

ENG 269

“The future masters of technology will have to be light-hearted and intelligent. The machine easily masters the grim and the dumb.”

~ Lewis Mumford

formal course description

This course begins with a series of questions and provocations, proceeds with our active exploration and pursuance of them, and will (ideally) end with some answers, partial though they may be. These questions are intimately bound up with our objectives for the quarter:

- 1) reflect critically on our interactions with digital media and its impact on our communication practices, social structures, environment, and our physical bodies;
- 2) gain a working knowledge of media theory and the role of digital within it;
- 3) explore foundational principles of rhetoric and their relationship with different mediums;
- 4) acquire technical competence in a variety of software programs, as well as a personal understanding of how to develop new skill-sets and approach challenges with confidence, focus, and a sense of wonder.

informal course description

Together let's think hard about how all this rapid technological change is affecting the way we speak to each other when face to face, how we come to call people friends and rely on them, how we make money and spend it, and how our bodies respond in a very real way to technology. Let's talk candidly and intelligently about how digital media has real consequences for the landbase that actually makes life possible. Let's consider media from a rhetorical perspective. Let's learn about rhetoric through media. And let's make stuff. Seriously awesome stuff.

logistics



required materials

All texts for this course will be available on our Carmen course site; this includes links to videos and audio samples in addition to more traditional readings. A USB 2.0 external harddrive *at least* 4GB is required, though I strongly encourage you to invest in one that can store much more.

On days where we work with audio, you are expected to provide your own pair of headphones. Equipment rentals may necessitate batteries. Printing costs will be incurred for one assignment.

instructor

Tim Jensen :: jensen.125@osu.edu :: appointments by request ::

The syllabus this quarter will be a living, breathing entity. It will adapt to its environment; as conditions change, so will it. You will be notified of changes by announcements in class and/or via your OSU email account. Be sure to check your email regularly, as I frequently send updates and clarifications to the class.

plagiarism.

I am obligated by those who sign my paycheck to state the following:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct. Plagiarism is the unauthorized use of the words or ideas of another person. It is a serious academic offense that can result in referral to the Committee on Academic Misconduct and failure for the course.

attendance.

Attendance is crucial to the success of this class. Therefore, each unexcused absence after two will result in the lowering of your final grade by a third of a grade. Excused absences, such as those for documented illness, family tragedy, religious observance, or travel for inter-collegiate athletics, will not affect your grade. *It is program policy that five unexcused absences will automatically result in failure for the course*

disability.

The Office for Disability Services, located in 150 Pomerene Hall, offers services for students with documented disabilities. Any student who feels he or she may need an accommodation based on the impact of a disability should contact me to discuss your specific needs. You can contact ODS at 2-3307.

class
cancellation.

In the event of an emergency or celebrity sighting, I will contact you via email and/or request that a note be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

gec
statement.

Goals/Rationale: Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking and writing; and experiencing the arts and reflecting on that experience.

1. Students develop abilities to be informed observers or active participants in the visual spatial, performing, spoken, or literary arts.
2. Students describe and interpret creative work, and/or movements in the arts and literature.
3. Students explain how works of art and writings explore the human condition.

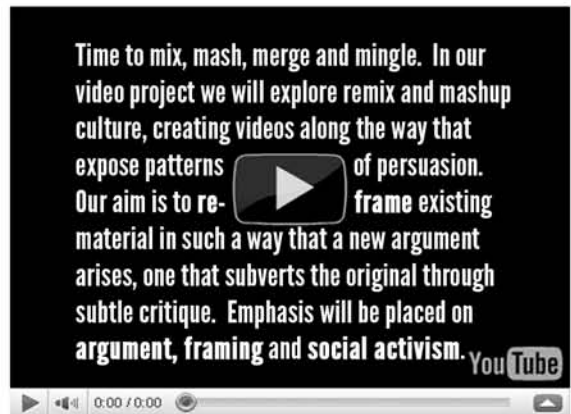
(Please note: I did not write the above. Also, you will be expected to think and write with more depth, feeling, and intelligence than what is written in this GEC statement.)

projects



We'll learn how to digitally edit sound by scripting, performing, and refining an audio project that takes one genre and makes it dance in an entirely different one. The focus for this project is on **narrative, music, and the art of critical listening.**

Video **Remix**



FINAL PROJECT

Our course-capping production piece will offer you the opportunity to explore a topic matter you are passionate about using technological tools that you wish to develop further. You are not limited to the software used for previous assignments; please feel welcome to branch out, especially if it catalyzes personal investment in the project. A written proposal will be delivered at the end of Week 6 that outlines a description of the project and its specific goals, the targeted audience, technical considerations, and any relevant research. Final projects are due by midnight, 8/23/11.

POSTER DESIGN

This project asks you to go guerrilla with your skills. Our goal is to hijack expectation through savvy use of .
typography,
layout,
color.
Put it in print



take it to the streets

Weekly Schedule

A = in-class activity

D = assignment due

L = listening

R = reading

S = in-class studio time

V = video

1

6.21

Course Introduction
Calisthenics

6.23

Introducing Rhetoric
(via Skype)

A Genre via Satire

Introduce Audio
Project

2

6.28

Sonic Rhetoric &
Writing for the Ear

A Audacity Tutorial

L "Pulling Back the
Curtain"

6.30

Roundtable &
Labtime

R McLuhan selections
on sonic mediums

S

3

7.5

Exploring Sound
Delivery

A GarageBand
Tutorial

S

7.7

Introduce Video
Remix Project

S

7.10

D Audio Project

4

7.12

Exploring Remix
& Mash-up

V *Rip! A Remix
Manifesto*

7.14

Introducing
Video Editing

A iMovie Tutorial

5

7.19

iMovie cont.

A Advanced
techniques in iMovie

S

7.21

S iMovie Full Studio

Introduce Final
Project

6

7.25

D Video Remix Project

7.26

Introduce Poster
Project

7.28

A Photoshop Tutorial

R TBD

7

8.1

D Final Project
Proposal Rough Draft

8.2

A Photoshop Tutorial
cont.

8.4

S Full Studio

8.5

D Final Project
Proposal

8

8.9

A Advanced
Photoshop
Tutorial

S

8.11

D Poster Project
(hard copy &
digital)

V TBD