



FACULTY of HUMANITIES & SOCIAL SCIENCES
Wai-te-ata Press : : Te Whare Tā O Waiteata

TEXT TECHNOLOGIES
TXTT 201: Print, Communication & Culture

TRIMESTER 3 2013

IMPORTANT DATES

Trimester dates

Teaching dates: Post-Xmas: 6 January to 14 February 2014

Last piece of assessment due: 14 February 2014

Withdrawal dates

Refer to www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds

If you cannot complete an assignment or sit a test or examination (aegrotats), refer to

www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

Class times and locations

Seminar times: Tuesdays and Thursdays, 10am-12pm

Seminar venues: MY632 [Murphy Building, Kelburn Parade]

Tutorial times: Tuesdays 1-3pm or 3-5pm **OR** Thursdays, 1-3pm or 3-5pm

Tutorial venues: RB007 Level 0, Rankine Brown Building, Kelburn Library; Wai-te-ata Press;
other venues to be announced.

Name and contact details

Dr Sydney J. Shep, Course Co-ordinator

Wai-te-ata Press : : Te Whare Tā O Waiteata

RB 006, Level 0, Rankin Brown Building, University Library, Kelburn

T: 463-5784 E: Sydney.shep@vuw.ac.nz

Office hours: by appointment

Communication of additional information

BlackBoard is our primary information portal. Additional information, announcements, and e-mail alerts will be posted through BB. You are encouraged to check our BB space on a **daily** basis for updates, new resource postings, and links.

Course prescription

An introduction to the history of books, print and textual transmission in western, eastern, and indigenous cultures. Topics include book design and technological change, readers and reading spaces, censorship and oppression, packaging and advertising, and the reinvention of the book in the digital age. This course includes two distinctive dimensions: an overview of print culture in Aotearoa/New Zealand, including its relationship to Maori oral culture and

the influence of the book on Pacific peoples; and hands-on experience in the letterpress printing laboratory at Wai-te-ata Press.

Course Learning Objectives (CLOs)

Students who pass this course should be able to:

1. Be familiar with the broad history of the book and some of the major themes and issues in print communication in various cultures.
2. Have knowledge of analytical tools required to describe and interpret the materiality of the printed record and to develop competency in the oral and written presentation of coherent and logical arguments based on these analyses.
3. Have experience of printing technology through hands-on practice in the letterpress laboratory at Wai-te-ata Press.
4. Be competent in the use and citation of print and digital resources such as reference systems, bibliographic aids, periodicals, on-line catalogues and databases.
5. Foster oral, written, and electronic communication skills, individually and in groups.

Teaching format

This course is a full trimester course compressed into 6 weeks. It is conducted as a discussion-based seminar with workshops at Wai-te-ata Press and the VUW Library, plus online discussion and resource-sharing. Full and active engagement is expected. Given the dynamic and interdisciplinary nature of the field of book history, local and international scholars will form a living network of teaching and research collaborators as an integral part of this course. This course is informed by a research-led approach to teaching and learning. RLT combines disciplinary research, inquiry-led or problem-based learning, and an engagement with the scholarship of teaching and learning. RLT puts the student at the centre of the learning experience and encourages the formation and exploitation of collaborative networks to explore new knowledge domains. It not only emphasises the development of research skills, but also embeds critical reflection on the process of acquiring those skills, individually and as a group.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

- a) Submit all assignments specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work)
- b) Attend 5 out of the six tutorial sessions unless unavoidably absent due to unexpected circumstances or an emergency.

Workload

In accordance with Faculty of Humanities and Social Science guidelines the overall workload for this course is 200 hours in total. This includes attendance in class, reading and blogging, and working on assignments.

Group work:

Assignment 1, the Poster Printing Exercise, is designed as a small group assignment, to be completed within the space of your scheduled tutorial time. You are encouraged to form your group and decide on your specific communication message in advance in order to maximise your time in the printery. The grade is divided into two parts: 15% (group) and 5%

(individual). All members of the group are given the same group assessment grade (15%). The additional 5% of the grade is assessed individually & moderated through self- and peer-assessment evaluation.

Assessment requirements (see pp. 5-6 for full descriptions)

Assignment	Length	Percentage	CLOs	Due date
A1: Poster Power: Group poster printing exercise	1 x A3 poster designed and printed during tutorial	20%	1,3,5	14/16.01.14
A2: 3 minutes / 3 slides: Individual oral presentation	3 minute lightning talk with 3 images delivered during tutorial	20%	2,4,5	28/30.01.14
A3: Biography of a book: Research essay	2,500 word illustrated essay	40%	1,2,4,5	14.02.14
A4: BookBlogs: bi-weekly postings and comments using BlackBoard blog	100 words/posting	20%	1,2,4,5	BEFORE f2f lectures; 2/week through term

Submission and return of work

All assessed work must be delivered to, or received by, the lecturer by **5pm** on the **due date** via our **BlackBoard** assignment submission mechanism. Feedback will be given electronically through BlackBoard >**My Grades**. Please note “Penalties” below

No work will be accepted after 5pm on Friday 14 February 2014.

Penalties

Extensions in cases of illness, bereavement, and in some cases for serious family or personal problems affecting a student may be granted by the lecturer if requested **in advance in writing** by the student BEFORE the due date of the assessed work. Work submitted after the due date will be subjected to a 2% per day penalty for up to ten days (weekends are included and counted as two days or 4%). If arrangements for an extension have not been made, and work is still outstanding after ten days beyond the due date, work must still be submitted in order to fulfil the mandatory course requirements, but it will not be marked.

Set texts

There is no book of readings or course textbook. Course readings and resource materials for both seminars and tutorials are found through BlackBoard or the e-reserves system of the VUW Library. Each student will be required to purchase or borrow an ‘olde’ secondhand book for the course assignments. Students must have access to a computer with internet in order to be able to participate in our BlackBoard web-based learning environment. All students enrolled in this course will be automatically enrolled in BlackBoard. Details about

using BlackBoard are available at the first lecture.

Recommended Reading:

Selected texts are available on 3-day loan or closed reserve at the VUW Library; others are web-based resources which require access to the internet. Wellington Public Library and the National Library of New Zealand also have good collections in this subject area.

Materials and Equipment:

Materials and equipment for the group printing exercise are provided. Students who wish to purchase the required 'olde' used book from a secondhand book dealer for the course should be prepared to pay no more than \$10.

Class Representative

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

Student Feedback

Based on past feedback, the guest lecturers have been encouraged to undertake more interactive sessions. Notetaking via Twitter will be trialled in this course but will be unassessed.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/home/study/plagiarism
- Aegrotats: www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat
- Academic Progress: www.victoria.ac.nz/home/study/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/home/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/home/study/exams-and-assessments/grades
- Resolving academic issues: www.victoria.ac.nz/home/about/avcacademic/publications2#grievances
- Special passes: www.victoria.ac.nz/home/about/avcacademic/publications2#specialpass
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/home/about/policy
- Student support: www.victoria.ac.nz/home/viclife/student-service
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/home/viclife/student-charter
- Student Contract: www.victoria.ac.nz/home/admisenrol/enrol/studentcontract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/home/about
- VUWSA: www.vuwsa.org.nz

Assessment Descriptions

A1: Poster Power

Group A3 poster printing exercise

(15 + 5 = 20%)

due in tutorial 14/16.01.14

Work in small break-out groups of 3 to 4 students in your regular two-hour tutorial session to design, typeset, and hand-print an A3 poster using Wai-te-ata Press's collection of historic nineteenth-century wood types. The aim of the exercise is to use typography to express a specific message to a real or invented audience using a **maximum of 5-7 words**. Your message may, for example, be a quotable quote, slogan, or motto, a collection of interesting words using related typefaces, or a design playing with the shapes and patterns of wood types. Letterforms are the only pictorial elements allowed. We will print with one colour (black) on white/cream paper. All materials and equipment are provided. In preparation for your tutorial session, undertake some preliminary research on historic wood type posters to understand the visual aesthetic and common type forms. Check out YouTube and vimeo sites to see wood type manufacture and printing in action. You are encouraged to form your group and decide on your specific communication message in advance in order to maximise your time in the printery. The grade is divided into two parts: 15% (group) and 5% (individual). All members of the group are given the same group assessment grade (15%). The additional 5% of the grade is assessed individually & moderated through self- and peer-assessment evaluation.

This assessment relates to learning objectives: 1, 3, & 5

You will be assessed on the following:

- success in communicating ideas through the language of print;
- understanding the visual aesthetic of wood type posters;
- awareness of target audience;
- attention to detail in executing and presenting design;
- ability to forward plan, follow the design brief, meet design deadlines, and work together as a group.

A2: 3 Minutes / 3 Slides

Individual oral presentation (Lightning Talk)

(20%)

due in tutorial 28/30.01.14

Find an "olde" used book at a secondhand book dealer, the VUW library, or in your own collection. Prepare and present a **maximum three minute** illustrated lightning talk to your tutorial group about one aspect of your book's physical character and material production. Choose one of the following aspects: paper, type, illustration, printing, binding. This talk is one building-block for your final essay.

- Describe your book using the standard terminology of bibliographic description;
- Explain how the paper OR type OR illustration OR printing OR binding of your book was produced;
- Identify any physical evidence that reveals the historic and/or contemporary reader(s) of your object.

This assessment relates to learning objectives: 2, 4 & 5

You will be assessed on the following:

- Evidence of independent research on a bibliographical aspect, using both web-based and print-based resources;
- Accurate use of bibliographic terminology;
- Organisation of thinking;
- Ability to communicate clearly and effectively to your audience in the oral mode.

Marks will be deducted for going under or over time. If you continue to go beyond the time limit, you will be asked to stop your presentation. Reading from a written script will result in significant marks being deducted. Using text prompts or bullet points on your slides is acceptable.

A3: Biography of a Book

Illustrated research essay

(40%)

due 14.02.14

Using your “olde” used book as a basis, research and write an integrated biography of no more than **2,500 words** that documents, as far as you can reconstruct, its production, distribution, and reception. You will be expected to:

- **analyse** all the physical features of your book: paper, type, illustration, printing, and binding;
- **research** the publisher of your book, including the history of the publisher, the kinds of books s/he produced/s, how they were/are marketed;
- **document** the location your book was found, such as bookshop, public library, personal collection and what this means for availability and accessibility;
- **investigate** the reception of your book including, as appropriate, how it was launched, how it was reviewed, whether it was a bestseller, whether it had an afterlife (ie was turned into a film, and e-book), what readers left their traces.

Use a mixture of print and web-based resources for your research. Make sure you reference fully and accurately **all** the material you quote or paraphrase in your essay. Include a **word count** (excluding the bibliography) with your essay. Failure to provide a word count or going substantially over or under the word limit will result in a **10%** penalty. This assessment uses the online plagiarism prevention tool, **Turnitin**, to assist your lecturer in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism.

This assessment relates to learning objectives: 1, 2, 4 & 5

You will be assessed on the following:

- Selection and usefulness of primary & secondary research material;
- Clarity of thinking and demonstration of critical analysis;
- Organisation of ideas in a logical structure;
- Accuracy of referencing using consistent citation style;
- Spelling, grammar, presentation.

A4: BookBlogs (20%)
 10 x 100 word blog postings including comments **due BEFORE weekly f2f class**

Short, thoughtful, interactive postings using our BlackBoard group journal (BookBlogs) based on the course readings, issues raised in class, or as preparation for various assessments.

This assessment relates to learning objectives: 1, 2, 4, & 5

You will be individually assessed on your quality of thinking, substantive contribution to discussion, analysis of evidence, and demonstration of research skills. Each blog posting is worth 2 points: 1 = rudimentary; 2 = good. **Late postings will be accepted but given a “0.”**

Course Schedule

Week	Date	Topics	Assessments
Week 1	07.01.14	introduction to writing systems & the visualisation of speech	Practice blog posting
	09.01.14	book design and technological change: potsherd to scroll to codex	Blog posting 1
	tuts	orientation to Wai-te-ata Press	
Week 2	14.01.14	expressive typography: historic & contemporary advertising & packaging	Blog posting 2
	16.01.14	reading spaces & spaces of reading: public, private & policed	Blog posting 3
	tuts	group poster printing exercise	A1: Poster Power
Week 3	21.01.14	Iconic books	Blog posting 4
	23.01.14	The Chinese book GUEST LECTURER: Duncan Campbell	Blog posting 5
	tuts	VUW library session: the Islamic book	
Week 4	28.01.14	Print culture in India GUEST LECTURER: Rick Weiss	Blog posting 6
	30.01.14	books & war GUEST LECTURER: Susann Liebich	Blog posting 7
	tuts	Individual oral presentations	A2: 3 minutes / 3 slides
Week 5	04.02.14	Maori and (de-)colonisation: the impact of writing, print, and books GUEST LECTURERS: Jo Smith & Arini Loader	Blog posting 8
	06.02.14	Waitangi Day: NO CLASS	
	tuts	Optional essay consultations	
Week 6	11.02.14	Book covers and intersemiotic translation GUEST LECTURER: Marco Sonzogni	Blog posting 9
	13.02.14	rethinking the book in the digital age GUEST LECTURER: Caroline Campbell	Blog posting 10
	tuts	VUW library session: JC Beaglehole Room	
	14.02.14	Illustrated research essay	A3: Biography of a Book

HOW to get the BEST out of TXTT 201:

This course assumes you love books, use them regularly, and can read with facility and insight. It also assumes you are willing to explore book-ness in historical and contemporary settings, and to be observant and critical about what a book IS, what it DOES, and HOW it does what it does.

It is your job to make sure you interact fully with the course materials, take advantage of the learning opportunities in the lecture and tutorial sessions, and investigate specific themes and issues – individually or in groups – in the assignments. I expect you to prepare fully for each class and participate with intelligence, respect, and good humour in both small and large group discussions.

It is my job to ensure that you all have a dynamic learning experience. To do this, I like to foster an interactive environment where I am as much a learner as you are. I believe in giving you all space to explore your own interests related to the topics introduced, and to share them in a mutually supportive, collegial way. I also recognise that we all learn differently and come from a variety of cultural contexts, so will endeavour to facilitate your learning so you can get the best out of your time here.

TXTT 201 is an intensive summer course, condensing 12 weeks of work into 6. It requires the same level of work and commitment as any other course through the year. If you have different expectations, or find you have too many work or university obligations during this time, please consider other alternatives.
