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**Writing Space**-Jay David Bolter 2001-01-01 This second edition of Jay David Bolter's classic text expands on the objectives of the original volume, illustrating the relationship of print to new media, and examining how hypertext and other forms of electronic writing refashion or "remediate" the forms and genres of print. Reflecting the dynamic changes in electronic technology since the first edition, this revision incorporates the Web and other current standards of electronic writing. As a text for students in composition, new technologies, information studies, and related areas, this volume provides a unique examination of the computer as a technology for reading and writing.

**Writing Space**-J. David Bolter 1991 This book is a study of the computer as a new technology for reading and writing -- a technology that may replace the printing press as our principal medium of symbolic communication. One of the main subjects of Writing Spaces is hypertext, a technique that allows scientists, scholars, and creative writers to construct texts that interact with the needs and desires of the reader. Bolter explores both the theory and practice of hypertext, demonstrating that the computer as hypertext represents a new stage in the long history of writing, one that has far-reaching implications in the fields of human and artificial intelligence, cognitive science, philosophy, semiotics, and literary theory. Through a masterful integration of introductory, historical, illustrative, and theoretical material as well as an accompanying diskette containing a sample of hypertextual writing, Bolter supports his claim that the computer will carry literacy into a new age -- the age of electronic text that will emerge from the "age of print that is now passing." His reflections on literacy in contemporary culture lead him to a compelling conclusion: ironically, cultural literacy is becoming almost synonymous with computer literacy.

**Hypermedia and Literary Studies**-Paul Delany 1994 The essays in Hypermedia and Literary Studies discuss the theoretical and practical opportunities and challenges posed by the convergence of hypermedia systems and traditional written texts. Consider a work from Shakespeare. Imagine, as you read it, being able to call up instantly the Elizabethan usage of a particular word, variant texts for any part of the work, critical commentary, historically relevant facts, or oral interpretations by different sets of actors. This is the sort of richly interconnected, immediately accessible literary universe that can be created by hypertext (electronically...
linked texts) and hypermedia (the extension of linkages to visual and aural material). The essays in Hypermedia and Literary Studies discuss the theoretical and practical opportunities and challenges posed by the convergence of hypermedia systems and traditional written texts. They range from the theory and design of literary hypermedia to reports of actual hypermedia projects from secondary school to university and from educational and scholarly to creative applications in poetry and fiction.

Contents


**Coding Literacy** - Annette Vee 2017-07-28

How the theoretical tools of literacy help us understand programming in its historical, social and conceptual contexts. The message from educators, the tech community, and even politicians is clear: everyone should learn to code. To emphasize the universality and importance of computer programming, promoters of coding for everyone often invoke the concept of “literacy,” drawing parallels between reading and writing code and reading and writing text. In this book, Annette Vee examines the coding-as-literacy analogy and argues that it can be an apt rhetorical frame. The theoretical tools of literacy help us understand programming beyond a technical level, and in its historical, social, and conceptual contexts. Viewing programming from the perspective of literacy and literacy from the perspective of programming, she argues, shifts our understandings of both. Computer programming becomes part of an array of communication skills important in everyday life, and literacy, augmented by programming, becomes more capacious. Vee examines the ways that programming is linked with literacy in coding literacy campaigns, considering the ideologies that accompany this coupling, and she looks at how both writing and programming encode and distribute information. She explores historical parallels between writing and programming, using the evolution of mass textual literacy to shed light on the trajectory of code from military and government infrastructure to large-scale businesses to personal use. Writing and coding were institutionalized, domesticated, and then established as a basis for literacy. Just as societies demonstrated a “literate mentality” regardless of the literate status of individuals, Vee argues, a “computational mentality” is now emerging even though coding is still a specialized skill.

**Digital Poetics** - Loss Pequeño Glazier 2002

In this revolutionary and highly original work, poet-scholar Glazier investigates the ways in which computer technology has influenced and transformed the writing and dissemination of poetry. In Digital Poetics, Loss Pequeño Glazier argues that the increase in computer technology and accessibility, specifically the World Wide Web, has created a new and viable place for the writing and dissemination of poetry. Glazier’s work not only introduces the reader to the current state of electronic writing but also outlines the historical and technical contexts out of which electronic poetry has emerged and demonstrates some of the possibilities of the new medium. Glazier examines three principal forms of electronic textuality: hypertext, visual/kinetic text, and works in programmable media. He considers avant-garde poetics and its relationship to the on-line age, the relationship between web "pages" and book technology, and the way in which certain kinds of web constructions are in and of themselves a type of writing. With convincing alacrity, Glazier argues that the materiality of electronic writing has changed the idea of writing itself. He concludes that electronic space is the true home of poetry and, in the 20th century, has become the ultimate “space of poesis.” Digital Poetics will attract a readership of scholars and students interested in contemporary creative writing and the potential of electronic media for imaginative expression.

**Literary Machines** - Theodor H. Nelson 1993
A Companion to Digital Literary Studies-Ray Siemens 2013-03-20 This Companion offers an extensive examination of how new technologies are changing the nature of literary studies, from scholarly editing and literary criticism, to interactive fiction and immersive environments. A complete overview exploring the application of computing in literary studies Includes the seminal writings from the field Focuses on methods and perspectives, new genres, formatting issues, and best practices for digital preservation Explores the new genres of hypertext literature, installations, gaming, and web blogs The Appendix serves as an annotated bibliography

Reading Computer-Generated Texts-Leah Henrickson 2021-01-31 Natural language generation (NLG) is the process wherein computers produce output in readable human languages. Such output takes many forms, including news articles, sports reports, prose fiction, and poetry. These computer-generated texts are often indistinguishable from human-written texts, and they are increasingly prevalent. NLG is here, and it is everywhere. However, readers are often unaware that what they are reading has been computer-generated. This Element considers how NLG conforms to and confronts traditional understandings of authorship and what it means to be a reader. It argues that conventional conceptions of authorship, as well as of reader responsibility, change in instances of NLG. What is the social value of a computer-generated text? What does NLG mean for modern writing, publishing, and reading practices? Can an NLG system be considered an author? This Element explores such questions, while presenting a theoretical basis for future studies.

Hypertext-Roy Rada 1991 Shows hypertext as a combination of dimensions that extend across large document collections, collaborative work, and artificial intelligence. Describes how the combination of expert systems and hypertext systems increases the utility of each system. Extensive, well-indexed margin notes make concepts and ideas easy to find and study. No background in computers is required, and anyone interested in combining text and high technology will benefit. Annotation copyrighted by Book News, Inc., Portland, OR

Hypertext 3.0-George P. Landow 2006 From Intermedia to Microcosm, Storyspace, and the Web, Landow offers information about the kinds of hypertext, different modes of linking, attitudes toward technology, and the proliferation of pornography and gambling on the Internet. He also includes new material on developing Internet-related technologies.

Writing Software Documentation-Thomas T. Barker 1998 Part of the new Allyn & Bacon series in technical communication, Writing Software Documentation features a step-by-step strategy to writing and describing procedures. This task-oriented book is designed to support both college students taking a course and professionals working in the field. Teaching apparatus includes complete programs for students to work on and a full set of project tracking forms, as well as a broad range of examples including Windows-style pages and screens and award-winning examples from STC competitions.

Software Studies-Roger F. Malina 2008 This collection of short expository, critical and speculative texts offers a field guide to the cultural, political, social and aesthetic impact of software. Experts from a range of disciplines each take a key topic in software and the understanding of software, such as algorithms and logical structures.

The Gutenberg Galaxy-Marshall McLuhan 2017-06-22 The Gutenberg Galaxy catapulted Marshall McLuhan to fame as a media theorist and, in time, a new media prognosticator. Fifty years after its initial publication, this landmark text is more significant than ever before. Readers will be amazed by McLuhan’s prescience, unmatched by anyone since, predicting as he did the dramatic technological innovations that have fundamentally changed how we communicate. The Gutenberg Galaxy foresaw the networked, compressed ‘global village’ that would emerge in the late-twentieth and twenty-first centuries — despite having been written when
black-and-white television was ubiquitous. This new edition of The Gutenberg Galaxy celebrates both the centennial of McLuhan’s birth and the fifty-year anniversary of the book’s publication. A new interior design updates The Gutenberg Galaxy for twenty-first-century readers, while honouring the innovative, avant-garde spirit of the original. This edition also includes new introductory essays that illuminate McLuhan’s lasting effect on a variety of scholarly fields and popular culture. A must-read for those who inhabit today’s global village, The Gutenberg Galaxy is an indispensable road map for our evolving communication landscape.

**Hypertext in Context** - C. McKnight 1991-01-31 Hypertext is the term coined for the electronic storage of data, whether it be textual or graphical, in such a way that the whole file transcends simple word processing and becomes more an 'electronic concordance'. In this book the authors cut through the hype surrounding hypertext and evaluate the simple ideas that underlie it. These ideals have led to a variety of claims for hypertext's potential, and the claims are considered here in such contexts as the development of a written tradition, the psychology of navigation, and the use of computers as educational aids. Only within context can the true worth of hypertext be assessed. Consequently, software authors, publishers, psychologists and all those involved in the information industry will turn to this volume for the advice they need in evaluating hypertext.

**Reading Writing Interfaces** - Lori Emerson 2014-06-01 Lori Emerson examines how interfaces—from today’s multitouch devices to yesterday’s desktops, from typewriters to Emily Dickinson’s self-bound fascicle volumes—mediate between writer and text as well as between writer and reader. Following the threads of experimental writing from the present into the past, she shows how writers have long tested and transgressed technological boundaries. Reading the means of production as well as the creative works they produce, Emerson demonstrates that technologies are more than mere tools and that the interface is not a neutral border between writer and machine but is in fact a collaborative creative space. Reading Writing Interfaces begins with digital literature’s defiance of the alleged invisibility of ubiquitous computing and multitouch in the early twenty-first century and then looks back at the ideology of the user-friendly graphical user interface that emerged along with the Apple Macintosh computer of the 1980s. She considers poetic experiments with and against the strictures of the typewriter in the 1960s and 1970s and takes a fresh look at Emily Dickinson’s self-printing projects as a challenge to the coherence of the book. Through archival research, Emerson offers examples of how literary engagements with screen-based and print-based technologies have transformed reading and writing. She reveals the ways in which writers—from Emily Dickinson to Jason Nelson and Judd Morrissey—work with and against media interfaces to undermine the assumed transparency of conventional literary practice.


**Memory Machines** - Belinda Barnet 2013-07-15 This book explores the history of hypertext, an influential concept that forms the underlying structure of the World Wide Web and innumerable software applications. Barnet tells both the human and the technological story by weaving together contemporary literature and her exclusive interviews with those at the forefront of hypertext innovation, tracing its evolutionary roots back to the analogue machine imagined by Vannevar Bush in 1945.

**The Death of Literature** - Alvin B. Kernan 1990-01-01 Looks at political and critical attacks on literature, suggests that traditional literature is no longer useful to our technological society, and argues that a new concept of literature is needed.

**Hypertext Handbook** - Andreas Kitzmann 2006 Hypertext Handbook provides a condensed and straightforward introduction to the main issues, concepts, and developments in both the application of hypertext technology and its interpretation by the academic community. It offers a concise history of the medium in a manner that will help readers to better understand contemporary directions in digital media technology.
provides a comprehensive guide to this complex concept and is designed to inform and inspire students and scholars alike.

**Turing's Man** - J. David Bolter 2014-02-01 Trained in both classics and computer science, Bolter considers the cultural impact of computers on our age, comparing the computer to earlier technologies that redefined fundamental notions of time, space, language, memory, and human creativity. Surprisingly, he finds that in many ways the outlook of the computer age bears more resemblance to that of the ancient world than to that of the Enlightenment. The classical philosopher and the computer programmer share a suspicion of infinity, an acceptance of necessary limitations on human achievement, and a belief that results are more important than motives. Although Bolter fears that the growing use of computers may well diminish our culture's sense of the historical and intellectual context of human endeavor, he contends that the computer also offers new ways of looking at intellectual freedom, creativity, and the conservation of precious resources.

**Writing Technology** - Christina Haas 2013-11-05 Academic and practitioner journals in fields from electronics to business to language studies, as well as the popular press, have for over a decade been proclaiming the arrival of the "computer revolution" and making far-reaching claims about the impact of computers on modern western culture. Implicit in many arguments about the revolutionary power of computers is the assumption that communication, language, and words are intimately tied to culture -- that the computer's transformation of communication means a transformation, a revolutionizing, of culture. Moving from a vague sense that writing is profoundly different with different material and technological tools to an understanding of how such tools can and will change writing, writers, written forms, and writing's functions is not a simple matter. Further, the question of whether -- and how -- changes in individual writers' experiences with new technologies translate into large-scale, cultural "revolutions" remains unresolved. This book is about the relationship of writing to its technologies. It uses history, theory and empirical research to argue that the effects of computer technologies on literacy are complex, always incomplete, and far from unitary -- despite a great deal of popular and even scholarly discourse about the inevitability of the computer revolution. The author argues that just as computers impact on discourse, discourse itself impacts technology and explains how technology is used in educational settings and beyond. The opening chapters argue that the relationship between writing and the material world is both inextricable and profound. Through writing, the physical, time-and-space world of tools and artifacts is joined to the symbolic world of language. The materiality of writing is both the central fact of literacy and its central puzzle -- a puzzle the author calls "The Technology Question" -- that asks: What does it mean for language to become material? and What is the effect of writing and other material literacy technologies on human thinking and human culture? The author also argues for an interdisciplinary approach to the technology question and lays out some of the tenets and goals of technology studies and its approach to literacy. The central chapters examine the relationship between writing and technology systematically, and take up the challenge of accounting for how writing -- defined as both a cognitive process and a cultural practice -- is tied to the material technologies that support and constrain it. Haas uses a wealth of methodologies including interviews, examination of writers' physical interactions with texts, think-aloud protocols, rhetorical analysis of discourse about technology, quasi-experimental studies of reading and writing, participant-observer studies of technology development, feature analysis of computer systems, and discourse analysis of written artifacts. Taken as a whole, the results of these studies paint a rich picture of material technologies shaping the activity of writing and discourse, in turn, shaping the development and use of technology. The book concludes with a detailed look at the history of literacy technologies and a theoretical exploration of the relationship between material tools and mental activity. The author argues that seeing writing as an embodied practice -- a practice based in culture, in mind, and in body -- can help to answer the "technology question." Indeed, the notion of embodiment can provide a necessary corrective to accounts of writing that emphasize the cultural at the expense of the cognitive, or that focus on writing as only an act of mind. Questions of technology, always and inescapably return to the material, embodied reality of literate practice. Further, because technologies are at once tools for individual use and culturally-constructed systems, the study of technology can provide a fertile site in which to examine the larger issue of the relationship of culture and cognition.
**The Cambridge Handbook of Multimedia Learning**- Richard Mayer  
2005-08-15 This 2005 book constitutes comprehensive coverage of research and theory in the field of multimedia learning.

**Language, Classrooms and Computers**- Peter Scrimshaw 2002-09-11 As computers become more widely used in schools, it is clear that they have the potential not just to support the achievement of conventional goals, but also to redefine what we mean by reading, writing and discussion. The contributors to Language, Classroom and Computers - all with experience of teaching about language and computers for The Open University - use teachers’ accounts together with their own research to examine how the use of computers in school can affect the ways in which children learn and teachers teach. The first section looks at some generic aspects of computer use, focusing particularly on class management: individual and group learning, the role of the teacher as facilitator and co-learner and the problems of limited access. The second section examines the contribution of specific sorts of software package: word processing, e-mail, hypertext and so on to language learning. This is a book for everyone who wants IT to add a new dimension to their teaching.

**Watch It**- Nicholas Burbules 2018-03-05 Watch IT is an examination of several critical issues in the potential of new information technology (IT) for education. IT, already central to many aspects of our lives, is rapidly becoming an integral part of teaching and learning. This book takes a close look at the positive and negative consequences of new technologies in the classroom. In a series of interrelated essays, the authors explore such issues as access, credibility, new approaches to reading and writing, the glut of information, privacy, censorship, commercialization, and globalization.

**Media Poetry**- Eduardo Kac 2007 The first international anthology to document a radically new poetry which takes language beyond the confines of the printed page into a non-linear world of digital interactivity and hyperlinkage. The work of the poets discussed in this book challenges even the innovations of experimental poetics. It embraces new technologies to explore a new syntax made of linear and non-linear animation, hyperlinkage, interactivity, real-time text generation, spatiotemporal discontinuities, self-similarity, synthetic spaces, immateriality, diagrammatic relations, visual tempo, multiple simultaneities, and many other innovative procedures. This new media poetry, although defined within the field of experimental poetics, departs radically from the avant-garde movements of the first half of the century, and the print-based approaches of the second half. Through an embrace of the vast possibilities made available through new media, the artists in this anthology have become the poetic pioneers for the next millennium.

**The New Writing Environment**- Mike Sharples 2012-12-06 Information technology is changing the way we write. Special features such as outliners, spelling checkers and graphic facilities have transformed word processors into document processors; document processors have, in turn, integrated with other electronic resources such as e-mail and the Internet to provide a complete writing environment. The New Writing Environment examines the knowledge that is needed in order to develop, use and evaluate computer-based writing environments. The emphasis is firmly on practical issues: tasks performed by writers at work, problems they encounter, and documents they actually produce. Writing is defined within a wide social and organisational context, in order to give an accurate assessment of how the new technology affects the social and cooperative aspects of authorship. The result is a wide-ranging and comprehensive assessment of the relationship between writing and computers.

**Electronic Literature in Latin America**- Claire Taylor 2019-11-22 This book explores one of the most exciting new developments in the literary field to emerge over recent decades: the growing body of work known as ‘electronic literature’, comprising literary works that take advantage of the capabilities of digital technologies in their enactment. Focussing on six leading authors within Latin(o) America whose works have proved pioneering in the development of these new literary forms, the book proposes a three-fold approach of aesthetics, technologics, and ethics, as a framework for analyzing digital literature.
Ubiquitous Computing, Complexity and Culture-Ulrik Ekman 2015-12-22 The ubiquitous nature of mobile and pervasive computing has begun to reshape and complicate our notions of space, time, and identity. In this collection, over thirty internationally recognized contributors reflect on ubiquitous computing’s implications for the ways in which we interact with our environments, experience time, and develop identities individually and socially. Interviews with working media artists lend further perspectives on these cultural transformations. Drawing on cultural theory, new media art studies, human-computer interaction theory, and software studies, this cutting-edge book critically unpacks the complex ubiquity-effects confronting us every day. The companion website can be found here: http://ubiquity.dk

Hyper/text/theory-George P. Landow 1994 This text examines the implications of hypertextual reading for contemporary literary theory. It explores hypertext’s potential for true democratization; the relation of hypertext and political power; and what hypertext implies for philosophy and philosophical discourse.

The End of Books--or Books Without End?-J. Yellowlees Douglas 2001 An exploration of the possibilities of hypertext fiction as art form and entertainment

Doing Internet Research-Steve Jones 1998-11-03 The Internet is a medium with great consequences for social and economic life. This book is written to help people discern in what ways it has commanded the public imagination, and the methodological issues that arise when one tries to study and understand the social processes occurring within it. The contributors offer original responses in the search for, and critique of, methods with which to study the Internet and the social, political, economic, artistic, and communicative phenomena occurring within and around it.

The Digital Plenitude-Jay David Bolter 2019-05-07 How the creative abundance of today's media culture was made possible by the decline of elitism in the arts and the rise of digital media. Media culture today encompasses a universe of forms—websites, video games, blogs, books, films, television and radio programs, magazines, and more—and a multitude of practices that include making, remixing, sharing, and critiquing. This multiplicity is so vast that it cannot be comprehended as a whole. In this book, Jay David Bolter traces the roots of our media multiverse to two developments in the second half of the twentieth century: the decline of elite art and the rise of digital media. Bolter explains that we no longer have a collective belief in “Culture with a capital C.” The hierarchies that ranked, for example, classical music as more important than pop, literary novels as more worthy than comic books, and television and movies as unserious have broken down. The art formerly known as high takes its place in the media plenitude. The elite culture of the twentieth century has left its mark on our current media landscape in the form of what Bolter calls “popular modernism.” Meanwhile, new forms of digital media have emerged and magnified these changes, offering new platforms for communication and expression. Bolter outlines a series of dichotomies that characterize our current media culture: catharsis and flow, the continuous rhythm of digital experience; remix (fueled by the internet's vast resources for sampling and mixing) and originality; history (not replayable) and simulation (endlessly replayable); and social media and coherent politics.

Computing as Writing-Daniel Punday 2015-12-15 This book examines the common metaphor that equates computing and writing, tracing it from the naming of devices (“notebook” computers) through the design of user interfaces (the “desktop”) to how we describe the work of programmers (“writing” code). Computing as Writing ponders both the implications and contradictions of the metaphor. During the past decade, analysis of digital media honed its focus on particular hardware and software platforms. Daniel Punday argues that scholars should, instead, embrace both the power and the fuzziness of the writing metaphor as it relates to computing—which isn’t simply a set of techniques or a collection of technologies but also an idea that resonates throughout contemporary culture. He addresses a wide array of subjects, including film...
representations of computing (Desk Set, The Social Network), Neal Stephenson’s famous open source manifesto, J. K. Rowling’s legal battle with a fan site, the sorting of digital libraries, subscription services like Netflix, and the Apple versus Google debate over openness in computing. Punday shows how contemporary authors are caught between traditional notions of writerly authority and computing’s emphasis on doing things with writing. What does it mean to be a writer today? Is writing code for an app equivalent to writing a novel? Should we change how we teach writing? Punday’s answers to these questions and others are original and refreshing, and push the study of digital media in productive new directions.

A Poem Containing History - Lawrence S. Rainey 1997 A suggestive survey of new approaches to a twentieth-century classic

The Cambridge Handbook of Literary Authorship - Ingo Berensmeyer 2021-03-18 This Handbook surveys the state of the art in literary authorship studies. Its 27 original contributions by eminent scholars offer a multi-layered account of authorship as a defining element of literature and culture. Covering a vast chronological range, Part I considers the history of authorship from cuneiform writing to contemporary digital publishing; it discusses authorship in ancient Egypt, Greece, Rome, early Jewish cultures, medieval, Renaissance, modern, postmodern and Chinese literature. The second part focuses on the place of authorship in literary theory, and on challenges to theorizing literary authorship, such as gender and sexuality, postcolonial and indigenous contexts for writing. Finally, Part III investigates practical perspectives on the topic, with a focus on attribution, anonymity and pseudonymity, plagiarism and forgery, copyright and literary property, censorship, publishing and marketing and institutional contexts.

A Companion to New Media Dynamics - John Hartley 2015-06-02 A Companion to New Media Dynamics presents a state-of-the-art collection of multidisciplinary readings that examine the origins, evolution, and cultural underpinnings of the media of the digital age in terms of dynamic change. Presents a state-of-the-art collection of original readings relating to new media in terms of dynamic change Features interdisciplinary contributions encompassing the sciences, social sciences, humanities and creative arts Addresses a wide range of issues from the ownership and regulation of new media to their form and cultural uses Provides readers with a glimpse of new media dynamics at three levels of scale: the ‘macro’ or system level; the ‘meso’ or institutional level; and ‘micro’ or agency level

Evolving Perspectives on Computers and Composition Studies - Gail E. Hawisher 1991 Discussing the profound changes and possibilities for writing and writing instruction that are evident at this stage of the computer revolution, this book contains 17 articles which focus on implications for teaching, learning, and teacher education and highlight questions that teachers and researchers must address to realize the potential of the new technology. The book’s four main sections deal with the profound influence of the new electronic age on teachers’ lives, the ways computers change the responsibilities of students and teachers, the significance of hypertext for writers and teachers, and the political implications of the computer revolution for education. The articles and their authors are as follows: "Ideology, Technology, and the Future of Writing Instruction" (Nancy Kaplan); "Taking Control of the Page: Electronic Writing and Word Publishing" (Patricia Sullivan); "Computing and Collaborative Writing" (Janis Forman); "Prospects for Writers’ Workstations in the Coming Decade" (Donald Ross); "Computers and Teacher Education in the 1990s and Beyond" (Kathleen Kiefer); "Computers and Instructional Strategies in the Teaching of Writing" (Elizabeth Clem and Charles Moran); "Evaluating Computer-Supported Writing" (Andrea W. Herrmann); "Hypertext and Composition Studies" (Henrietta Nickels Shirk); "Toward an Ecology of Hypermedia" (John McDaid); "Reconceiving Hypertext" (Catherine F. Smith); "The Politics of Hypertext" (Stuart Moulthrop); "Technology and Authority" (Ruth Ray and Ellen Barton); "The Politics of Writing Programs" (James Strickland); "The Equitable Teaching of Composition with Computers: A Case for Change" (Mary Louise Gomez); and "Feminism and Computers in Composition Instruction" (Emily Jessup). (SR)

Rhetorical Memory and Delivery - John Frederick Reynolds 2013-11-05
Why has classical rhetoric been a subject of such growing interest for the past ten years? Because the most exciting work in classical rhetoric has asked us to rethink classical concepts in modern terms. What’s been missing, at least in book-length form, is a scholarly rethinking of rhetorical memory and delivery. As many scholars have been noting in their work for some time now, three of five classical issues -- invention, arrangement, and style -- have dominated rhetorical studies while the other two -- memory and delivery -- have largely been misunderstood or ignored. Re-examined in light of recent research on orality, literacy, and electronic technology, rhetorical memory and delivery issues can become not only central to the field but also key to the continued interest in classical rhetoric. Bringing together national scholars from a variety of related disciplines in which rhetorical memory and delivery issues matter, this collection is the only volume that examines classical and contemporary interpretations of rhetorical memory and delivery in depth and detail.

**Ex-foliations** - Terry Harpold 2009 Terry Harpold offers a sophisticated consideration of technologies of reading in the digital age.