

ENC 1101 Weekly Plans

Week One: Welcome, let's talk about technology and writing

<p>Monday, June 26th</p> <ul style="list-style-type: none"> - Opening freewrite – setting expectations - Syllabus in three ways - Defining important terms - Icebreaker (composing with tech poll) - Watch “The Machine is Us/ing Us” - Reviewing homework, what do I mean when I say choose an “event?” 	<p>For homework:</p> <p>Complete Blog 1 (300-400 words):</p> <p>How do you define writing? Choose 5-10 keywords that you associate with writing and explain why you chose them. How do you define technology? What do you imagine the relationship between writing and technology to be? What kinds of writing are you accustomed to doing and what technologies are involved?</p> <p>Read <i>Writing Situations (WS)</i> p 4-12 and select one event you want to analyze in class tomorrow. Post a link or image on the Discussion board.</p>
<p>Tuesday, June 27th</p> <ul style="list-style-type: none"> - Practicing analysis and keywords (post to class blog) - Introducing Project 1 (Purpose, Keywords, Pacing) - Thinking about what it meant by narrative and what forms narratives can take. 	<p>For homework:</p> <p>Read in <i>WS</i> p 503-504, 523-529 and watch these two digital composing stories:</p> <p>http://digitalwriting.org/multi/ashanka.html and http://digitalwriting.org/multi/rick.html .</p> <p>Tweet two QQC (Question, Quote, Comment)s – (1) QQC for the two videos and (1) QQC for the digital sections you read in <i>WS</i>. Hashtag them #CICC1101</p>
<p>Wednesday, June 28th</p> <ul style="list-style-type: none"> - Discussion: What mentality do we approach technology with in our society? Is this healthy? Is it as socially powerful as we claim it to be? - Reflect on the two digital narratives we looked at: How are they organized? What modes are used? What are the affordances? What would you expect to learn through the AS? - Content/form close reading of these texts 	<p>For homework:</p> <p>Watch Lessig’s Ted Talk “Laws that Choke Creativity” and Ashley Judd’s “How Online Abuse of Women Has Spiraled Out of Control” (trigger warning: there is explicit language as she reads the tweets she receives, many talk about sexual violence). Tweet a QQC and #CICC1101</p> <p>Read <i>WS</i> pages 132-136</p> <p>Complete Blog 2 (300-400 words): Today’s readings focus on the ethical and political systems we participate in when we compose in digital network spaces – one affecting our ability to composing using materials others have created, the other affecting our ability to feel safe as composers. Do you think these issues permeate every kind of composing or are they unique to the networked screen? What is it about screen-based composing that makes us more prone to notice/discuss these issues? What social/legal/political changes need to occur in order to solve these two issues?</p> <p>Create a SFD of your digital literacy narrative (500 words): organize <i>the ideas</i> you want to convey/angle you want to take,</p>

	<p>consider the different formats/technologies you want to work with, and think about the sources you want to use. You can work in a Word.doc for your first draft. Upload the draft to the discussion board.</p>
<p>Thursday, June 29th</p> <ul style="list-style-type: none"> - Start with Leslie Jones' reply to being hacked on Weekend Update - Discussion: Technology and larger ethical and political systems. - Content/form close reading of these texts - What is Fair Use? How must it guide your digital creation? Exploring Creative Commons, setting class consensus for Fair Use attribution and Fair Use statements. - SFD Peer Review BRING BOOKS, WE NEED PGs 71-72 today 	<p>For homework: Read Dirk's "Navigating Genre" and the Design documents in Canvas library.</p> <p>Post a "reading selfie" (either of you doing tonight's reading or your reading environment) to Twitter and talk about what you need around you to effectively get reading done right. Tweet out the answers to these questions:</p> <ul style="list-style-type: none"> • Physically/socially: Where do you read, what other things and people are around you when you read? Do you read some on paper or only on the screen? Can you identify any surroundings or practices that seemed to be especially productive or counter-productive to your process? • Digitally/virtually: What media is in your reading environment (music, video, internet sites)? What kind of digital communication do you engage in? What electronic devices interrupt you -- how often and for how long? • Temporally: How long do you read at a time and how often? What kinds of breaks do you take? How do these breaks/activities help or hurt your focus and creativity once you begin to read again? <p>Expand your SFD in your Word doc (1000 words) to look like the genre you hope to make (whether that's a comic, a script, staging for a video, choreography for a recorded dance, a website, a blog, etc.) and tweet a sketch of an organizational map.</p>
<p>Week Two: Going digital and managing sources</p>	
<p>Monday, July 3rd</p> <ul style="list-style-type: none"> - Reflect on genre choices for 1000 word draft. How does genre determine structure? How does the genre complement the overarching goal of the assignment (to narrate)? What conventions are you expected to integrate because of your choice in genre? - Think about how genre connects to composing (genre identification activity) and organization - What is effective design? What principles guide effective digital design? 	<p>For homework: Read this blog and McCloud's Understanding Comics pages 143-166 ONLY and think about the modes that are at play in your draft so far. Are you showing or telling or both? What stylistic choices are you making? What plot, themes, points are at the heart of this growing narrative?</p> <p>Tweet two QQCs for each reading and #CICC1101</p> <p>Over the 4th break, move into the digital – it doesn't have to be totally done (you can just translate your 1000 word draft, for instance) but you must come in Wednesday with the assignment draft operating in its digital form.</p>
<p>Tuesday, July 4th (No Classes)</p>	<p>For homework:</p>

	<p>Sign up for a conference with Mrs. C</p> <p>Design something on Noteography.com and tweet it – is a template the same as design? Tweet your thoughts.</p> <p>Bring in citation information for your P1 sources – including images and media you utilize throughout the digital design of your narrative.</p>
<p>Wednesday, July 5th</p> <ul style="list-style-type: none"> - Citing sources at the end of AS. BRING BOOKS, WE WILL NEED THEM (CHP 5) - How to cite sources in-text. - Discussion: Designing as part of a rhetorically effective text - Peer Review Digital versions 	<p>For homework:</p> <p>Post any files, links to the discussion board by midnight tonight for your conference.</p>
<p>Thursday, July 6th</p> <ul style="list-style-type: none"> - What is the AS? What do I expect? Let’s do some rough writing. - Reading through and peer editing AS drafts. <p>Conferences with Mrs. C today and tomorrow (Friday)!</p>	<p>For homework:</p> <p>Expand your project to its full 1500 words. They are due Monday, July 10th to Canvas by midnight. Post final links/files and AS to Discussion Board for your final peer review</p>
<p>Week Three: Finishing P1 and Starting Interviews</p>	
<p>Monday, July 10th</p> <ul style="list-style-type: none"> - Digital Literacy Narratives are due by midnight tonight. - Final Peer Review—Make sure your link/file and AS is uploaded to the discussion board. 	<p>For homework:</p> <p>Project 1 due to Canvas with AS by midnight tonight!</p> <p>Blog 3: (300-400 words) How is the composing you did for the first project similar or different than writing you have done in the past? What is the relationship you see between this text and technology? What relationship do you see between technology and composing more generally– is your understanding of the relationship now different than the way you characterized it in Blog 1? What about this project surprised you? Would you rather have written a paragraph-style essay narrative instead? Why/why not?</p> <p>Watch Dodson’s talk on reporting and research, tweet a QQC (Question, Quote, Comment)</p>
<p>Tuesday, July 11th .</p> <ul style="list-style-type: none"> - Introduce P2, the goals, terminology. What might you include in your field report that is not embedded in the traditional essay? 	<p>For homework:</p> <p>Read Harvard’s “Some Strategies for Qualitative Interviews” and WS pgs 403-438</p>

<ul style="list-style-type: none"> - What approaches can you take to this project and what would make it most useful for you? (Personal, local, national, communal approach) - The field essay genre. - Brainstorm research focuses, interview questions as a class, learn how to cite an interview, and talk about who you might interview. 	<p>Draft interview questions and post to the Discussion Board on Canvas for PR tomorrow</p> <p>Blog 4: (300-400 words) Draft the email you plan to send or the speech you plan to make to request interview subjects. How do you plan to record their answers (digital audio, video, your notes on paper), how do you plan to document that they've given you permission to conduct such an interview, and who do you plan on asking?</p>
<p>Wednesday, July 12th</p> <ul style="list-style-type: none"> - Peer review interview questions, finalize, and begin contacting individuals for an interview. - Practice interview techniques on a peer - Start talking about what kind of research might be included 	<p>For homework: Submit final interview questions to Canvas for a grade.</p> <p>Read about organizing a field report, tweet QQC (Question, Quote, Comment) on this document, #CICC1101.</p> <p>Begin interviewing sources, data collection, and research notes (you don't have heavy reading tonight because you are expected to be reading sources for your project)</p>
<p>Thursday, July 13th</p> <ul style="list-style-type: none"> - Library Day: Meeting on the turnstile-side of the library. I'll walk over from our class at 1:05 if you want to walk with me. 	<p>For homework: Continue interviewing sources, data collection, and research notes (remember, you need 5 sources, 3 scholarly) (you don't have heavy reading tonight because you are expected to be reading sources for your project)</p> <p>Bring to class at least three sources (digitally or physically) so that you can begin the annotated bibliography in class.</p>
<p>Week Four: Annotating sources and writing the Field Essay genre</p>	
<p>Monday, July 17th</p> <ul style="list-style-type: none"> - What is an annotated bibliography, how is it formatted, what does it do? -Working on citations and annotations -Talking about interview annotations 	<p>For homework: Work on annotated bibliography and interview transcripts</p> <p>Create SFD: 500 words brainstorming connections you see across your sources (interviews and other sources) and how those artifacts relate to your original research focus</p> <p>Blog 5: (300-400 words) How is Project 2 going? Give a check-in addressing the following: What is your research focus and why do you think researching this matters? Why did you choose to research this? What constraints are arising in your researching process? How many interviews have you conducted so far? How many sources do you have? What would be helpful to focus on in class? Tweet a gif representing your current feelings on P2, #CICC1101</p>
<p>Tuesday, July 18th</p> <ul style="list-style-type: none"> - Peer review SFD, create data map, reflect on trends. - Review structure of the field essay, create sections, and expand on your draft within those sections. 	<p>For homework: Watch Wesch's Anthropological Introduction to YouTube (it's an hour, give yourself time) and live tweet your reactions, CICC#1101.</p>

<p>- work on drafts in class</p>	<p>Blog 6: Response to Wesch’s video (300-400 words): Wesch’s speech studies a specific kind of technological writing. How is it similar/different than the project you are doing and the research you are conducting? What does it show us about the relationship between communication/composing and technology (YouTube)? Is composing with this technology different than writing on paper – why/why not? Wesch claims that technology changes our relationships and how we craft our identity, do you agree? Do other technologies change the way we relate to ourselves and others – can you illustrate this with another example? As “digital natives,” do you think Wesch characterizes this community in a way that is accurate to your experiences? Why/why not?</p> <p>Annotated bibliographies including interviews due by noon tomorrow to Canvas.</p> <p>Sign up for a conference with Mrs. C</p>
<p>Wednesday, July 19th</p> <ul style="list-style-type: none"> - Discussion: how does technology change society? - Expanding on brainstorming connections in small groups - Create SFD of field essay in class -Prepping for conferences – what do I expect? 	<p>For homework: Expand draft to 1000 words and complete peer feedback session Thursday in lieu of class.</p> <p>Tasks:</p> <ol style="list-style-type: none"> 1. Identify 5 questions you had as a reader 2. Identify 3 areas you feel the writer can expand 3. Check their quotes and in-text citations 4. Identify 3 things they did well
<p>Thursday, July 20th</p> <p>Mrs. C is at CWPA conference – no formal class</p>	<p>For homework:</p>
<p>Week Five: Remixing past texts to gain new meaning for new audiences</p>	
<p>Monday, July 24th</p> <p>Conferences with Mrs. C – no formal class (have a goal of 1500 words minimum for conferences)</p>	<p>For homework: Expand draft to full 2,000 words and post to Canvas by tonight</p>
<p>Tuesday, July 25th</p> <p>-Final Peer Review</p>	<p>For homework: Project 2 due by midnight tonight</p>
<p>Wednesday, July 26th</p> <ul style="list-style-type: none"> -Introduce Project 3 - Watch “Everything’s a Remix” - Brainstorm ideas 	<p>For homework: Blog 7 (300-400 words): How is the composing you did for the second project similar or different than writing you have done in the past (including project one)? What is the relationship you see between this text and technology? What relationship do you see between technology and composing more generally– is your understanding of the relationship now different than the way</p>

	<p>you characterized it in your last reflective blog? What about this project surprised you? Would you rather have done a digital project? Why/why not?</p> <p>Find an example of a remix/remediation and tweet it out to the class</p>
<p>Thursday, July 27th</p> <ul style="list-style-type: none"> - Coming up with a rhetorical situation to address - identifying genre conventions activity - start designing broadly 	<p>For homework:</p> <p>Over the weekend, complete a draft to peer review on Monday. The closer you are to your final, the better.</p>
<p>Week Six: Wrapping it all up and coming to some conclusions about technology and writing</p>	
<p>Monday, July 31st</p> <ul style="list-style-type: none"> - Peer review Project 3 drafts - What do I expect in an AS? 	<p>For homework:</p> <p>Finish P3 and draft AS for review in class tomorrow.</p>
<p>Tuesday, August 1st</p> <ul style="list-style-type: none"> - AS peer review 	<p>For homework:</p> <p>Work on P3 and AS integrating changes from Peer Review – must be 1000 words</p>
<p>Wednesday, August 2nd</p> <ul style="list-style-type: none"> -Final Peer Review -Creating final theories of composing and reflecting on the course as a whole 	<p>For homework:</p> <p>P3 due by midnight tonight to Canvas</p>
<p>Thursday, August 3rd</p> <p>Final class: complete evals, share out theories of composing, think about how to apply this in future classes</p>	<p>For homework:</p>