

# Text/Digital Media (020059) Intersession 2014

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FOR COURSE PURPOSES ONLY  
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## Assignment 0: Pre-Course Readings/Assignments (Given Jan. 6., Due Jan. 13.)

This assignment contains the pre-course readings and assignments, they are due before class on monday January 13. 2014.

### **Problem 0.1 (Pre-Course Reading)**

Read the online article *Read Reading Revolutions: Online Digital Texts and implications for reading in academe* by Barry Hull at <http://firstmonday.org/ojs/index.php/fm/article/view/3340/2985>.

### **Problem 0.2 (Pre-Course Reading)**

Read the article *The Machine Stops* by E. M. Forster at <http://kwarc.info/teaching/TDM/Forster.pdf> (there is an ePub eBook version as well.)

### **Problem 0.3 (Who Am I?)**

Write a 500-word cover letter for this course that addresses the following questions: 6pt

1. What skills and knowledge do you bring to this course?
2. What are your goals for the course?
3. What else do you want your colleagues and instructors to know about you?

The readings from Problem 6.4 and Problem 6.5 will be subject to the 10 minute quiz at 8:15 on monday morning. Don't miss it, that quiz amounts to 4.25% of your grade.

The letter from Problem 0.3 should be submitted to <https://jgrader.de:444> until at 8:30 on monday morning. Just log into the system with your Campus.net account choose the course "020059 Documents and Structure" in the "Fall 2013" Semester and submit to the slot `whoami`.

# Assignment 1: Webpage Analysis and Comparison (Given Jan. 13., Due Jan. 14.)

This assignment contains the lab/homework assignments for January 13. They are due before class (8:30) on Tuesday January 14, 2014.

## **Problem 1.1 (Webpage Analysis and Comparison)**

With your group, choose two webpages from the following list of five options:

1. Jacobs University: <https://www.jacobs-university.de/>
2. The United Nations: <http://www.un.org/en/>
3. The Guardian newspaper: <http://www.theguardian.com/uk>
4. Shakira: <http://shakira.com/>
5. Fifa: <http://www.fifa.com/index.html?language=en>

Your assignment is to conduct a thorough analysis and comparison of two webpages you have chosen. Your analysis and comparison should include techniques and content discussed during the lectures, though you may also look at other structures, elements and concepts that may be relevant to the webpages you have chosen. Your final, written comparison should be 400-500 words and should summarize the conclusions you have drawn from a close analysis and critical reading of the two webpages. In your analysis of each webpage you may want to consider the following: How do you read this page? Literally how does your eye move over the page? What draws your attention and why? What hyperlinks would you follow? Map the webpage by looking for and identifying the literal and figurative structures. How do elements of figurative language create or reveal structures? What are the key terms on the page? What are the connotations of these key terms? Which terms or values are privileged/disparaged? Consider both the isolated elements on the page and the way they are configured including the size and placement on the page and their relation to one another. What do the structures of the webpage reveal about the purpose of the page, the audience, the political viewpoint of the publication, etc.? What is absent from the webpage? What do these omissions tell you about the publication and its viewpoints?

## **Problem 1.2 (Jan. 13 Readings I)**

Read Chapter 4 of Jonathan Culler *Literary Theory: A Very Short Introduction* at <http://kwarc.info/teaching/TDM/Culler.pdf>

## **Problem 1.3 (Jan. 13 Readings II)**

Read Chapter 5 of Charles Bressler *Literary Criticism: An Introduction to Theory and Practice* at <http://kwarc.info/teaching/TDM/Bressler.pdf>

## **Problem 1.4 (Theories of Meaning)**

Compare and contrast the logical and linguistic theories of meaning that were presented and discussed in lecture. What do these theories have in common? Where do they differ? 6pt

Do the theories contradict one another in any way? Consider the different academic fields that generated the theories—mathematics and logic on one hand, linguistics and literary studies on the other. How does each theory make sense within that larger context? Does the larger context account for the differences between the two theories? Can both theories of meaning be "true"? Your written reflection on this topic should be 300-400 words. The readings from Problem 1.2 and Problem 1.3 will be subject to the 10 minute quiz at 8:30 on Tuesday morning. The answers to Problem 1.1 and Problem 1.4 should be submitted to JGrader.

## Assignment 2: Jan. 14 Assignments (Given Jan. 14., Due Jan. 15.)

This assignment contains the assignments for January 14. They are due before class on Wednesday January 15, 2014.

### Problem 2.1 (Home Page for Franzen and Knuth)

8pt

1. Develop a professional home page for Jonathan Franzen using html and CSS, and JavaScript.
2. Do the same for Donald Knuth.

You will need to research both of these figures in order to develop an appropriate homepage.

The pages will be graded according to the following schema:

<b>Substance</b>	• valid and worthy information	15%
	• internal and external links	10%
<b>Build</b>	• proper (X)HTML pages	20%
	• working website	20%
	• polish (CSS/JS)	15%
<b>Design</b>	representative look & feel	10%
<b>Extra</b>	explanation page	10%

**Note:** As we know from our webpage analyses, the structures and features of webpages are quite varied and reflect the goals and content of the page itself. So as you construct each page, consider the purpose and audience as well as the personalities and backgrounds of each individual. In the end, Knuth's home page should look and feel different from Franzen's.

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### Problem 2.2 (Revisit Webpage Analysis and Comparison)

With your group, return to the two webpages you analyzed and compared yesterday. Your task today is to apply the concepts from the lectures on deconstruction and the mechanics of the worldwide web. 4pt

1. To do a deconstructionist reading of your webpages, explore what happens if you flip the binary and see the disparaged or even the absent elements of each webpage as privileged. What does this reveal? How does it compare to how you initially read each page? Does it change or complicate the way you read the webpage?
2. Look at the source of the page and see how it is built up technically (what tags are used for which purpose). Is the page predominantly functionally marked up, does it use CSS (if so where and how), does it use JavaScript? Use those findings to answer the question of if/how the implementation reflects the structure of the web page and its message?

**Problem 2.3 (Jan. 14 Readings I)**

Read *Simulacrum and Simulation* by Baudrillard at <http://kwarc.info/teaching/TDM/Baudrillard.pdf>

**Problem 2.4 (Jan. 14 Readings II)**

Read *On Exactitude in Science* by Borges at <http://kwarc.info/teaching/TDM/Borges.pdf>

## Assignment 3: Jan. 15 Assignments (Given Jan. 15., Due Jan. 16)

This assignment contains the assignments for January 15. They are due before class on January 16, 2014.

### Problem 3.1 (Poem in Code)

Your assignment is to write a poem in computer code. Each student must do the assignment individually but you are encouraged to work within your groups so that those of you who know more actual computer code can assist those students who are less familiar with computer languages. Your computer code does not need to be correct. In other words, it is not necessary for a computer to be able to actually read your poem. Just as poetry often breaks rules of grammar and may even include invented words, your code poem can break the rules of code or invent pieces of code and/or language. However, if you are more comfortable working in code and wish to create a poem that generates an actual digital text that is also acceptable. The topic of the poem is completely up to you and can be any topic: it does not need to be a poem focused on content covered in this course. However, regardless of topic, you are strongly encouraged to think about the elements we have covered when writing your poem: language, text, structural elements, figurative elements, the act of reading, binaries, différance, etc. Your poem can be any length and any type of poem: see the link below for some descriptions of different kinds of poetry. I have also provided a link below to a site that covers html basics for those of you who are less familiar with code. Remember that you can also go to any webpage and view the source code for lots of great examples of code that you may wish to use in your poem. Be creative and explore the possibilities.

Along with your poem, you are also required to hand in a short reflection on this assignment (300 to 400 words). For the reflection, you can write about any aspect of the assignment and the process, but you may want to consider one or more of the following questions: was the assignment challenging or frustrating? Why or why not? Did the assignment change your perspective at all on the concepts of poetry or language? Did it change how you think about computer languages? What about the structure of your poem: did the use of code in the poem influence the final structure? If so, how? Did you feel able to express yourself creatively or did the idea of a poem in code seem too restrictive? Can the final poem be considered a digital text? Different types of poems: <http://www.poetryfoundation.org/learning/glossary-terms?category=forms-and-types>

### Problem 3.2 (DeXMLizing)

Write a `perl` program that takes three versions of the Universal Declaration of Human Rights in HTML from <http://www.un.org/en/documents/udhr/> and removes all HTML tags to obtain a plain text version.

---

#### Solution:

```
#!/usr/bin/perl
```

```

# Tries to open the file en.txt to read the english translation of the text
open ENGLISH, "en.txt" or die $!;
my @lines = <ENGLISH>;
my $str = join("",@lines);
$str=~s/<a(.*)<h3>/<h3>/sg; # remove crap at the beginning
$str=~s/<h4>/\n<h4>/g; #place a new line before each Article xx
$str=~s/<.*?>/ /g; #the basic regexp for HTML
$str=~s/ {1,}/ /g; #remove the n-plicate spaces
$str=~s/\t//g; #remove tabs
$str=~s/^\s+//;#perform trimming at the begin
$str=~s/\s+$//;#and end of the text
open EN2, ">en2.txt" or die $!;
print EN2 $str;
close EN2;
close ENGLISH;

```

```

# Same for German
open DE, "de.txt" or die $!;
my @lines = <DE>;
my $str = join("",@lines);
$str=~s/<a(.*)<h3>/<h3>/sg; # remove crap at the beginning
$str=~s/<h4>/\n<h4>/g; #place a new line before each Article xx
$str=~s/<.*?>/ /g;
open DE2, ">de2.txt" or die $!;
print DE2 $str;
close DE2;close DE;

```

```

#And for Romanian
open RO, "ro.txt" or die $!;
my @lines = <RO>;
my $str = join("",@lines);
$str=~s/<a(.*)<h3>/<h3>/sg; # remove crap at the beginning
$str=~s/<h4>/\n<h4>/g; #place a new line before each Article xx
$str=~s/<.*?>/ /g;
open RO2, ">ro2.txt" or die $!;
print RO2 $str;
close RO2; close RO;

```

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### Problem 3.3 (Morse Encoder)

2pt

Write a perl program that encodes the plain text versions of the documents from Problem 3.2 in Morse code. Next, write a short paragraph explaining the challenges of translating other languages to morse code and shortly investigate possible (or existing) solutions. Embed the paragraph as a comment to your Perl script. BONUS: Provide a morse code implementation for another, non-ASCII, language for bonus points. (Do we want this?)

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#### Solution:

```

#!/usr/bin/perl

# hash map for Morse code

```



```

my %translate=( 'a'=>'-.', 'b'=>'-...', 'c'=>'-.-.', 'd'=>'-..', 'e'=>'..', 'f'=>'..-.', 'g'=>'---.',
'h'=>'....', 'i'=>'...-', 'j'=>'---.-', 'k'=>'-.-', 'l'=>'-.-.', 'm'=>'--', 'n'=>'-.-', 'o'=>'----',
'p'=>'---.', 'q'=>'---.-', 'r'=>'-.-', 's'=>'...-', 't'=>'-.-', 'u'=>'..-', 'v'=>'...-', 'w'=>'---.',
'x'=>'-.-.', 'y'=>'-.-.-', 'z'=>'--.-.', '1'=>'-----', '2'=>'-..---', '3'=>'...--', '4'=>'....-', '5'=>'.....',
'6'=>'-....', '7'=>'--...-', '8'=>'---...-', '9'=>'----.-', '0'=>'-----', '.'=>'-.-.-.', ','=>'-.-.-.-',
'?'=>'..-.-.', '"'=>'-.---.', '!'=>'-.---.-.', '/'=>'-.-.-.', '('=>'-.-.-.-.', ')'=>'-.-.-.-.', '&'=>'-.---.',
':'=>'-.-.-.-.', ';'=>'-.---.-.', '='=>'-...-', '+'=>'-.-.-.', '-'=>'-....-', '_'=>'..---.-.', "'"=>'-.-.-.-.',
'$'=>'...-.-.', '@'=>'-.---.-.', '^'=>'_---'
#we make an assumption here to be able to distinguish between space between letters and words
);
# open input and output files
open EN, 'en2.txt' or die $!;
open MORSE, '>en_morse.txt' or die $!;

my ($output, $char, $n);
# iterate through the input file
# and store the MORSE representation in $output
while (($n = read EN, $char, 1) != 0) {
    if ($translate{lc $char}) {
        $output .= $translate{lc $char} . ' ';
    } else {
        $output .= $char;
    }
}
# put the MORSE representation in the output file
print MORSE $output;
close MORSE;
close EN;
#####
# There is a problem with translating other languages to Morse since they #
# contain more characters that are not in the Latin alphabet. The problem is #
# that each of these symbols will require a new representation in the MORSE #
# alphabet, which will require a new combination of . and -, which will require #
# more memory on the encoder / decoder side. Also, once you introduce new #
# languages, you need to also alter the Huffman encoding of the symbols since #
# in each language, the frequency of the characters differs. One other issue #
# is the casing. In case one needs casing, then the amount of encodings will #
# double. Fortunately enough, both machines and humans are aware enough of when #
# a casing distinction should be made and this is only necessary for expliciting#
# the difference in phrases. #
#####

```

---

**Problem 3.4 (PERL3)**

3pt

Write a perl program that decodes Morse code to plain text. Make sure that your decoder round-trips with the encoder from Problem 3.3 (i.e. that your decoder is a partial inverse to your encoder).

**Solution:**

```

my %orig=(...) #reuse the hashmap from the previous file
my %translate=reverse %orig; #USE PERL MAGIC and reverse

```

```

open MORSE, 'en_morse.txt' or die $!;
open EN, '>en3.txt' or die $!;

my @lines=<MORSE>;
my $str = join('',@lines);
my @words = split(/ /, $str); # split the string by 3 spaces, the indicator of a word delimiter
my $output;

foreach(@words) { #for all the words in the input
    $w = $_;
    my @letters = split(/ /, $w); #split by the character delimiter: space
    foreach(@letters) { #for all the letters in the word
$char = $_;
if ($strtranslate{$char}) { #if there is a translation
    $output .= $strtranslate{$char}; #append it to the output
} else {
    if ($strtranslate{$char} eq '0') { # special case in which the translation evaluates to 0
$output .= '0';
    } else { #OMGWTFBQQ!!! just add the existing character to the output -- most likely \n
$output .= $char;
    }
}
    }
    $output .= ' ';#add spaces between words :)
}

# KTHXBYE
print EN $output;
close EN;
close MORSE;

print "####_DECODING_COMPLETE_####\n";

#### AND NOW ... ####
#### WE TEST ... ####

open FILE1, 'en2.txt' or die $!;
open FILE2, 'en3.txt' or die $!;
print "#####_BEGINNING_DIFF_#####\n";
my ($char1, $n1, $char2, $n2);
my $soups = 0;
while (($n1 = read FILE1, $char1, 1) != 0 && ($n2 = read FILE2, $char2, 1) != 0) {
    if (!(lc $char1 eq lc $char2)) {
print "OOUUUPSSSS!!!_$_char1_and_$_char2_differ\n";
$soups = 1;
    }
}

if ($soups == 0) {
    print "#####_FLAWLESS_VICTORY!!!_####\n";
}

```

inclprob:

**Problem 3.5 (Jan. 15 Readings I)**

Read The *Toynbee Convector* by Ray Bradbury <http://kwarc.info/teaching/TDM/Bradbury.pdf>

**Problem 3.6 (Jan. 15 Readings II)**

Read pages 3-21 (*Fortresses of Solitude and Satan's Creches*) and pages 39-48 (*City of Robots*) from *Travels in Hyperreality* by Umberto Eco <http://kwarc.info/teaching/TDM/Eco..pdf>

## Assignment 4: Jan. 16 Assignments (Given Jan. 16., Due Jan. 17)

This assignment contains the assignments for January 16. They are due before class on January 17, 2014.

### Problem 4.1 (Examples of the Hyperreal)

In their writings, Eco and Baudrillard gave us multiple examples of the hyperreal; however many of these examples were outdated and very few of the examples took into account the use of digital media and technology in relation to the hyperreal. Your assignment is to work within your group to identify four examples of the hyperreal. These examples should be from technology or digital media (i.e. apps, websites, programs, games, social media, etc.). The examples should be specific: i.e. the internet is not an acceptable example. Your group is responsible for posting your four examples on PantaRhei by 18:30 on January 16. 6pt

Once your group has identified four examples, choose one of the four and write an analysis (300-500 words) of the example. Your analysis should include the following:

1. A description of your example
2. A detailed explanation, using and citing the specific ideas presented by Eco and Baudrillard, of why/how your example demonstrates the hyperreal. You may also choose to do the opposite: to explain/defend the idea that this example does not demonstrate the hyperreal.

In your discussion, you are encouraged to use some of the other concepts we have explored and discussed in this course. We will discuss some of your ideas in class tomorrow so please come prepared to share and defend your thoughts.

### Problem 4.2 (Submitting a TDM 2011 Paper)

Write a paper (abstract) about a TDM-related topic of your choice and submit it to the (mock) TDM 2014 conference via EasyChair system. You should use  $\LaTeX$  to typeset your paper. 6pt

The submission page is <https://www.easychair.org/conferences/?conf=tdm2014>; make an account and submit the paper as a PDF and also submit the  $\LaTeX$  source code.

You can take the paper abstracts [abstractHOD.pdf](#) and [abstractLaTeXML.pdf](#) and [Beaudin-Abstract-Humanities.pdf](#) at <http://kwarc.info/teaching/TDM/> as examples for your paper abstract.

### Problem 4.3 (Jan. 16 Readings I)

Read Jonathan Franzen *Imperial Bedroom* at <http://kwarc.info/teaching/TDM/Franzen.pdf>

### Problem 4.4 (Jan. 16 Readings II)

Read Cheryl McLean *A Space Called Home: An Immigrant Adolescents Digital Literacy Practices* at <http://kwarc.info/teaching/TDM/McLean.pdf>

### Problem 4.5 (eBook Project (Due Friday 20:00))

Develop a proposal and paper prototype for an eBook project that you could submit to an 6pt

eBook publisher. Concretely

1. Decide on a topic or book you want to realize
2. describe the interactive functionalities you want to realize in the eBook
3. make a paper prototype of the eBook, i.e. a prototype that visualizes the functionalities by any means convenient to you (submit as PDF). The paper prototype should visualize the visual appearance of the book as closely as possible.

## Assignment 5: Jan. 17 Assignments (Given Jan. 17., Due Jan. 20)

This assignment contains the assignments for January 17. They are due before class on January 20, 2014.

### **Problem 5.1 (reviewing for TDM 2014)**

You have been added to the TDM 2014 program committee, and have been assigned four papers to review. Log into <https://www.easychair.org/conferences/?conf=tdm2014> choose the role of a PC member and review the papers assigned to you. 12pt

A good review consists of

1. a short summary of the major points and contributions made in the paper,
2. verbal judgments on the validity of the claims, the argumentation, and the narration,
3. a tabulation of the minor errors,
4. a numerical summary of the judgements given in the text,
5. a self-evaluation of the confidence and competence of the reviewer.

### **Problem 5.2 (Weekend Project: eBook in ePUB)**

Realize the eBook project from Problem 4.5 in the ePub format. 15pt

For this you will have to collaborate with in your group. Therefore you should make a GitLab repository on <http://gl.kwarc.info> and commit all the project files there.

### **Problem 5.3 (Weekend Readings I)**

Read Linda Herrera: *Youth and Citizenship in the Digital Age: A View from Egypt* <http://kwarc.info/teaching/TDM/Herrera.pdf>

### **Problem 5.4 (Weekend Readings II)**

Read C. Brown and L. Czerniewicz *Debunking the digital native: beyond digital apartheid, towards digital democracy* <http://kwarc.info/teaching/TDM/Brown-Czerniewicz.pdf>

### **Problem 5.5 (Weekend Readings III)**

Read *Will scientists ever discover the secret of immortality* <http://www.independent.co.uk/news/science/will-scientists-ever-discover-the-secret-of-immortality-7707372.html>

### **Problem 5.6 (Weekend Readings IV)**

Read *Digital Immortality is an App* by Jenkins at <http://kwarc.info/teaching/TDM/Jenkins.pdf>

### **Problem 5.7 (Weekend Readings V)**

Read *Avatars and Virtual Immortality* by Bainbridge at <http://kwarc.info/teaching/TDM/Bainbridge.pdf>

### **Problem 5.8 (Weekend Readings VI)**

*Mortality Bytes* at <http://www.theage.com.au/technology/mortality-bytes-20110529-1fa3h.html>

### **Problem 5.9 (Bonus Assignment)**

Create a promotional webpage or flyer for your eBook. This is an individual assignment. 4pt

You can find plenty of examples of book websites and flyers online: do a google search or a google image search.

**Problem 5.10 (Optional: Group Evaluation)**

If you would like to give us feedback on your group members, you can complete the Group Evaluation at <http://kwarc.info/teaching/TDM/groupevaluation.pdf>. This is not a graded assignment. It is just a way for you to provide some input to the instructors and TAs about how your group has been working together before we grade your eBook weekend projects.

## Assignment 6: Jan. 20 Assignments (Given Jan. 20., Due Jan. 21)

This assignment contains the assignments for January 20. They are due before class on January 21, 2014 with the exception of the eBook presentation which is due in the afternoon on January 21, 2014.

### Problem 6.1 (Blog Analysis)

With your group choose a blog and conduct a thorough analysis of the blog. You should review at least three entries. The blog can be written by someone you know personally or by a complete stranger. You should focus on the ideas of public/private, performativity and identity, and the ways in which the digital generation uses the digital. In order to draw conclusions about these elements, you may want to use techniques and concepts from earlier in the course. Your final, written analysis should be 300-500 words and should cover the following: 6pt

1. The topic of the blog and basic information about the author (note if this is not available).
2. The intended audience for the blog: explain if this is stated directly or implied and, if implied, provide evidence to support your assumption about the intended audience.
3. Is the blog intended to be private or public (or both)? Why? Give specific examples that support your perspective.
4. How can the blog be read as a performative text? What identity is being performed? Again, provide specific evidence from the blog itself.
5. Is the blog functioning as a home or communal space, as a space for identity construction, as a space for political or communal activism? Is it providing knowledge? How does the blog fit into the larger landscape of expression by the digital generation?

### Problem 6.2 (TDM 2014 Rebuttal)

The reviews of your TDM 2014 paper have come in, and the rebuttal phase has started. You have the chance to correct misunderstandings of the reviewers, etc. Write a rebuttal for your paper. Note that it does not help you to be unfriendly to the reviewers. 6pt

### Problem 6.3 (eBook Presentation)

With your group, develop a 5-7 minute presentation of your eBook that introduces your eBook and reviews and explains its content and functionality. All groups will present to the class in the afternoon of 21 January. 3pt

### Problem 6.4 (Jan. 20 Readings I)

Read the *CDC Zombie Novella* at [http://www.cdc.gov/phpr/zombies\\_novella.htm](http://www.cdc.gov/phpr/zombies_novella.htm)

### Problem 6.5 (Jan. 20 Readings II)

Read Daniel Dinello *Technology is a Virus: Machine Plague* at <http://kwarc.info/teaching/TDM/Dinello.pdf>. Please read pages 246-247 and 269-272 carefully. You should skim the rest of the chapter.



## Assignment 7: Jan. 21 Assignments (Given Jan. 21., Due Jan. 24)

This assignment contains the assignments for January 21. It is due by midnight on January 24, 2014.

### **Problem 7.1 (Abstract Revision)**

Now that you have received feedback on your abstract from your TAs and your classmates 6pt and have had the chance to respond to the reviewers, you can now revise your abstract. As you work on this revision, make sure to pay attention to the following:

1. An academic abstract is a summary of an academic paper that makes a claim and lays out an argument to support that claim.
2. For this assignment, your abstract is for a 25 minute conference paper so your topic and argument should be appropriate for this purpose.
3. All of the writing tips discussed last week apply: organize, edit, be specific (to prove your claim), be succinct, and consider your audience and goals.

Remember that you can use the following as examples of academic abstracts: `abstractHOD.pdf` and `abstractLaTeXML.pdf` and `Beaudin-Abstract-Humanities.pdf` at <http://kwarc.info/teaching/TDM/>

### **Problem 7.2 (Course Evaluation (Bonus))**

Please remember to complete the course evaluation. If you submit the confirmation that 2pt you have completed the evaluation to JGrader, you will receive 2 bonus points for this course.