

VICTORIA UNIVERSITY of WELLINGTON
Wai-te-ata Press :: Te Whare Ta o Wai-te-ata

MDIA 204 / TXTT 201: Print, Communication & Culture
Trimester 3, 2009 – 2010

Lecturer: Dr Sydney J Shep
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Lectures: Mondays 2-4pm, Murphy Building, MY 632
Tutorials: Tuesdays 10-12 or 1-3 **OR** Wednesdays 1-3
RB 007, Wai-te-ata Press and other locations

Office Hours: by appointment only please, Monday, Tuesday, Wednesday

Additional Information: posted on BlackBoard.

Course Content:

This paper offers an introduction to the history of the book and print in western, eastern and indigenous cultures and considers its place in the communication continuum of oral, manuscript, print and electronic culture. It examines the materiality of the printed record and how textual transmission is influenced by media over time and space. 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. MDIA 204 / TXTT 201 also includes two distinctive dimensions: an overview of New Zealand print culture, including its relationship to Maori oral culture and the influence of the book on Pacific peoples; and an opportunity for hands-on experience in the letterpress printing laboratory at Wai-te-ata Press. You will be encouraged to work in co-operative learning groups, for the printing project, in the weekly tutorials, and using the course's on-line journals (blog). MDIA 204 / TXTT 201 also places a high degree of emphasis on acquiring communication skills, whether *oral* in the form of presentations and class discussions, *print* as in written and printed exercises, and *electronic* as in participation in the web-based learning environment, BlackBoard.

Objectives:

At the end of MDIA 204 / TXTT 201, students will have developed and been assessed on the following objectives:

- Familiarity with the broad history of the book and some of the major themes and issues in print communication in various cultures.
- 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.
- Experience of printing technology through hands-on practice in the letterpress laboratory at Wai-te-ata Press.
- Competence in the use and citation of print and digital resources such as reference systems, bibliographic aids, periodicals, on-line catalogues and databases.
- Fostering of oral, written, and electronic communication skills, individually and in groups.

Essential Texts:

Course readings and resource materials for both lectures and tutorials are found through the e-reserves system of the VUW Library. There is no book of readings or course textbook. 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 Texts & Suggested Background 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.

Mandatory requirements for passing this course:

To pass this course, each student must:

1. Complete **all** assignments specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work);
2. Attend the **5 mandatory** scheduled tutorial sessions (weeks 2, 3, 4, 5, and 6);
3. Participate in the BlackBoard on-line group journal (blog)

THERE IS NO PROVISION IN THIS COURSE FOR MAKE-UP CLASSES TO COMPENSATE FOR ADDITIONAL ABSENCES EXCEPT UNDER CIRCUMSTANCES OF ILLNESS OR CRISIS.

The FINAL DATE on which any written material can be accepted is **Friday 12 February 2010 at 5pm**. The provision for late submission with a penalty does not apply beyond this date. Permission to submit work after this date must be sought **in writing** from the Course Lecturer, and will only be granted for **serious** medical reasons (supported by a medical certificate), or in case of **serious** personal crisis.

Workload:

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote **15 hours per week** to MDIA 204 / TXTT 201, including lecture and tutorial times. In those weeks when tutorials are not held, it is strongly recommended that the time be spent working on the required assessments.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

Student Conduct and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at: www.vuw.ac.nz/policy/StudentConduct. The policy on Staff Conduct can be found on the VUW website at: www.vuw.ac.nz/policy/StaffConduct.

Academic Grievances

If you have any academic problems with your course you should talk **first** to the lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean of your faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website: www.vuw.ac.nz/policy/AcademicGrievances.

Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the Course Co-ordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services http://www.victoria.ac.nz/st_services/disability/ confidentially to discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building; Telephone: 463-6070 Email: disability@vuw.ac.nz.

Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, Naomi West, FHSS Student Support Advisor, will either help you directly or quickly put you in contact with someone who can. Contact her on: naomi.west@vuw.ac.nz

The Student Services Group is also available to provide a variety of support and services. Find out more at: www.vuw.ac.nz/st_services/ Email: student-services@vuw.ac.nz.

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building; Telephone 463 6983 or 463 6984 Email: education@vuwsa.org.nz.

Assessment Overview:

This course is **internally assessed** and is based upon the following:

| | | | |
|-----|---|-------|-----------------|
| A1: | in-class oral presentation & written report | (30%) | due 15/16.12.09 |
| A2: | practical printing project | (25%) | due 22.01.10 |
| A3: | 2,500 word essay | (30%) | due 12.02.10 |
| A4: | weekly interactive blog postings | (15%) | through term |

All assessed work must be delivered to, or received by, the lecturer by **5pm** on the **due date** at **Wai-te-ata Press**. Please note "Extensions & Penalties."

Extensions & 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.

No work will be accepted after 5pm on Friday 12 February 2010.

Aegrotats

Please note that under the revised "Assessment Statute" (Section 4.5) students may apply for an aegrotat pass in respect of any item of assessment falling within the last three weeks before the day in which lectures cease. In the case of the third trimester of 2009-2010, the starting point for this period is **Monday 18 January 2010**.

The following rules apply:

- Where a student is not able to sit a test falling within these last three weeks because of illness or injury etc., an alternative test will be arranged where possible. If the student has completed in the view of the course supervisor, sufficient marked assessment relative to the objectives of the course, an average mark may be offered. Where a student has an essay or other piece of assessment due in the last three weeks, and has a medical certificate or other appropriate documentation, the student will be given an extension.
- If none of the above is available to the student eg., if he/she has an ongoing illness, then an aegrotat will be considered. See "Assessment Statute" (Section 4.5) for a full explanation of the rules governing the provision of aegrotats in these circumstances.

Academic Integrity and Plagiarism:

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times. Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at:

www.vuw.ac.nz/home/studying/plagiarism.html.

Assessment submission:

Some MDIA 204 assessments will be submitted through BlackBoard and automatically checked for academic integrity by the electronic search engine <www.turnitin.com>. Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the internet, books, journals, periodicals, or other students. Turnitin is used to assist your lecturer in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. The decision about whether any copying is plagiarism will be made in the first instance by the lecturer based on the information supplied by Turnitin. You are strongly advised to check with your lecturer if you are uncertain about how to use and cite material from other sources.

Remember, if in doubt, ask your lecturer for advice.

Assessment Descriptions:**A1: Biography of a Book****(30%)****due 15/16.12.09**

Browse the shelves in the University Library (Level 0 is a good place to start). Choose an “old” book, check it out, and be prepared to talk to your tutorial group about one aspect of its physical character and material production. You may choose from one of the following aspects: paper, type, illustration, printing, binding.

In a **maximum ten minute** oral presentation (**worth 15% of the total grade**):

- Describe your book using the language 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 book.

Audio/visual equipment is available for your presentation.

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 your presentation from a prepared script or from your written report is not acceptable and will result in significant marks being deducted. Your presentation will also be marked by your fellow classmates using the same grading sheet as the lecturer; these grades will be used by the lecturer to moderate the final oral presentation grade.

In a **maximum 1,000 word** written report (**worth 15% of the total grade**):

- Select one (1) key piece of physical evidence that reveals the reader(s) of your book;
- Analyse that evidence using the findings from your research;
- Discuss what that piece of evidence tells us about the social, cultural, political and/or economic contexts of the reader(s) of your book.

Include a bibliography at the end of your report (not counted in the total word count).

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 report
- Ability to communicate clearly and effectively to your reader in the written mode

A2: Postcard Project**(25%)****due 22.01.10**

Work in small groups of 3 to 4 students to design, typeset, and hand-print an edition of 10 postcards. Your postcards must communicate a specific message to a real or invented audience. This message may, for example, be a quotable quote, a short poem, a slogan, a motto, or jingle you've invented yourselves. A maximum of 15 words is allowed. Pictorial elements are not included. One colour of printing ink (including black) is permitted. Determine which of the standard postcard sizes currently in commercial circulation you will use. Decide whether your cards will be for sale or for free. Agree on how to layout your text on the page given the technological demands of letterpress design. Determine what kind, colour, appropriate cost and source of paper are most suited to your project. Your group provides its own paper for printing your edition of 10 copies. Plan a detailed budget for this project, including labour, materials, distribution and projected sales based on an edition of 100 copies. Write an overview of your concept and summary of your research and studio journey to execute the concept. This overview and summary are handed in, along with your postcards and detailed budget, as part of the project documentation, all in a professionally presented portfolio.

Note: This project gives you hands-on experience in a professional print media studio and some familiarity with the practical economics of printing. The orientation to Wai-te-ata Press in **week 2** introduces you to the process of letterpress printing; the tutorial in **week 6** introduces the project and builds upon your initial visit to the Press. You have an additional four scheduled tutorial hours in which to work on this project. Extra tutorial time in the printery can be booked **in advance** during the week 07-22.01.10. Although the budget assumes the printing of 100 copies, you are only required to print one copy for assessment, three copies for the Press archives and two copies for each person in your group (total 10).

A detailed project brief will be handed out at the mandatory tutorial in **week 6** and you will have an opportunity to view projects from previous years. We'll also have a brief discussion about working in groups. Fast feedback sheets will be used to monitor group dynamics throughout the project. Project groups will be set up in BlackBoard to facilitate communication and file sharing.

All members of the group are given the same grade.

You will be assessed on the following:

- success in communicating ideas through the language of print;
- understanding of the economics of print production;
- awareness of target audience;
- attention to detail in executing and presenting design;
- comprehensiveness of the project documentation;
- ability to forward plan, follow the design brief, meet design deadlines, and work together as a group.

A3: 2,500 word essay

(30%)

due 12.02.10

Choose a word or phrase from each column below and use these words to formulate an **essay question** which you will then **research** and **answer** in a 2,500 word essay. Discuss your question with the lecturer **before** embarking on your research to ensure it is clearly expressed, researchable, and manageable within the time frame and word limit. 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.

| I genre | II time & place | III theme |
|----------------|----------------------------|------------------|
| newspapers | travel | Education |
| graffiti | digital environment | Advertising |
| illuminations | first contact | Gender |
| playing cards | book clubs | Censorship |
| talking books | Asia/Pacific | Nationalism |
| magazines | historical period | Recycling |
| billboards | islands | Preservation |
| tattoos | supermarket | Politics |
| ephemera | space | Memory |
| maps | battlefields | Racism |
| cartoons | European | Identity |
| VDU | libraries | Packaging |
| labels | streets | Reading |
| braille | underground | Religion |

You will be assessed on the following:

- Clarity in formulating and articulating an essay question
- Organisation of thinking to answer essay question
- Selection and usefulness of primary & secondary material
- Accuracy of referencing using consistent citation style
- Spelling, grammar, presentation

Please consult the University Policy on Academic Integrity and Plagiarism found on p.5 of this course outline.

Plagiarism is not worth the risk.

A4: weekly interactive blog postings (15%)**through term**

Short interactive exercises using the BlackBoard group journal (blog) will be assigned most weeks, based on the course readings, issues raised in class, on skills being learnt in the letterpress lab, or as preparation for various assessments. You will be individually assessed on the basis of specific criteria, including quality of thinking and demonstration of research skills. All details are posted in BlackBoard.

No late postings will be accepted.

HOW to get the BEST out of MDIA 204 / 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.

Although MDIA 204 / TXTT 201 is a summer course, 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.

Course outline & timetable:

L: = Lectures, Mondays, Murphy Building, MY 632

T: = Tutorials, Tuesdays 10-12 or 1-3 OR Wednesdays 1-3

Wai-te-ata Press, University Library, RB 007/RB 006 & other locations (to be announced)

* = mandatory [you must attend]

A: = Assignment (**number and %**)

| | | |
|---------------|-------------------------------|---|
| Week 1 | L: 16.11.09 no tuts | introduction to writing systems & the visualisation of speech |
| Week 2 | L: 23.11 T: 24/25.11* | the container of information – forms of the book – potsherds to scrolls to codex – book design and technological change orientation to Wai-te-ata Press, intro to material objects |
| Week 3 | L: 30.11 T: 01/02.12* | expressive typography – forms of the message – historic & contemporary advertising and packaging VUW library session: the Islamic book |
| Week 4 | L: 07.12 T: 08/09.12* | Asian books and reading machines visit to J.C. Beaglehole Room, VUW library |
| Week 5 | L: 14.12 T: 15/16.12* | reading spaces & spaces of reading – public, private & policed in-class oral presentation and written report (A1 = 30%) |

Christmas Break: 24 December to 4 January (inclusive)

| | | |
|----------------|--|---|
| Week 6 | L: 04.01.10 T: 05/06.01* T: 07-22.01 | NO CLASS [New Year holiday] practical printing exercise: intro pre-booked studio time: practical printing exercise |
| Week 7 | L: 11.01 T: 07-22.01 | Maori, Pasifika and print – colonisation & the impact of writing, print, and books [guest: Alice Te Punga Somerville] pre-booked studio time: practical printing exercise |
| Week 8 | L: 18.01 A: 22.01 | censorship and oppression – book bans, bonfires & graffiti practical printing project due (A2 = 25%) |
| Week 9 | L: 25.01 T: 26/27.01 | NO CLASS [Wellington Anniversary] essay consultations |
| Week 10 | L: 01.02 T: 02/03.02 | books & war reading the evidence in/and the archive |
| Week 11 | L: 08.02 T: 09/10 A: 12.02 A: 12.02 | rethinking the book in the digital age – artists' books, fanzines, hypertext fiction virtual tutorials last of the weekly interactive exercises due (A4 = total 15%) 2,500 word essay due (A3 = 30%) |

Course Readings:

- Week 1:** Naomi S. Baron, "Robin Hood's Retort," and "Legitimizing Written English," in *Alphabet to Email: How Written English Evolved and Where It's Heading* (London & New York: Routledge, 2000), 1-18; 26-47.
Electronic resource
- Week 2:** Alberto Manguel, "The Shape of the Book," in *A History of Reading* (New York: Viking, 1996), 124-147.
E-reserves
- Week 3:** Katie Salen, "Surrogate Multiplicities: Typography in the Age of Invisibility," in *Visible Language* 35.2 (2001), 132-153.
Electronic resource
- Week 4:** Tobie Meyer-Fong, "The Printed World: Books, Publishing Culture, and Society in Late Imperial China," *The Journal of Asian Studies* 66:3 (August 2007): 787-817.
Electronic resource
Jonathan M. Bloom, "Paper and Books," in *Paper before Print. The History and Impact of Paper in the Islamic World* (New Haven and London: Yale University Press, 2001), 91-123.
E-reserves
- Week 5:** Alberto Manguel, "The Library as Space," in *The Library at Night* (Toronto: Alfred A. Knopf, 2006), 64-89.
E-reserves
- Week 6:** **No lecture [New Year's holiday]**
- Week 7:** Jane McRae, "Maori oral tradition meets the book," in *A Book in the Hand. Essays on the History of the Book in New Zealand* (Auckland: Auckland University Press, 2000), 1-16.
E-reserves
- Week 8:** Rebecca Knuth, "Understanding Modern Biblioclasm," in *Burning Books and Leveling Libraries* (Westport, CT & London: Praeger, 2006), 1-16.
E-reserves
- Week 9:** **No lecture [Wellington Anniversary Day]**
- Week 10:** Amanda Laugesen, "Australian Soldiers and the World of Print During the Great War," in *Publishing in the First World War*, ed. Mary Hammond & Shafquat Towheed (London: Palgrave Macmillan, 2007), 93-109.
E-reserves
- Week 11:** Paul Erickson, "Help or Hindrance? The History of the Book and Electronic Media," in *Rethinking Media Change. The Aesthetics of Transition* (Cambridge, MA: The MIT Press, 2003), 95-116.
E-reserves