Final Project Presentations</b>	Congratulations on completing the course! Have a great Winter Break.