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| English 114b, Section 01 | Heather Klemann |
| Spring 2017, Yale University | heather.klemann@yale.edu  |
| MW 11:35 a.m. – 12:50 p.m.  | Office location: LC 416  |
| Location: to come | Office hours: by appointment |

**Digital Childhood**

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**Course Description**

As digital technologies direct human thought processes, mediate interpersonal relationships, and enable unprecedented access to all types of information, how are notions of childhood changing, or, perhaps more surprisingly, remaining the same? Considering a variety of fields from politics to photography and pediatrics, in this course we investigate how developments such as Pokémon Go, Twitter, and iPhones impact the role of children, for example, in debates over privacy, violence, and inequality. As part of our exploration, we will practice with digital analytical tools, including Voyant and Google Books NGram Viewer, and hone our oral presentation skills through an academic mini-conference and TED-style talks. With your own experiences as so-called digital natives in mind, we will ask: do digital environments present vast frontiers of educational opportunity or incalculable threats to the innocence, health, and safety of society’s most vulnerable members?

**Course Objectives**

Above all, this course concerns your development as a college-level writer. Through each of the four course units, we will focus on identifying a *problem*, making a defendable *claim*, supporting claims with *evidence* and *warrants*, and providing a *motive* for writing. We will pay close attention to the arguments in the readings and use them as positive and (in some cases) negative examples. Our discussion in class and online will foster our understanding of what it means to delineate and defend a debatable claim and we will complement these broader aims with attention to essay organization and writing style. With the help of brief writing assignments, in-class presentations and workshops, and one-on-one instructor conferences, this course seeks to cultivate your creativity and empower you as a persuasive, engaging, and lucid writer.

**Course Materials**

**I. Websites**

Canvas (administrative site for submitting assignments and signing up for office hours):

<https://yale.instructure.com/courses/7660>

**II. Texts Available at Yale Book Store**

Hacker, Diana and Nancy Sommers. A Pocket Style Manual. 7th ed. w/2016 MLA update. (spiral bound)

* ISBN: 9781319083526
* Earlier editions may not be substituted

Booth, Wayne, et al. The Craft of Research. 3rd ed. (paperback)

* ISBN: 9780226065663
* This text is also available online via Orbis (<http://hdl.handle.net/10079/bibid/11726828>). Owning a paperback copy of this text is not required for the course, but it is recommended

Egan, Jennifer. A Visit from the Goon Squad. Anchor 1st ed. (paperback)

* ISBN: 9780307477477
* Warning: Do not read this on a Kindle, e-Reader, or the like
* There are multiple editions of this novel; be sure to purchase the Anchor 1st edition, published in 2011

Tufte, Edward R. The Cognitive Style of PowerPoint. 2nd ed. (paperback)

* ISBN: 9780961392161

**III. Course Packet Available at TYCO Printing (262 Elm Street New Haven, CT 06511)**

You may order a bound course packet from TYCO or print out an entire PDF of the course materials on your own (PDFs available on the Canvas site). Approximate cost is $[ ]

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**Course Readings**

Readings (with the exception of Egan and Tufte) are available in the Course Packet (CP), which may be picked up at TYCO.Items marked with an “\*” may be accessed online.

**Unit 1 – What Is Childhood? (Close Reading for Argument Essay)**

Kincaid, “Producing Erotic Children” (1998)

Craft, “Childhood in a Digital Age: Creative Challenges for Educational Futures” (2012)

**Unit 2 – Toddler Technogenesis (Controlled Research Argument Essay)**

Egan, selections from A Visit from the Goon Squad (2010; Anchor 1st ed. 2011)

Tufte, “The Cognitive Style of PowerPoint: Pitching Out Corrupts Within” (2011)

**Unit 3 – Issues for the Digital Generation (Research-Based Argument Essay)**

Aiden and Michel, “Through the Looking Glass: How Many Words Is a Picture Worth?” (2013)

Barthes, “Toys” (1957; 1972)

boyd, “Inequality: Can Social Media Resolve Social Divisions?” (2014)

Hall, “Selfies and Self-Writing: Cue Card Confessions as Social Media Technologies of the Self” (2015)

Jenkins, “The War Between Effects and Meaning: Rethinking the Video Game Violence Debate” (2006)

**Unit 4 – What Is to Be Done? (TED-style talk)**

Denskus and Esser, “TED Talks on International Development” (2014)

Sample TED talks\*

**Requirements**

1. Attendance and participation. Come to class with the reading materials, writing assignments, notes, ideas, and enthusiasm. Class discussions include both your thoughtful contributions and active listening. More than two unexcused absences will result in a lowering of your grade. More than four unexcused absences will result in a failing grade for the course.
2. Brief in-class and take-home writing assignments, one formal oral presentation on your research paper, and one TED-style talk.
3. Three formal essays and several draft versions, submitted according to the schedule outlined below. One reflective writing exercise on your TED-style talk.
4. Three instructor conferences. These informal conferences are designed to help me to get to know you and address your individual areas for development as an analytical writer. They are also a chance for you to ask me questions about class discussions, course themes, and writing in general.
5. Read carefully the Class Policies, Guidelines & Tips below. By handing in the first written assignment of the course, you signify that you have read and understood the information contained therein.

**Grading**

Paper 1 (4 pages, close reading for argument) 10%

Paper 2 (4–5 pages, controlled research argument) 20%

Paper 3 (8–10 pages, research-based argument) 35%

Paper 4 (TED-style talk and reflective writing) 15%

Participation, including contributions to class discussions and workshops,

online discussion posts, and brief writing assignments 15%

Annotated bibliography and working claim for Paper 3 5%

**Important Due Dates** (“P1V1” = Paper 1, first version)

P1V1 Thursday, January 26, 11:59 p.m.

P1V2 Thursday, February 2, 11:59 p.m.

P2V1 Thursday, February 16, 11:59 p.m.

P2V2 Thursday, February 23, 11:59 p.m.

P3 Research Proposal and Working Bibliography Wednesday, March 1, before class

P3 Annotated Bibliography and Working Claim Thursday, March 9, 11:59 p.m.

Partial P3V1 Thursday, March 30, 11:59 p.m.

Complete P3V1 Thursday, April 6, 11:59 p.m.

P3V2 Thursday, April 20, 11:59 p.m.

P4 TED-style talk Tuesday, May 2, 11:35 a.m. (note that this meeting occurs during reading week)

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**Class Policies, Guidelines & Tips**

**Formatting of Papers and Writing Assignments**

* double-spaced
* 1” margins
* Times New Roman, 12 pt font (not, for example, Courier New 12)
* On the first page: a title, your name, and date
* In the upper-right corner of subsequent pages, put your last name and page number

**Seeking Help Outside of Class**

You are encouraged to use any form of legitimate aid to help you write papers. **Good writing is not often the result of a solitary process; rather, it emerges from a writer’s thinking about his or her work in relation to its potential readers, so even the most skilled writers try to find real readers willing to listen to plans or read drafts.** Yale offers a wealth of writing resources: take advantage of as many kinds of recommended assistance in the writing of your papers as possible. To ensure that you are given full credit for having done so, the **final version of each major paper must include a statement acknowledging any assistance that you have received** as you wrote or rewrote the paper. Obvious sources of legitimate assistance include Yale’s college writing tutors and writing partners, who can offer advice on all stages of the writing process (contact information for both programs is available at <http://www.yalewco.com/index.php>). Additional information can be found on the Writing Center website: <http://writing.yalecollege.yale.edu/>.

**Academic Honesty**

One of the central goals of this course is to help students understand how to use published research, the result of someone else’s hard work, to support their own thinking, both in speaking and in writing. Any instance of plagiarism or any other form of academic dishonesty, such as unauthorized collaboration, may result in a failure on the particular assignment involved or of the course. Be sure to consult Yale’s policies on this matter at <http://yalecollege.yale.edu/content/undergraduate-regulations> as well as the advice from the Writing Center on using sources at <http://writing.yalecollege.yale.edu/using-sources>.

**Submitting First and Second Versions of Papers**

The first version of each major essay must be a full and complete paper: it must contain an introduction and conclusion as well as a page listing any works cited. First versions turned in late will involve two disadvantages, your assured inability to participate in the workshop on that paper and my probable inability to offer comments on that version. You will be asked to submit papers electronically by uploading them to the Assignments menu on the Canvas site. Papers not submitted in the required form will be considered late. Additional information on the distribution of papers for the workshops is to come.

**Late Papers and Missing Writing Exercises**

A late paper (first or final version) is marked down by a plus or minus for each day (not class meeting) that it is overdue. Upload an electronic copy to the Assignments menu on the Canvas site, and e-mail me to let me know that it is there. This email will time-stamp your paper completion.

**Readings**

Bring to every class your copy of the reading that has been assigned for it. Before class respond to each reading by making comments in the margins, underlining important points, and circling words or concepts that you do not understand. Try to read every assignment at least twice.

**Conferences and Office Hours**

Three individual conferences will be required during the semester, but I welcome the opportunity to meet with you over the course of the semester to discuss your papers or your ideas about writing and childhood in general. The best way to set up an appointment (for either during or outside of my office hours) is to use the Canvas Scheduler application or contact me by email at least 24 hours in advance.

**In-Class Discussion**

In-class discussions are the highlights of the course and a great opportunity for you to practice your public speaking skills and, more importantly, to listen to your fellow classmates and to learn from them. To make discussions as effective, exciting, and enjoyable as possible you will be expected to do the following:

1. come to class having done all of the assigned reading and any assignments
2. come to class on time
3. be respectful of your fellow classmates and learn their names. Disagreeing with and challenging one another is part of what makes for the most profound and invigorating of discussions and I will encourage (and at times require) you to do so. Keep in mind, however, that we are examining and critiquing *comments*, not *people*.

Out of consideration for your fellow interlocutors, postpone the following until after class:

1. using portable electronic devices (laptops [use only when requested], cell phones, smart phones, etc.). Remember that even the most subtle and surreptitious of texting sends the wrong message to those around you.
2. eating.

Students who find in-class participation challenging are encouraged to meet with me, and the sooner, the better.

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**How to Read the Class Schedule**

Date Topics, readings, assignments, and activities addressed in class

* Readings, writing exercises, and other assignments to be completed in preparation for *and in advance of* this class.\*

**Paper due dates are listed in bold. Note that deadlines fall on days when classes do not meet in order to give you time to prepare for the in-class workshops.**

\*Readings and assignments are subject to change. Additional writing exercises will be announced in class and posted on the Canvas site.

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**Class Schedule**

**Unit One – The Disappearance of Childhood (Close Reading for Argument Essay)**

**Week 1**

W, Jan. 18 Introduction

 Rhetorical Terms: The Elements of an Argument (handout)

F, Jan. 20 Childhood Innocence and the Media

 Paper #1 assigned

* Read carefully the syllabus and perform any exercises hidden therein
* Read Kincaid, “Producing Erotic Children,” take notes in the margins, and bring your annotated hard copy to class. Look up all unfamiliar words and cultural references
* Complete Discussion #1 (available on Canvas site). By submitting Discussion #1 you affirm that you have read and understood the policies and guidelines contained in the syllabus

**Week 2**

M, Jan. 23 Preparing to Enter into the Academic Conversation

* Re-read Kincaid, “Producing Erotic Children”

W, Jan. 25 Organizing and drafting the P1

**Th, Jan. 26, 11:59 p.m. Submit Paper #1 (first version) electronically to Canvas**

**Week 3**

M, Jan. 30 Workshop on Paper #1

* Read and prepare assigned essays for workshop

**Unit Two – Toddler Technogenesis (Controlled Research Argument Essay)**

W, Feb. 1 Creative Digital Childhood

* Read Craft, “Childhood in a Digital Age: Creative Challenges for Educational Futures”

**Th, Feb. 2, 11:49 p.m. Submit Paper #1 (final version) electronically to Canvas**

**Week 4**

M, Feb. 6 Digital Age Fiction

Paper #2 assigned

* Read Egan, “Pure Language”

W, Feb. 8 PowerPoint, Day 1

* Read Egan, “Great Rock and Roll Pauses”
* Read Edward Tufte, “The Cognitive Style of PowerPoint: Pitching Out Corrupts Within”

**Week 5**

M, Feb. 13 PowerPoint, Day 2

* Re-read Egan, “Great Rock and Roll Pauses”
* Re-read Edward Tufte, “The Cognitive Style of PowerPoint: Pitching Out Corrupts Within”

W, Feb. 15 Organizing and drafting the P2

**Th, Feb. 16, 11:59 p.m.** **Submit Paper #2 (first version) electronically to Canvas**

**Week 6**

M, Feb. 20 Workshop on Paper #2

Paper #3 assigned

* Read and prepare assigned essays for workshop

**Unit Three – Issues for the Digital Generation**

W, Feb. 22 Research workshop in Bass Library

* Submit curiosity bibliography: bring to class

**Th, Feb. 23, 11:59 p.m. Submit Paper #2 (final version) due electronically Canvas**

**Week 7**

M, Feb. 27 Video Game Violence

* Read Jenkins, “The War Between Effects and Meaning: Rethinking the Video Game Violence Debate”

W, Mar. 1 Social Media and Selfhood

* Read Hall, “Selfies and Self-Writing”
* **Submit research proposal and working bibliography to Canvas before class**

**Week 8**

M, Mar. 6 Inequality

* Read boyd, “Inequality: Can Social Media Resolve Social Divisions?”

W, Mar. 8 Close Reading: Beinecke Library Visit on Pop-up Books

* Read Barthes, “Toys”

**Th, Mar. 9, 11:59 p.m. Annotated bibliography and revised working claim due electronically to Canvas**

*Spring Recess S, Mar. 11–Su, Mar. 26*

**Week 9**

M, Mar. 27 Distance Reading: An Introduction to Voyant and Google Books NGram Viewer

* Read Aiden and Michel, “Through the Looking Glass: How Many Words Is a Picture Worth?”

W, Mar. 29 Organizing and drafting the P3

**Th, Mar. 30, 11:59 p.m. Paper #3 (partial first version) due electronically to Canvas**

**Week 10**

M, Apr. 3 Workshop on Paper #3

* Read and prepare assigned essays for workshop

W, Apr. 5Workshop on Paper #3

* Read and prepare assigned essays for workshop

**Th, Apr. 6, 11:59 p.m. Paper #3 (complete first version) due electronically to Canvas**

**Week 11**

M, Apr. 10 In-class research presentations

* Prepare for research presentation

W, Apr. 12 In-class research presentations

* Prepare for research presentation

**Unit Four: What Is to Be Done? ⎯ TED-style Talks**

**Week 12**

M, Apr. 17 TED

 Paper #4 assigned

* Read Denskus and Esser, “TED Talks on International Development”

W, Apr. 19 Preparation for TED-style talks

**Th, Apr. 20, 11:59 p.m. Paper #3 (complete second version) due electronically to Canvas**

**Week 13**

M, Apr. 24 Preparation for TED-style talks

W, Apr. 26 Preparation for TED-style talks

**T, May 2 TED-style talks**

T, May 2 Brief individual conferences

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**Hidden assignment:** Now that you have read these policies and guidelines, go back over them and 1) pick out the one that seems most important to you. Then, familiarize yourself with the Yale Writing Center website, browse the “Advice for Students” section, and 2) pick out one piece of advice that you will use in your writing. Finally, browse the “Using Sources” section on the Yale Writing Center website and 3) in one sentence, describe in your own words why it’s important to think of working with sources as a kind of conversation. Email these three items to me before the second meeting of the class (Friday, January 20) and in the second class you will receive a prize for having done so.