

**SUBJECT NO: 50169**  
**SUBJECT NAME: WRITING & NEW MEDIA**

**UTS: HUMANITIES & SOCIAL SCIENCES**

## **SUBJECT OUTLINE**

### **Spring Semester, 2006**

**Level: 200**

**Credit points: 8**

**Prerequisites: 50123/50243 Narrative Writing or 57041 Advanced Narrative Writing**

**Subject Coordinator: Megan Heyward**

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## SUBJECT DESCRIPTION

This subject explores the impacts of new media on writing. Students will examine a range of works in which writing and new media intersect, with a focus on blogs, hypertexts and other non-linear interactive works. They will investigate the emergence of the internet as a publishing space writers, the rise of blogs, and approaches to writing non-linear works. They will look at the relationships of image and text in new media writing, and explore emerging spaces for writing such as mobile phone / sms delivery. They will learn how to structure writing projects for online/ interactive delivery, and issues concerning writing for the internet. Students will gain skills in developing basic online works, will develop a piece of collaborative writing in the form of a hypertext, and an individual project.

## OBJECTIVES

On completion of this subject students are expected to have:

- a) Be aware of the impacts of new media on writing practices
- b) Be aware of the use of the internet as an alternative publishing space for writers
- c) Develop skills in writing and planning new media works
- d) Develop a collaborative writing project using new media
- e) Gain skills in critically reflecting on new media writing/ hypertext projects
- f) Develop basic technical skills in developing hypertexts
- g) Extend writing practice through developing a hypertext or other new media writing project

## TEACHING AND LEARNING STRATEGIES

Lectures, tutorials, workshops, discussions, in class exercises, concept development, group and individual project development.

## CONTENT

This subject explores the impacts of new media on writing. Students will gain an overview of a range of works in which writing and new media intersect, with a focus on blogs, hypertexts and other non-linear interactive works. They will investigate the emergence of the internet as a publishing space writers, the rise of blogs, and approaches to writing non-linear works. They will look at the relationships of image and text in new media writing, and explore emerging spaces for writing such as mobile phone / sms delivery. They will learn how to structure writing projects for online/ interactive delivery, and issues concerning writing for the internet. They will examine key projects in the fields of literary hypertext and new media. Through workshops they will learn the basics of developing online projects using Dreamweaver. Students will gain skills in developing basic online works, will develop a piece of collaborative writing in the form of a hypertext, and an individual project.

## PROGRAM

Semester Week	Dates	Topic
1	31 July– 4 August	<b>Subject Introduction &amp; Overview</b> Introduction to the subject, areas to be covered and assessment projects. Students to discuss interests and background. Discuss literary precursors multilinear writing, and use of multilinear narrative in contemporary culture. <b>The rise of the blog</b> The use of blogs by writers as a diaristic / alt publishing space. Read some blogs of note. Setup class blog. Demonstrate how to post to Blogger.com. Blogging exercises and readings for this week and next week.
2	7 - 11 August	<b>This class is postponed by 1 week due to Megan being overseas.</b> Blogging exercises to be ongoing during this week.
3	14 - 18 August	<b>The web as a publishing space</b> Examining the ways in which writers are utilising the web as a publishing space. View range of writings and works on sites such as Alt-x, Beehive, Sarai.net, Trace, Born magazine. Introduction to notions of hypertext, and writers using the form including Shelley Jackson, Deena Larsen, Mark Amerika/ Grammatron / HTC.

Semester Week	Dates	Topic
4	21 - 25 August	<b>Hypertext writing, collage and assemblage</b> Outline the scope of the group hypertext project that students will work on through the next few weeks. View collaborative hypertexts developed in past classes. Start thinking about possible ideas for hypertext group projects. Students to become familiar with a range of hypertexts published by Eastgate Systems, the major US hypertext publisher. Students will read, assess and discuss the texts.
5	28 Aug –1 September	<b>The word as visual</b> Looking at image / text relationships in new media works, new media poetry, experiments in a written/ visual hybrid form, and complex audio/ visual new media works <b>Basic Image Manipulation.</b>
6	4 - 8 September	<b>Structuring hypertext / collaborative writing</b> Writing structure and new media – basic hypertext structures. Brainstorm a range of ideas for the group projects. Begin to form groups. <b>Commence student new media/ hypertext reports.</b> <b>Basic Dreamweaver – creating text and hyperlinks.</b>
7	11 - 15 September	<b>Hypertext workshop</b> Students continue to work on the group projects in class time- finalising structure, assigning content etc, writing text. <b>Continue student new media/ hypertext reports.</b> <b>Dreamweaver 2- bringing in images, how to manage files etc.</b>
8	<b>18 - 22 September</b>	<b>Common Non Teaching Week</b>
	<b>25 – 29 September</b>	<b>(Non-teaching) Vice-Chancellors' Week</b>
9	<b>2 – 6 October</b>	<b>2 October – Labour Day (Public Holiday)</b> <b>Further Dreamweaver, finalising Hypertexts class.</b> Continue student new media/ hypertext reports.
10	9 - 13 October	<b>Group hypertext projects due</b> The hypertext projects must be ready for use by class. Class to read, discuss, give feedback and debrief.
11	16 - 20 October	<b>Harper Collins guest lecture</b> The future of writing? Mobliteration + sms writing exercises.
12	23 - 27 October	<b>Writing complex new media</b> Students to become familiar with more complex, media rich new media works – commercial, educational, documentary– with particular attention being paid to structure, usability, narrative and meaning. Class will use, assess and discuss. Show various new media treatments/ storyboards/scripts. <b>Circulate schedule for workshopping appointments in 2 weeks.</b> Individual project proposal due. <b>Students to describe (in 2 minutes) and submit their proposal for their individual writing projects.</b>
13	30 Oct – 3 November	<b>Workshopping by appointment</b> Bring your writing and your concept to the appointment for workshopping/ feedback.
14	6 - 10 November	<b>Workshopping by appointment</b> Bring your writing and your concept to the appointment for workshopping/ feedback.
15	13-17 November	<b>Individual Project Presentations</b> Individual projects are due to be presented. Peer feedback, subject debrief.

## ASSESSMENT

### **Assessment item 1: NEW MEDIA WRITING/ HYPERTEXT REPORT**

**Objectives:** a, b, e

**Value:** 20%

**Due:** Ongoing weeks 6,7,9

**Task:** Working individually, will research a hypertext or piece of new media writing and report on it to the class as a 5-10 minute class presentation. It may be a blog, “literary” hypertext, online poetry, new media narrative, game or other project as approved by the lecturer. Students will critically reflect upon the work, discussing key points of interest eg innovation, creativity, integration of image and text, use of non linear narrative, use of alternative distribution methods etc. The report will be verbal, supplemented by relevant audio visual materials to be provided by the student. A summary of key points must also be submitted to the lecturer, either in Powerpoint or as a written item.

#### **Assessment Criteria:**

- Clarity of presentation
- Relevance of information and support materials
- Degree of critical reflection upon the work
- Degree of engagement with issues concerning new media and writing such innovation, image/ text relationships, non- linearity narrative, distribution methods etc

### **Assignment 2: COLLABORATIVE HYPERTEXT PROJECT**

**Objectives:** b, c, d, f

**Value:** 40%

**Due:** Week 10

**Task:** Working in a small group; collaborate to conceive, plan, write and produce a hypertext involving multiple narrative pathways. While the concept for the hypertext is to be devised by the group, the various paths are to be written by individual members of the group.

#### **Assessment criteria:**

- Creativity achieved within brief
- Demonstrated degree of effective collaborative work
- Degree of engagement with hypertextual writing
- Degree of technical/ aesthetic refinement

### **Assignment 3: INDIVIDUAL WRITING PROJECT**

**Objectives:** b,c,f,g

**Value:** 40%

**Due:** Week 15

**Task:** Working individually, students will develop an individual writing project that engages with the intersections of writing and new media. This may take the form of a hypertext, blog, illustrated text, treatment for a more complex /media rich new media work, project for sms/ mobile phone delivery, or other project as approved by lecturer. The length of the individual project is in the vicinity of 2,500 to 3,000 words.

#### **Assessment criteria:**

- Creativity achieved within brief
- Degree of creative engagement with the intersections of writing and new media, such as hypertext, non linear writing, impacts of new media on writing practices
- Degree of technical/ aesthetic refinement

**Your final assignment must be handed in with a self-addressed envelope so it can be returned to you after marking. It is your responsibility to include an envelope large enough for your assignment and with the right postage stamps.**

## TEXTS AND REFERENCES

### literary precursors

George Perec: *Life A User's Manual*  
Jorge Luis Borges: *The Garden of Forking Paths*

### ONLINE RESOURCES

#### culture

<http://www.altx.com> mark amerika's online portal  
FibreCulture, <http://www.fibreCulture.org>  
Empyre .net <http://www.subtle.net/empyre/>  
*Ctheory*, <http://www.ctheory.net/default.asp> A huge array of digital / culture articles  
Lev Manovich online <http://www.manovich.net>  
<http://www.netartreview.net/>  
Sarai [www.sarai.net/compositions/texts/texts.html](http://www.sarai.net/compositions/texts/texts.html)  
Trace online writing <http://trace.ntu.ac.uk/index.htm>  
Art meets literature- Born magazine <http://www.bornmagazine.org>

#### blogs

Salam Pax' infamous Iraq war blog "Where is Raed?" [http://dear\\_raed.blogspot.com/](http://dear_raed.blogspot.com/)  
About blogging <http://www.guardian.co.uk/arts/guesteditors/story/0,14481,1194724,00.html>  
Rebecca's pocket <http://www.rebeccablood.net/index.html>  
<http://rhodri.livejournal.com/>  
Mark Bernstein (Eastgate Systems) on blogs and identity  
<http://www.markbernstein.org/Apr0501/BlogandIdentity.html>  
Maria Miranda's blog on collaboration <http://out-of-sync.com/collaboration/>  
Adrian Miles on new media, education and video blogs <http://hypertext.rmit.edu.au/vlog/>  
Blogger.com

#### artist/ writer's works/ hypertexts online – as a starter- more to come

Mark Amerika <http://www.markamerika.com/> check out **grammatron** especially  
253 – a hypertext <http://www.ryman-novel.com/>  
Beehive <http://beehive.temporalimage.com/>  
Electronic writing research ensemble <http://ensemble.va.com.au/>  
Deena Larsen [www.deenalarsen.net](http://www.deenalarsen.net) her own projects plus a huge amount of electronic writing/  
hypertext resources and links to other writer's online works  
Shelley Jackson <http://www.ineradicablestain.com/> esp. *My Body*  
Talan memmott/ Lexia to Perplexia <http://trace.ntu.ac.uk/newmedia/lexia/index.htm>  
Inflect <http://www.ce.canberra.edu.au/inflect/>  
Komninos Zervos – poetry [http://www.gu.edu.au/ppages/k\\_zervos/](http://www.gu.edu.au/ppages/k_zervos/)  
Young Hae Chang Heavy Industries – Korean poet <http://www.yhchang.com/>  
Jason Nelson <http://www.secrettechnology.com/resident/residency.htm>  
Walker Art museum net art <http://gallery9.walkerart.org/>  
Joseph Squire <http://theplace.walkerart.org/> esp *Urban Diary*  
<http://www.digitalfiction.co.uk/digitalfiction>  
Melinda Rackham's early work eg *a.land* <http://www.subtle.net/aland/index1.html>

#### books

Aronson, L. (2000) *Scriptwriting Updated: New and Conventional Ways of Writing for the Screen*, Allen and Unwin, Australia.  
Bolter, J (1998 ) *Remediation: Understanding New Media*, MIT press  
Bushoff, B (ed.).(2005). *Sagasenet reader: Developing Interactive Narrative Content*.  
München: High Text Verlag.  
Garrand, T (1997) *Writing for Multimedia*, Boston: Focal Press.  
Goggin, G (2006) *Cell phone culture : mobile technology in everyday life*, New York, NY :  
Routledge

Michael Joyce, (2000). *Of Two Minds; hypertext pedagogy and poetics* MIT Press, Leonardo Books

Korolenko, M (1997) *Writing for Multimedia: a guide and sourcebook for the digital writer*, Belmont: Integrated Media Group

Manovich, L. (2001). *The Language of New Media*. MIT Press

Mayakovsky, V and Lissitsky, L (2000) *For the Voice*, Vladimir Mayakovsky and El Lissitsky, MIT Press

Andrew Murphie and John Potts, *Culture and Technology*, Palgrave Macmillan, 2003.

Stansberry, D. (1998) *Labyrinths: the art of interactive writing and design*, Belmont: Integrated Media Group

Tofts, D (2005). *Interzone: Media Arts in Australia*, Australia: Craftsman House/ Thames and Hudson

Tofts, D, McKeich, M. (1998) *Memory Trade : A Prehistory Of Cyberculture*, North Ryde, N.S.W. : Interface

## MINIMUM REQUIREMENTS

Since class discussion and participation in activities form an integral part of this subject, you are expected to attend, arrive punctually and actively participate in classes. Should you experience difficulties meeting this requirement, please contact your lecturer. Students who have a reason for extended absence from class (e.g., illness) may be required to complete additional work to ensure they achieve the subject objectives.

## GRADES

This is a graded subject. All assessment tasks must be completed and submitted and a satisfactory level overall must be achieved to pass the subject. Assessment grades and final grades in the subject will be High Distinction / Distinction / Credit / Pass / Fail.

### Grading Descriptors

High Distinction: Work of outstanding quality on all objectives of the subject, which may be demonstrated by means of criticism, logical argument, interpretation of materials or use of methodology. This grade may also be given to recognise particular originality or creativity.

Distinction: Work of superior quality on all objectives, demonstrating a sound grasp of content, together with efficient organisation and selectivity.

Credit: Work of good quality showing more than satisfactory achievement on all objectives, or work of superior quality on most of the objectives of the subject.

Pass: Work showing a satisfactory achievement on the overall objectives of the subject.

Fail: Unsatisfactory performance in one or more objectives of the subject as contained within the assessment items.

## EXPECTATIONS ABOUT ASSESSMENT TASKS

All assessment tasks are expected to be submitted by the specified due date. Penalties of 10% per working day may apply for late submission. The assignment cover sheet supplied for this subject is to be photocopied or downloaded from <http://www.hss.uts.edu.au/info/forms/index.html>, completed, signed and attached to the front of each assignment submitted. No folders or plastic sleeves please. You should keep electronic and paper copies of all assignments.

Assignments are to be submitted and returned during class. Your final assignment will be posted back to you if you provide a stamped, self-addressed envelope. Otherwise, your assignment can be collected in week 4 of the following semester. After week 4 any uncollected assignments will be disposed of according to University guidelines. See the UTS Assessment Manual at <http://www.gsu.uts.edu.au/policies/coursewkassess.html>

## Student Work

Students are advised that copies of any work submitted for assessment in this subject may be used for educational or promotional purposes unless a student provides the subject coordinator with a written

request that their work should not be used in this way.

## **ACADEMIC INTEGRITY**

Assessment items provide an opportunity for students to demonstrate that they understand the content being covered and have achieved the objectives of the subject. Assessment enables students to demonstrate their personal integrity and respect for scholarship. This means:

- Acknowledging the sources of ideas, views and opinions from any resources including the Internet.
- Using quotation marks to indicate every direct quote from another work.
- Avoiding excessive paraphrasing even when acknowledging a source.

You are expected to familiarise yourself with UTS policy on good academic practice. Penalties will be imposed for plagiarism and other forms of cheating. You may be asked to produce drafts or research notes or to discuss the concepts in your work to prove that your assignment is entirely your own work. Plagiarism detection software, turnitin.com may be used to confirm that assignments are a student's own work. If your assignment contains any material that is plagiarised or copied from someone else you could receive zero for the whole subject. For advice about using information correctly and avoiding plagiarism see [www.lib.uts.edu.au/catalyst/08/index.htm](http://www.lib.uts.edu.au/catalyst/08/index.htm). If in any doubt you should seek advice from the subject coordinator.

## **ASSISTANCE WITH LEARNING**

You should not hesitate to ask your lecturer or subject coordinator for help throughout the semester. In your first class you will be advised how to contact your lecturer. You will be provided with comments and suggestions on your assessment tasks throughout the semester.

The University Library has the resources you need for your assignments. Some items such as electronic journals, databases and e-reserve require a login and password in order to be accessed from your home or office. Information and instructions for off-campus access are available at this address: [http://www.lib.uts.edu.au/services/off\\_campus](http://www.lib.uts.edu.au/services/off_campus). Items in high demand are placed in the Library's Reserve Collection and much of this material is now accessible electronically. Access via the Reserve Collection link in the Library's collection link in the Library's catalogue at: [http://www.lib.uts.edu.au/finding/collections/reserve\\_collection](http://www.lib.uts.edu.au/finding/collections/reserve_collection)

The UTS: BELL site ([www.bell.uts.edu.au](http://www.bell.uts.edu.au)) provides an extensive and continually updated range of classes, tutorials and resources. The Harvard System is recommended for referencing of assignments see - [http://www.bell.uts.edu.au/referencing/harvard\\_system](http://www.bell.uts.edu.au/referencing/harvard_system)

If you need help with your study (writing, seminar presentation or study skills) contact the ELSSA Centre, Level 18, Tower Building, telephone 9514-2327.

## **SUPPORT FOR STUDENTS**

If personal problems are affecting your university work you should seek free and confidential assistance from Student Services, Level 6, Building 2, telephone 9514-1171.

If you need an extension of time (up to one week) to complete an assessment item you must make a request in writing before the due date. Request for Extension forms are available from the Faculty Student Centre or download from <http://www.hss.uts.edu.au/info/forms/index.html>

You should apply for Special Consideration if, because of serious illness or misadventure, you have difficulty in completing assessment or attendance requirements. A Request for Special Consideration must be lodged before the assessment item is due.

The Special Needs Service can advise you of the university's services for people with disabilities and the options available for learning and assessment arrangements, telephone 9514-1177. Contact the Special Needs Service in the Student Services Unit if you would like a confidential discussion of your circumstances. If you have a disability or an ongoing medical condition, you should contact the Academic Liaison Officer at the beginning of your course to discuss whether you need particular

learning and assessment arrangements and each semester let the Academic Liaison Officer know the subjects in which you are enrolled. Please note that the Academic Liaison Officer is also the person to contact if you need assistance because you have primary care for young children or other caring responsibilities. The Academic Liaison Officer is Sandra Symons and her contact details are: telephone 9514-1918 or [Sandra.Symons@uts.edu.au](mailto:Sandra.Symons@uts.edu.au)

**Achieving an harassment-free environment @ UTS: Your rights and responsibilities**

UTS is committed to ensuring that all students and staff are treated fairly and equitably, and can study and work in an environment free from harassment. Discrimination, harassment and victimisation are unlawful, undermine professional relationships and diminish the experience of university life. All UTS students and staff have a responsibility to contribute to the achievement of a productive, safe and equitable study and work environment by avoiding practices that lead to, support or condone harassment. Sex based harassment, homophobia and any other forms of discriminatory behaviour will not be tolerated at UTS. For definitions and further information about what constitutes harassment, and other relevant UTS policies have a look at the Equity & Diversity website [www.equity.uts.edu.au](http://www.equity.uts.edu.au). If you require any further assistance about these matters, contact the Equity & Diversity Unit, x1084.



