

# COURSE CALENDAR

## TEACHING WITH TECHNOLOGY

### FALL 2017

## WEEK-BY-WEEK PLANS

Week 1, August 24th: Salutations, Course Logistics and Overview, and Experiences with and Definitions of Technology.

Thursday 8.24.17

- Introductions
  - Design: name tags
- Walkthrough and discuss: THE SYLLABUS~!
- **\*break\***
- Free Write: "What is Technology?" – how do you define technology, and what are some common writing technologies? Which writing technologies do you use most often and/or feel most comfortable with? And vice versa: which don't you use often and/or feel uncomfortable with?

**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)
- Faigley, Lester. "[Material Literacy and Visual Design](#)." *Rhetorical Bodies: Toward a Material Rhetoric*. Eds. Jack Selzer and Sharon Crowley. Madison, WI: University of Wisconsin Press, 1999. 171-201.
- Baron, Dennis. "From Pencils to Pixels: The Stages of Literacy Technologies." *Passions, Pedagogies, and 21st Century Technologies*. Eds. Gail Hawisher and Cynthia Selfe. Logan, UT: Utah State University Press, 1999. 15-33.
- Jones, Rodney, and Christoph Hafner. "Mediated Me." *Understanding Digital Literacies: A Practical Introduction*. New York, NY: Routledge, 2012. 1-15. (.pdf)

Discussion Leader: Caitlyn

[Weekly Takeaway and Artifact \(#1\)](#)

Week 2, August 31st: History, Literacy, and Cognition.

Thursday 8.31.17

- Select: discussion leader weeks
- Watch: [Three Minute Philosophy – Plato](#)

- Discuss: Plato's epistemology and the way it shapes his understanding of rhetoric
- Discussion Leader: Caitlyn
- Summarizing and discussing Plato and Ong
- Thinking about Plato and Ong vis-à-vis social media
- **\*break\***
- Discuss: the relevance of Plato's critiques of writing for today
- In-Class Exercise: "Visually Ineffective PowerPoints" – in groups of two-to-three, create one visually ineffective (read: shitty) PowerPoint slide for this week's takeaway
- Share and discuss: takeaways

**HW:**

Gitelman, Lisa, and Geoffrey B Pingree, eds. "Introduction: What's New about New Media?" *New Media 1740-1915*. Cambridge, MA: The MIT Press, 2003. xi-xxii. (.pdf)

Bolter, Jay David, and Richard Grusin. *Remediation: Understanding New Media*. Cambridge, MA: The MIT Press, 1999. 3-62. (.pdf)

Discussion Leader: Ainsley

Weekly Takeaway and Artifact (#2)

Week 3, September 7th: Remediation, Immediacy, and Hypermediacy.

Thursday 9.7.17

- Share and discuss: changes to role as discussion leader
- Discussion Leader: Ainsley
  - Analyzing and discussing media through Willie Wonka
  - Analyzing old technology in groups
- Share: "Handout: Gitelman and Pingree *New Media 1740-1915*" (Course Library, Additional Materials)
- **\*break\***
- Discuss: immediacy, hypermediacy, and remediation—of technologies and texts (repurposing and refashioning)
  - Immediacy: [Arrival of a Train at La Ciotat](#) and [The Vive](#)
  - Hypermediacy: [Carrie Underwood at Grammys](#), [Frank Ocean at the Grammys](#), [We Got that B Roll](#), [Generic Brand Video](#), and [Breaking the Fourth Wall](#)
  - Remediation: [Everything's a Remix Case Study: the iPhone](#), [The Power of Print](#), [View-Master](#), [Dr. Horrible at Emmy's](#), [Google+ Commercial](#), [Mac vs. PC: Windows 7](#), [Cortana vs. Siri](#), [Surface Pro 3](#), [iPad Air](#), and [Texting and the Internet in Film](#)
  - Repurposing: Harry Potter ([book](#), [movie](#), [theme park](#), [video game](#), [merchandise](#), [fan art 1](#), [fan art 2](#))
  - Refashioning: Rosie the Riveter ([original](#), [Time](#), [The New Yorker](#)), [Obama](#), [Obama \(Hope\)](#), "Obama Propaganda" Google search, [baracksdubs "Work"](#), and [Jane Austen Book Covers](#)
- Share: Takeaways and Artifacts (time permitting)

**HW:**

Layne, Linda L. "Introduction." *Feminist Technology*. Eds. Linda L. Layne,

Sharra L. Vostral, and Kate Boyer. Urbana, IL: University of Illinois Press, 2010. 1-35.

Johnson, Deborah G. "Sorting Out the Question of Feminist Technology." *Feminist Technology*. Eds. Linda L. Layne, Sharra L. Vostral, and Kate Boyer. Urbana, IL: University of Illinois Press, 2010. 36-54.

Hardon, Anita. "From Subaltern Alignment to Constructive Mediation: Modes of Feminist Engagement in the Design of Reproductive Technologies." *Feminist Technology*. Eds. Linda L. Layne, Sharra L. Vostral, and Kate Boyer. Urbana, IL: University of Illinois Press, 2010. 154-178.

Bronet, Frances, and Linda L. Layne. "Teaching Feminist Technology Design." *Feminist Technology*. Eds. Linda L. Layne, Sharra L. Vostral, and Kate Boyer. Urbana, IL: University of Illinois Press, 2010. 179-196.

Gorenstein, Shirley. "What We Know about Feminist Technologies." *Feminist Technology*. Eds. Linda L. Layne, Sharra L. Vostral, and Kate Boyer. Urbana, IL: University of Illinois Press, 2010. 203-214.

Leckie, Morgan. "Undo It Yourself: Challenging Normalizing Discourses of *Pinterest?* Nailed it!" *Harlot* (October 2015). (.pdf)

Discussion Leader: Kelly

Weekly Takeaway and Artifact (#3)

#### Week 4, September 14th: Feminist Technologies.

Thursday 9.14.17

- Discuss: Invent a Writing Technology project due next week
- Discussion Leader: Kelly
  - Discussion: what is feminism, what is a feminist technology, what issues arise in defining these terms, and how can technology be made feminist?
  - In-Class Exercise: "Feminist? Yay or Nay?" – working in groups, you'll be given a specific technology, and then you'll determine whether you consider it feminist; to conclude, each group will share and discuss their assessment
- **\*break\***
- Free Write: "Encounters with (Anti)-'Feminist' Technologies" – share two moments: (1) a time in which you encountered a technology that was antifeminist, and (2) a time in which you encountered a technology purporting to be feminine that could qualify as antifeminist.
  - Share: Reviews of [Bic for Her Pen](#) and [@manwhohasitall](#) ([male comedian](#) and [male-fronted bands](#))
- Discuss: Pinterest and Feminism – to what extent, if any, is Pinterest a feminist technology; are your experiences with Pinterest similar to those mentioned in the article—how yes and/or no; do you think Pinterest, and other social media platforms, are exclusionary—how yes and/or no; what does "normalized discourse" look like on other social media platforms?
- Discuss: pedagogical implications of feminist technology – how can (should?) we teach writing as feminist, what techniques can we use, how can we build on the ideas in the books, how can we encourage and be sensitive to our students' ideas and personal values?
- Share: Takeaways and Artifacts (time permitting)

**HW:**

- Selfe, Cynthia L. "Technology and Literacy: A Story about the Perils of Not Paying Attention." *CCC* 50.1 (February 1999): 411-436. (.pdf)
- Yancey, Kathleen Blake. "Made Not Only in Words: Composition in a New Key." *CCC* 56.2 (December 2004): 297-328. (.pdf)
- Wysocki, Anne Frances. "Opening New Media to Writing: Openings and Justifications." *Writing New Media: Theory and Applications for Expanding the Teaching of Composition*. Eds. Anne Frances Wysocki, Johndan Johnson-Eilola, Cynthia L. Selfe, Geoffrey Sirc. Logan, UT: Utah State University Press, 2004. 1-42.
- Devoss, Danielle Nicole, Elyse Eidman-Aadahl, and Troy Hicks. "Introduction: Why Digital Writing Matters." *Because Digital Writing Matters: Improving Student Learning in Online and Multimedia Environments*. San Francisco, CA: Jossey-Bass, 2010. 1-18. (.pdf)

Discussion Leader: Kyle

**DUE:** Invent a Writing Technology

Week 5, September 21st: Why Digital Technologies and Digital Writing Matters.

Thursday 9.21.17

- Share: Takeaways from last week (on Feminist Technologies)
- Share: Invent a Writing Technology projects
  - Themes and Past Examples
- **\*break\***
- Discussion Leader: Kyle
  - Discussion: what is digital writing, how important (if at all) is digital writing, and what role (if any) should digital writing play in the Composition classroom?
  - In-Class Exercise: "Digital Remediation of Poetry" – working in groups, you'll be given a poem that you'll remediate into a digital text.

**HW:**

- Wysocki, Anne Frances, and Johndan Johnson-Eilola. "Blinded by the Letter: Why are We Using Literacy as a Metaphor for Everything Else?" *Passions, Pedagogies, and 21<sup>st</sup> Century Technologies*. Eds. Gail Hawisher and Cynthia Selfe. Logan, UT: Utah State University Press, 1999. 349-368.
- Wysocki, Anne Frances. "Introduction: Into Between—On Composition in Mediation." *Composing (Media) = Composing (Embodiment): Bodies, Technology, Writing, and the Teaching of Writing*. Eds. Kristin L. Arola and Anne Frances Wysocki. Boulder, CO: University Press of Colorado, 2012. 1-22.
- Johnson, Mathew S.S. "Authoring Avatars: Gaming, Reading, and Writing Identities." *Composing (Media) = Composing (Embodiment): Bodies, Technology, Writing, and the Teaching of Writing*. Eds. Kristin L. Arola and Anne Frances Wysocki. Boulder, CO: University Press of Colorado, 2012. 60-71.
- Dolmage, Jay. "Writing Against Normal: Navigating a Corporeal Turn." *Composing (Media) = Composing (Embodiment): Bodies, Technology, Writing, and the Teaching of Writing*. Eds. Kristin L. Arola and Anne

Frances Wysocki. Boulder, CO: University Press of Colorado, 2012. 110-126.

McCorkle, Ben. "Whose Body?: Looking Critically at New Interface Designs." *Composing (Media) = Composing (Embodiment): Bodies, Technology, Writing, and the Teaching of Writing*. Eds. Kristin L. Arola and Anne Frances Wysocki. Boulder, CO: University Press of Colorado, 2012. 174-187

Alexander, Johnathan, and Jacqueline Rhodes. "Queerness, Multimodality, and the Possibilities of Re/Orientation." *Composing (Media) = Composing (Embodiment): Bodies, Technology, Writing, and the Teaching of Writing*. Eds. Kristin L. Arola and Anne Frances Wysocki. Boulder, CO: University Press of Colorado, 2012. 188-212.

Discussion Leader: Alex

## Week 6, September 28th: Issues of Subjectivity and Power Associated with Digital Technologies and their Designs.

Thursday 9.28.17

- Revisit: Selfe's Address
  - how are literacy initiatives educational *and* political; what is the digital divide, and how does it still exist; what are the ramifications of Selfe's Address (1999) in 2017?
- Discuss: Wysocki and Johnson-Eilola's "Blinded by the Letter"
  - what bundles does literacy carry with it, and should we continue to use literacy to describe our interactions with and through technology?
- Revisit: Yancey's Address
  - what is "writing," what does an "English" major look like in the 21st Century (should we even use the term "English"?), how useful are her three "key expressions" (canons of rhetoric, circulation of composition, deicity of technology)?
- **\*break\***
- Discussion Leader: Alex
  - Discussion: does gaming encourage the same kind of identity exploration that we ask of students in FYC (how yes and/or no), how might we implement gaming strategies in FYC in order to facilitate identity exploration, how does identity exploration connect to and inform the embodiment of one's writing?
  - In-Class Exercise: "Designing Avatars" – [create your own avatar](#) and then explain the thought process behind your creation

### HW:

Foucault, Michel. "Panopticism." *Discipline and Punish: The Birth of the Prison*. New York, NY: Vintage Books, 1977. 195-228. (.pdf)

Foss, Sonja K. "Framing the Study of Visual Rhetoric: Toward a Transformation of Rhetorical Theory." *Defining Visual Rhetorics*. Eds. Charles A. Hill and Marguerite Helmers. Mahwah, NJ: Lawrence Erlbaum Associates, 2004. 303-313. (.pdf)

George, Diana. "From Analysis to Design: Visual Communication in the Teaching of Writing." *CCC 54.1* (September 2000): 11-39. (.pdf)

Selfe, Cynthia L. "Toward New Media Texts: Taking up the Challenges of Visual Literacy." *Writing New Media: Theory and Applications for*

*Expanding the Teaching of Composition.* Eds. Anne Frances Wysocki, Johndan Johnson-Eilola, Cynthia L. Selfe, Geoffrey Sirc. Logan, UT: Utah State University Press, 2004. 67-110.

Discussion Leader: Maisarah

Weekly Takeaway and Artifact (#4)

Week 7, October 5th: Analyzing, Producing, and Teaching Visuals.

Thursday 10.5.17

- Discuss: Technology: Historical, Rhetorical, and Pedagogical Analysis due next week
- Discussion Leader: Maisarah
  - Synopsis of Foss, George, and Selfe
  - Discussion
  - In-Class Exercise: “Analyzing Visuals and Visualizing the USA” – in groups, you’ll analyze the potential messages conveyed via your assigned visual; then, you’ll use crayons to create and convey a message with a map of the USA
- **\*break\***
- In-Class Exercise: “Defining, Identifying, and Teaching Panopticons” – in groups of three, (1) develop a definition for panopticism, and (2) identify three contemporary examples and explain why they qualify and function as panopticons.
  - Discuss: what does Foucault’s “Panopticism” have to do with the visual, or put another way, should this reading be including in this corpus—why yes and/or no? Also: how might we teach this text and/or theory (particularly in FYC), and what would be the potential benefits of doing so?
- In-Class Exercise: “Applying Foss’s Visual Hermeneutic to [Unite the Right](#)” – as a class, analyze the Unite the Right poster using Foss’s hermeneutical framework—*nature* (including presented and suggested elements), *function*, and *evaluation*.
  - Discuss: how useful do you find Foss’s framework, and how, if at all, might you revise it?
- Discuss: Foss, George, and Selfe
  - How significant is “the visual/pictorial turn”?
  - Should we, as writing teachers and members of Rhetoric and Composition, teach the visual
    - If **yes**, what authorizes us to do so and, perhaps more importantly, how might we do so (i.e., what are some pedagogical approaches and strategies)?
    - If **no**, who else is or should be authorized to teach it (or should it not be taught at all)?
- Share: [“The Annotated Obama Poster” \(by Ben McCorkle\)](#)
- Play: Telestrations

**HW:**

Selber, Stuart A. *Multiliteracies for a Digital Age*. Carbondale, IL: Southern Illinois University Press, 2004.

~ Week 8: Fall Break ~

Week 9, October 19th: Selber's *Multiliteracies for a Digital Age*.

Thursday 10.19.17

- Share: Technology Analyses (3-5 minutes of informal presentation, followed by a brief Q&A)
  - Share text(?)
  - Why did you pick this technology?
  - Technology's *historical* developments and influences, *rhetorical* affordances and constraints, and *pedagogical* potentials
- **\*break\***
- Discuss: Selber's *Multiliteracies for a Digital Age*
  - According to Selber, as Humanists and Composition teachers, what obstacles do we encounter that impede our efforts to teach (digital) literacies?
  - Do you (or others) recognize and/or feel the weight of these obstacles—how yes and/or no?
  - How valuable and teachable do you find these three literacies?
  - Do you think there are additional literacies that we should include within this framework—and if so, what are they, and what do they entail?
- Discussion Leader: Zach
  - Discussion: to what extent does our First-Year Writing Program cover these literacies (do we do these things, how do we, should we)? Which of these three is more important if we want to prioritize one?
  - Analysis: [organdonor.gov](http://organdonor.gov)
  - In-Class Exercise: "Analyzing Websites through Rhetorical Literacy" – each group will analyze a "news" provider (e.g., Brietbart, Twitter, Facebook, CNN) using the table Selber offers on page 147.

**HW:**

- Kress, Gunther. "Gains and Losses: New Forms of Texts, Knowledge, and Learning." *Computers and Composition* 22.1 (2005): 5-22. (.pdf)
- Prior, Paul. "Moving multimodality beyond the binaries: A response to Gunther Kress' 'Gains and Losses.'" *Computers and Composition* 22.1 (2005): 23-30. (.pdf)
- Wysocki, Anne. "awaywithwords: On the possibilities in unavailable designs." *Computers and Composition* 22.1 (2005): 55-62. (.pdf)
- Lauer, Claire. "Contending with Terms: 'Multimodal' and 'Multimedia' in the Academic and Public Spheres." *Computers and Composition* 26 (2009): 225-239. (.pdf)
- Lauer, Claire. "[What's in a Name?: The Anatomy of Defining New/Multi/Modal/Digital/Media Texts.](#)" *Kairos* 17.1 (2012).
- Selfe, Cynthia L. "The Movement of Air, the Breath of Meaning: Aural and Multimodal Composition." *CCC* 60.4 (June 2009): 616-663. (.pdf)
- Hesse, Doug. "Response to Cynthia L. Selfe's 'The Movement of Air, the Breath of Meaning: Aural and Multimodal Composing.'" *CCC* 61.3 (February 2000): 602-605. (.pdf)

Selfe, Cynthia L. "Response to Doug Hesse." *CCC61.3* (February 2000): 606-610. (.pdf)

[Weekly Takeaway and Artifact \(#5\)](#)

Week 10, October 26th: [Defining, Theorizing, and Complicating Multimodality.](#)

Thursday 10.26.17

- In-Class Exercise: "Defining Multimodality" – in groups, define *mode*, *medium*, and *multimodality* in writing \*and\* multimodally; in addition, articulate the relationship between mode and medium.
- Watch: [What is Multimodality?](#)
- **\*break\***
- Discuss: Selfe/Hesse conversation about the aural
  - Do you find either more persuasive than the other—why?
  - Do you explicitly address aurality in FYC—why yes or no?
  - What are some ways in which we might productively implement aurality into FYC?
  - In addition to the written word, what other modes do you emphasize, or might emphasize going forward, in FYC?
- Discuss: the implementation of multimodality
  - How do you (or might you) implement multimodality?
  - How have others implemented multimodality?
  - What's worked and what hasn't?
- Share: Takeaways and Artifacts

**HW:**

Shipka, Jody. *Toward a Composition Made Whole*. Pittsburgh, PA: University of Pittsburgh Press, 2011.

Discussion Leader: Amory

[Weekly Takeaway and Artifact \(#6\)](#)

Week 11, November 2nd: [Shipka's \*Toward a Composition Made Whole\*.](#)

Thursday 11.2.17

- Discussion Leader: Amory
  - In-Class Exercise: "Representing the Writing Process" – first, use Google (or if you're whimsical, Bing) and image search "writer" and "writing"—what narrative is offered and represented through these images? Then, use any materials and/or texts you want to represent *your* writing process.
  - **Discussion:** everyone will select one section/chapter from *Toward a Composition Made Whole* and then (1) find one thing from your section/chapter that piqued your interest (i.e., a takeaway) and (2) develop one question about your section/chapter to pose to the class. Then, we'll move through the book chronologically by sharing your takeaways and discussing your questions.
- **\*break\***
- Finish: discussion of each section/chapter from *Towards a Composition Made Whole*



- In-Class Exercise: "Material Multimodality" – we'll create a pile of "junk" from the 5-10 items you brought to class, and each of us will create a multimodal artifact.

**HW:**

Alexander, Jonathan, and Jacqueline Rhodes. *On Multimodality: New Media in Composition Studies*. Carbondale, IL: NCTE, 2014. 1-104

Weekly Takeaway and Artifact (#7)

Week 12, November 9th: Alexander and Rhodes' *On Multimodality* Part 1.

Thursday 11.9.17

- Discuss: Technologically Informed Lesson Plan/Teaching about Techno-Issues (Presentation 10 minutes) due next week
- Share and discuss: multimodal artifacts from last class
- Share: Takeaways and Artifacts for Shipka's *Composition Made Whole*
- Share: Takeaways and Artifacts for this week
- Discuss: overall impressions of and thoughts about the first half of *On Multimodality*
- **\*break\***
- In-Class Exercise: "Designing Multimodal Assignments" – in groups, create an assignment (e.g., major project, minor project, in-class activity, homework) for First-Year Writing (or FYC) that "doesn't serve the rhetorical ends of writing and composition" and that instead offers students "a chance to think beyond the formula—the narrative exposition, the developed rational argument, even the clever parody—to explore possibilities of textual, visual, and multimodal production that could be rhetorically richer" (103).

**HW:**

Alexander, Jonathan, and Jacqueline Rhodes. *On Multimodality: New Media in Composition Studies*. Carbondale, IL: NCTE, 2014. 105-202

**DUE:** Technologically Informed Lesson Plan/Teaching about Techno-Issues (Presentation 10 minutes)

Week 13, November 16th: Alexander and Rhodes' *On Multimodality* Part 2.

Thursday 11.16.17

- Present: Technologically Informed Lesson Plans/Teaching about Techno-Issues (10 mins)
- **\*break\***
- Finish: presentations
- Discuss: final thoughts on *On Multimodality*

**HW:**

Neal, Michael. *Writing Assessment and the Revolution in Digital Texts and Technologies*. New York, NY: Teachers College Press, 2011.

Weekly Takeaway and Artifact (#8)

Week 14, November 30th: Neal's *Writing Assessment*.

Thursday 11.30.17

- Finish: presentations (Amory)
  - Share: final thoughts on Lesson Plan Presentations
- Discuss: final thoughts on *On Multimodality*(?)
- Share: Takeaways and Artifacts
- Develop: discussion question for (1) writing assessment *as* technology and (2) writing assessment *with* technology
- Discuss: questions related to writing assessment *as* technology
- **\*break\***
- Discuss: questions related to writing assessment *with* technology
- Share and discuss: [Assessing Digital Rhetoric](#)
- In-Class Exercise: "Developing Assessment for Multimodal Texts" – in groups, select a multimodal assignment (one your mentor uses in FYW or one you'll use in FYW) and develop an assessment for this project.

**HW:**

Shirky, Clay. "[Why I Just Asked My Students to Put Their Laptops Away.](#)" *Medium*. 9 September 2014.

Krause, Steve. "[Enough with the 'No Laptops in Classrooms' Already.](#)" *stevendkrause.com*. 20 September 2014.

Rivers, Nathaniel R. "[Sort Of \(Shirking Shirky\).](#)" *nathanielrivers.org*. 2 October 2014.

Bauerlein, Mark. "Introduction." *The Dumbest Generation: How the Digital Age Stupefies Young Americans and Jeopardizes Our Future (Or, Don't Trust Anyone Under 30)*. New York, NY: Penguin, 2008. 1-10. (.pdf)

Bauerlein, Mark. "Online Literacy is a Lesser Kind." *The Chronicle of Higher Education* 55.4 (2008). (.doc)

Carr, Nicholas. "Is Google Making Us Stupid?" (2008). (.pdf)

[Weekly Takeaway and Artifact \(#9\)](#)

Week 15, December 7th: To Laptop or not to Laptop, Digital Antagonism, and Closing Time.

Thursday 12.7.17

- Distribute: Student text waiver
- Share: "[You can be a real jerk sometimes](#)" and [Gendered Language in Teaching Reviews](#)
- Revisit: Goals and Outcomes (from Syllabus)
- Complete: Course Evaluations
- Discuss: how do we approach (and perhaps regulate) the presence of laptops (and new digital technologies) in the classroom?
- **\*break\***
- Discuss: is online literacy, as Bauerlein "argues," a "lesser kind" and is "Google Making Us Stupid," as Carr suggests?
- Share: Takeaways and Artifacts

HW:

**DUE:** Unit on Multimodality (12/15)