Course Calendar

Writing Technologies
SPRING 2020

WEEK-BY-WEEK PLANS

Thursday 1.9.20

- Introductions
  - Design: name tags
- Walkthrough and discuss: THE SYLLABUS~!
- Free Write: "What is Technology?" – how do you define technology? What are some common writing technologies, which writing technologies do you use most often and/or feel most comfortable with, and which don't you use often and/or feel uncomfortable with?
- ***break***
- Discuss: The Rhetorical Situation
  - What is a rhetorical situation?
  - How do Vatz and Consigny complicate Bitzer's perspective?
  - How does epistemology inform each rhetorician's perspective?
  - How else might we critique the theory of the rhetorical situation?
  - What does the rhetorical situation offer us as both a heuristic (lens for creation) and a hermeneutic (lens for analysis)?
  - Why is the theory of the rhetorical situation relevant to and in a course on writing technologies?
- Discuss: Shirky's article on laptops
  - Is Shirky's concern that his students can't regulate their use of digital technologies in class valid
  - How (if at all) do you regulate digital technologies in your class (or how might you)? Are some technologies more concerning than others?
  - Do you feel Shirky represents your use and practices in class accurately?
  - How can/might teachers prevent laptops from becoming an in-class diversion and distraction?

HW:
Plato. *Phaedrus*. (context and excerpt) **(.pdf)**
Ong, Walter. "Writing is a Technology that Restructures Thought." *The Written Word: Literacy in Transition.* Ed. Gerd Baumann. Oxford, UK: Clarendon Press, 1986. 23-50. **(.pdf)**

McLuhan, Marshall. *Understanding Media: The Extensions of Man*. Berkeley, CA: Gingko Press, 1964. 17-50 and 109-124.

Porter, Jim. "Why Technology Matters to Writing: A Cyberwriter's Tale." *Computers and Composition*. 20 (2002): 375-394. **(.pdf)**

Ridolfo, Jim, and Dànielle Nicole DeVoss. "[Composing for Recomposition: Rhetorical Velocity and Delivery]." *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*. 32.2 (2009)

Haas, Angela M. "Wampum as Hypertext: An American Indian Intellectual Tradition of Multimedia Theory and Practice." *Studies in American Indian Literatures*. 19.4 (2008): 77-100. **(.pdf)**

Takeaway #1

Week 2, August 31st: Writing is/as a Technology.

Thursday 1.16.20

- Discuss: Plato's *Phaedrus*
  - What are Plato's critiques of writing, and how valid do you find them both historically and contemporarily?
- Discuss: Ong's "Writing is a Technology that Restructures Thought"
  - How does Ong respond to Plato, and are you persuaded by him?
  - Is writing a technology, specifically one that restructures thought?
  - How does writing separate and isolate? Also, how might writing unite?
- Discuss: McLuhan's works
  - What does it mean for the medium (socially) to be the message, and why does it matter?
  - What is the difference between hot and cold media, and how valuable do we find this framework?
  - What are the consequences of the technology of the alphabet?
  - How might we apply and what is to be gained by applying McLuhan's characterization of the electronic age to our current digital age?
- *break*
- Discuss: Porter's "Why Technology Matters to Writing"
  - Why does technology matter to writing?
  - Are your experiences similar to Porter's?
  - Is Baron wrong; that is, is this a rupture rather than a continuation?
  - Are we posthuman/cyborgs?
- Discuss: Ridolfo and DeVoss's "Rhetorical Velocity"
  - Do you compose with rhetorical velocity in mind?
  - How might (should?) we make students aware of and attentive to rhetorical velocity?
  - Does this concept suggest, like Porter, that the digital is more rupture than continuation?
- Discuss: Haas's "Wampum as Hypertext"
  - What do we gain from thinking of wampum as hypertext?
  - Are there other non-digital texts that we can consider hypertext?

- Share: takeaways and artifacts

Baron, Dennis. *A Better Pencil: Readers, Writers, and the Digital Revolution.* New York, NY: Oxford University Press, 2009. 3-111.

Takeaway #2

Week 3, January 23rd: Baron's *A Better Pencil* - Part 1.

Thursday 1.23.20

- Discuss: Invent a Writing Technology project due next week
- Revisit: "Writing is/as Technology" readings from last week
  - Discuss the readings as a set: what do we see when we put these texts in dialogue with each other? In other words, what insights do we get when we think of them together rather than in isolation?
  - What lingering questions and comments do we have?
- Free write: "Initial and Developed Use of Technologies" – think of a writing technology you encountered and used when it was relatively new. What were some of the ways in which you used it initially? How did your use of that same technology change over time? What other uses, habits, and practices did you develop and why?
- ***break***
- Watch: Humans Need Not Apply
  - Does the lump of labor fallacy apply to automation?
  - What are the implications of automation for writing both now and in the future?
- Share: iPad Air
- Free Write (by hand): "Handwriting and/vs. Typing" – were you taught handwriting in school, and if so, how (e.g., print then cursive, cursive only)? Do you think handwriting should still be taught—why yes and/or no? How often and in what situations do you handwrite? Were you taught to type, and if so, how? How quickly do you type? When do you prefer handwriting instead of typing, and vice versa—why? Do you think you retain more by handwriting or typing—why? What troubles do ~~left~~wrong-handed people encounter? Does handwriting reveal insight into one's character? How does handwriting corral the masses? What are the implications of handwriting for standardized testing? What are the affordances and constraints of both handwriting and typing?

Baron, Dennis. *A Better Pencil: Readers, Writers, and the Digital Revolution.* New York, NY: Oxford University Press, 2009. 113-246.

Invent a Writing Technology

Week 4, January 30th: Baron's *A Better Pencil* - Part 2.

Thursday 1.30.20

- Present: Invent a Writing Technology projects
  - What writing technology did you invent and why?

- o What did you write with your invented writing technology and why?
  - o What did you learn from inventing and writing with a writing technology?
- ***break***
- Discuss: writing technologies historically
  - o What are some things you still prefer to have in writing?
  - o What are complaints of and concerns about various writing technologies historically?
  - o What writing technologies have become invisible to you? What are the implications of this phenomenon?
- Discuss: digital writing technologies
  - o How did you develop trust (authentication) of the digital?
  - o How have your reading and writing practices changed since the advent of the digital? Do they continue to change—if so, how and why?
  - o Outside of financial access, how else is access restricted digitally? Put another way, what is the digital divide, and how has it persisted?
  - o How has the digital blurred the public/private divide? What are the implications of this?
  - o How have we moved and how might we move away from desktop metaphor?
  - o What computerphobic rhetoric do we still encounter today?
  - o What are the implications of everyone being an author?
  - o What do you make of Baron's three-pronged framework (*authentication, accessibility, functionality*) for new writing technologies emerging and gaining traction historically?
    - ▪ How have you learned to authenticate and trust online texts, and which texts are you still incredulous of and why?
- Share: [Can We Stop Worrying about Millennials Yet?](#) and [The Pace of Modern Life](#)

HW:

Rhodes, Jacqueline. *Radical Feminism, Writing, and Critical Agency: From Manifesto to Modem*. New York, NY: State University of New York Press, 2005.

SRR #1

Week 5, February 6th: Rhodes's *Radical Feminism*.

Thursday 2.6.20

- Share: Invent a Technology leftovers
  - o Final comments and thoughts on this assignment
- Share: [Everything's a Remix Case Study – the iPhone](#)
  - o Does the digital represent continuation or rupture—or both?
  - o Final comments and thoughts on Baron's *A Better Pencil*
  - o Connections to Rhodes's *Radical Feminism*
- ***break***
- Discuss: Rhodes' *Radical Feminism, Writing, and Critical Agency*.

- o How do you define feminism?
- o In what ways, if any, does Rhodes make you reconsider your understanding of feminist history and political action?
  - ▪ What wave are we in currently, and how would you describe it?
  - ▪ How effective is the wave metaphor for understanding feminist history and ideology?
- o In what ways do we see Rhodes's notion of radical feminism digitally manifesting and operating in today's political climate?
- o How do (and might) we implement a feminist pedagogy and/or teach feminism in First-Year Composition?
  - ▪ In what ways is a feminist pedagogy difficult to implement, and how might we work to overcome those difficulties?
  - ▪ How does (might?) teaching feminism intersect with and potentially inform issues of class, race, and sexuality?
  - ▪ How does a feminist pedagogy conflict with academic culture and (Western) culture writ large as well as the epistemologies common to them?
- o How is the field of Rhetoric and Composition inherently feminist, especially vis-à-vis teaching and researching with and through technology?
- o Is there such a thing as a *feminist technology*? If so, what does that mean, and what are some examples of feminist technologies?
- In-Class Exercise: "Designing a Performative Pedagogy" – in groups, develop an activity or assignment that would reflect and enact a performative pedagogy as understood and advocated by Rhodes.

HW:

Banks, Adam. *Race, Rhetoric, and Technology: Searching for Higher Ground*. New York, NY: Routledge, 2006.

Takeaway #3

Week 6, February 13th: NO CLASS - ICKNESS

Thursday 2.13.20

- NO CLASS

HW:

Noble, Safiya, and Brendesha Tyne. *Intersectional Internet: Race, Sex, Class, and Culture Online*. New York, NY: Peter Lang Publishing Inc, 2016. (excerpts listed below)

"Introduction" (1-16)
"Chapter 1 – Digital Intersctionality Theory and the #Blacklivesmatter Movement" (21-37)
"Chapter 2 – The Trouble with White Feminism: Whiteness, Digital Feminism, and The Intersectional Internet" (41-57)
"Chapter 4 – Signifyin', Bitching, and Blogging: Black Women and Resistance Discourse Online" (73-90)
"Chapter 14 – Education, Representation, and Resistance: Black Girls in Popular Instagram Memes" (243-256)

Takeaway #4

Week 7: Banks's *Race, Rhetoric, and Technology* and Noble & Tynes's *The Intersectional Internet*

Thursday 2.20.20

- Discuss: Writing Technology Genealogy (due next week)
- Discuss: Banks's *Race, Rhetoric, and Technology*
  - What is the Digital Divide?
    - How (if at all) has it persisted and/or evolved?
    - How has it been misunderstood and/or downplayed?
    - What are the ramifications thereof?
    - How might we narrow the Divide?
  - Share: "Access – Banks" – what do we think of this framework, and what are some examples of it?
  - What has changed over the last 15 years?
  - How might we address issues of access pedagogically?
- Share: takeaways and artifacts for Banks's *A Race, Rhetoric, and Technology*
- ***break***
- Discuss: initial thoughts on *Intersectional Internet*
- In-Class Exercise: "Summary and Question" – each group will select one of the four assigned readings from *Intersectional Internet.* Then, each group will provide a brief (1-4 sentence) summary of that reading and then pose (at least) one discussion question to the class.
- Discuss: connections between *Race, Rhetoric, and Technology* and *Intersectional Internet* – what insights do you gain when thinking about them together rather than in isolation?
- Share: takeaways and artifacts for *Intersectional Internet*

HW:
 Noble, Safiya. *Algorithms of Oppression: How Search Engines Reinforce Racism*. New York, NY: New York U Press, 2018.

 Writing Technology Genealogy

Week 8: Noble's *Algorithms of Oppression*

Thursday 2.27.20

- Discuss: Noble's *Algorithms of Oppression*
  - What are your major takeaways from *Algorithms of Oppression*?
  - What are you giving Google to sell to advertisers?
  - Do you teach students how to search for content online, (if so) how do you do so, and how might you do so differently in light of this book?
  - How have algorithms impacted the way you've tracked the 2020 Democratic Primary?
  - What are other examples oppressive technologies, architectures, and/or institutions that purport to be neutral?
- Google (Image) Search: black girls, why are black people so, why are black women so, beautiful, professor style, writing, writer

- Share: martinlutherking.org, "On YouTube's Digital Playground", and "Undo it Yourself: Challenging Normalizing Discourses of Pinterest? Nailed It!"
- In-Class Exercise: "Searching for Algorithmic Oppression" – in groups, find and attach/link to a current example in which an algorithm is perpetuating oppression and/or contributing to social injustice
- ***break***
- In-Class Exercise: "Mapping Writing Technologies" – in groups, map the course content we've engaged and grappled with over the first half of the semester using whatever composing tools you deem appropriate

HW:
Vaidhyanathan, Siva. *Anti-Social Media: How Facebook Disconnects Us and Undermines Democracy*. New York, NY: Oxford UP, 2018. 1-105.

~ SPRING BREAK ~

Week 9: NO CLASS (COVID-19)

Week 10, March 19th: Vaidhyanathan's *Anti-Social Media*

Thursday 3.19.20

- Watch: Explanation of Changes to Online
- Complete: Weekly Discussion #1 on Vaidhyanathan's *Anti-Social Media*
  - Individual post (due 3.24)
  - Two responses (due 3.26)

HW:
McElroy, Stephen, Matthew Davis, Rory Lee. "Ways of Knowing and Doing in Digital Rhetoric: Pedagogy." *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*. 24.2 (2020).
Eyman, Douglas. *Digital Rhetoric: Theory, Method, Practice*. Ann Arbor, MI: University of Michigan Press, 2015.

Week 11, March 26th: Ways of Knowing and Doing in Digital Rhetoric

Thursday 3.26.20

- Watch: Updates and Notes from 3.26.20
- Complete: Weekly Discussion #2 on Ways of Knowing and Doing in Digital Rhetoric (McElroy et al. & Eyman)
  - Individual post (due 3.31)
  - Two responses (due 4.2)

HW:
Boyle, Casey. *Rhetoric as a Posthuman Practice*. Columbus, OH: The Ohio State UP, 2018. 3-93.

Takeaway #5

Week 12, April 2nd: Boyle's *Rhetoric as a Posthuman Practice*

Thursday 4.2.20

• Complete: Weekly Discussion #3 on the first half of Boyle's *Rhetoric as a Posthuman Practice*
    ○ Individual post (due 4.7)
    ○ Two responses (due 4.9)

HW: Boyle, Casey. *Rhetoric as a Posthuman Practice*. Columbus, OH: The Ohio State UP, 2018. 93-194.

Week 13, April 9th: Boyle's *Rhetorics as a Posthuman Practice* Part 2

Thursday 4.9.20

• Watch: <u>Updates and Notes from 4.9.20</u>
 • Complete: Weekly Discussion #4 on the first half of Boyle's *Rhetoric as a Posthuman Practice*
    ○ Two posts (due 4.16)
        ▪ Continue to post in forum for Weekly Discussions #3

HW: Hodgson, Justin. *Post-Digital Rhetoric and the New Aesthetic*. Columbus, OH: The Ohio State UP, 2019. 1-88.

Week 14, April 16th: Hodgson's *Post-Digital Rhetoric and the New Aesthetic*.

Thursday 4.16.20

• Complete: Weekly Discussion #5 on the first half of Hodgson's Post-Digital *Rhetoric and the New Aesthetic*
    ○ Individual post (due 4.21)
    ○ Two responses (due 4.23)

HW: Hodgson, Justin. *Post-Digital Rhetoric and the New Aesthetic*. Columbus, OH: The Ohio State UP, 2019. 89-171.

Week 15, April 23rd: Hodgson's *Post-Digital Rhetoric and the New Aesthetic* Part 2.

Thursday 4.23.20

• Watch: Closing Thoughts and Info
 • Complete: Weekly Discussion #6 on the second half of Hodgson's Post-Digital *Rhetoric and the New Aesthetic*
    ○ Two posts (due 4.30)
        ▪ Continue to post in forum for Weekly Discussions #5 & #6

HW: Critical Analysis or Seminar Project by midnight Saturday (5/2).