

COURSE CALENDAR

DIGITAL LITERACIES

FALL 2021

WEEK-BY-WEEK PLANS

week 1: rhetoric and the rhetorical situation

8.24.21	8.26.21
<ul style="list-style-type: none"> • Salutations and Roll Call: <ul style="list-style-type: none"> ○ (nick)name ○ pronouns ○ year in school ○ major/minor • Introduce: the SYLLABUS~! • Share: "Shadow Syllabus" (in Additional Materials module) • Introduce: Canvas site and individual pages • In-Class Exercise: "Getting to Know You, Getting to Know all about You" 	<ul style="list-style-type: none"> • In-Class Activity: "What is Rhetoric?" – in small groups, develop a definition of rhetoric to share on the white board • Share: "What is Rhetoric?" (in Additional Materials module) • Discuss: epistemology <ul style="list-style-type: none"> ○ Sophistic ○ Platonic ○ Aristotelian • Discuss rhetoric: <ul style="list-style-type: none"> ○ as practice (verb) and text (noun) ○ as heuristic and hermeneutic ○ as theory ○ as (inter)disciplinary and field • Discuss: Bitzer's "The Rhetorical Situation" <ul style="list-style-type: none"> ○ QQTs in groups ○ What are the three constituents of a rhetorical situation per Bitzer? ○ Which comes first: the situation or rhetoric?
<p>HW:</p> <p>Read:</p> <ul style="list-style-type: none"> • Lloyd Bitzer's "The Rhetorical Situation" <p>Complete:</p> <ul style="list-style-type: none"> • QQT #1 	<p>HW:</p> <p>Read:</p> <ul style="list-style-type: none"> • Richard Vatz's "The Myth of the Rhetorical Situation" <p>Complete:</p> <ul style="list-style-type: none"> • QQT #2

	Watch: <ul style="list-style-type: none"> • "A Defense of Rhetoric"
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week 2: the rhetorical situation (cont.) and literacy crises

8.31.21	9.2.21
<ul style="list-style-type: none"> • Watch: Dealing with Roommates • Finish: discussing Bitzer's "The Rhetorical Situation" <ul style="list-style-type: none"> ○ Review: exigence, audience, and constraints ○ Which comes first according to Bitzer: the situation or rhetoric (and why does it matter)? ○ What is a "fitting" response? ○ What is Bitzer's epistemology? ○ Revisit QQTs from Thursday • Discuss: Vatz's "The Myth of the Rhetorical Situation" <ul style="list-style-type: none"> ○ QQTs in groups ○ What is Vatz's critique of Bitzer? ○ Where does "meaning" come from per Vatz? ○ What is Vatz's epistemology? ○ Why are ethics important to Vatz? ○ Consigny's and Biesecker's respective responses ○ Importance of kairos and genre in rhetorical situations ○ Rhetorical situation as both heuristic and hermeneutic 	<ul style="list-style-type: none"> • Revisit: the theory of rhetorical situation <ul style="list-style-type: none"> ○ three constituents ○ epistemology ○ kairos and genre ○ heuristic and hermeneutic • In-Class Activity: "Applying the Theory of the Rhetorical Situation" – as a class, we'll use the rhetorical situation (as a hermeneutic) to analyze AOC's Response to El Paso Shooting <ul style="list-style-type: none"> ○ Remaining QQTs and questions ○ digital rhetorical situation • In-Class Activity: "What is Good Writing?" – in groups of 3-to-4, discuss how you define good writing. What are some characteristics of it? Share them on the whiteboard. • Discuss: Sheils' "Why Johnny Can't Write" and Lunsford's "Our Semi-Literate Youth? Not So Fast." <ul style="list-style-type: none"> ○ So why can't Johnny write? ○ What is good writing per the Sheils? ○ What is "Standardized English," and how and why is it important? ○ How does Lunsford respond to "Why Johnny Can't Write" and other literacy crises? ○ How do we determine if we're in a literacy crisis? ○ Are we currently in a literacy crisis? • Explain: how to do Weekly Activity #1
HW: Read: <ul style="list-style-type: none"> • Merrill Sheils' "Why Johnny Can't Write" 	HW: Read: <ul style="list-style-type: none"> • Plato's <i>Phaedrus</i> (context and excerpt)

<ul style="list-style-type: none"> • Andrea Lunsford’s “Our Semi-Literate Youth? Not So Fast” 	<p>Complete:</p> <ul style="list-style-type: none"> • QQT #3 • Weekly Activity #1
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week 3: speech and writing

9.7.21	9.9.21
<ul style="list-style-type: none"> • Share: “Why Johnny Can’t Write” (Additional Materials module) <ul style="list-style-type: none"> ○ What constitutes a literacy crisis? ○ Are we currently in one? • Watch: videos on Socrates and Plato <ul style="list-style-type: none"> ○ Socrates: The Father of Western Philosophy ○ Who was Socrates? ○ Three-Minute Philosophy: Plato • Review: epistemology, noumenal world (world of forms), rhetoric, and dialectic • Share: “Plato’s Critiques of Writing” (Additional Materials module) • In-Class Activity: “Point, Counterpoint” – half the class will side with Socrates/Plato, while the other half will side against them; then, defend/critique their arguments against writing (each argument will receive opening statements and rebuttals) <ul style="list-style-type: none"> ○ Writing as a verb (rather than a noun) ○ Written debate (how would it be different; which do you prefer and why?) 	<ul style="list-style-type: none"> • Introduce: Project 1 – Social Media Literacy Narrative <ul style="list-style-type: none"> ○ Free write: “Initial Thoughts on Project 1” – what are your initial thoughts, concerns, and questions? ○ Reminder: Lynda.com and Weekly Activity #2 • Finish: discussing Plato’s <i>Phaedrus</i> <ul style="list-style-type: none"> ○ Writing as a verb (rather than a noun) ○ Written debate (how would it be different; which do you prefer and why?) • Discuss: Ong’s text <ul style="list-style-type: none"> ○ Is writing a technology? ○ Does writing restructure thought—how so? ○ Does digital writing restructure thought in additional or different ways?
<p>HW:</p> <p>Read:</p> <ul style="list-style-type: none"> • Walter Ong’s “Writing is a Technology that Restructures Thought.” • Deborah Brandt’s “Introduction” (from <i>Literacy as Involvement</i>) <p>Complete:</p> <ul style="list-style-type: none"> • QQT #4 	<p>HW:</p> <p>Read:</p> <ul style="list-style-type: none"> • Anne Wysocki and Johndan Johnson-Eilola’s “Blinded by the Letter: Why Are We Using Literacy as a Metaphor for Everything Else?” • Marc Hill’s Book Review of Elaine Richardson’s <i>African American Literacies</i> <p>Complete:</p>

	<ul style="list-style-type: none"> • QQT #5 • Weekly Activity #2
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week 4: (visual) literacy

9.14.21	9.16.21
<ul style="list-style-type: none"> • Reminder: office hours • Thank you: you've been great about masks • Discuss: Brandt's text <ul style="list-style-type: none"> ○ How does literacy isolate and unite ○ What is the relationship between speech and writing (hierarchical, different, socially involved)? • Discuss: literacy sponsors, literacy accumulation, and literacy as resource • Share and discuss: Students' Right to Their Own Languages, 3 Ways to Speak English, and Linguistic Justice • Discuss: Wysocki and Johnson-Eilola's "Blinded by the Letter" <ul style="list-style-type: none"> ○ Share: "Notes: Wysocki and Johnson-Eilola's 'Blinded by the Letter'" (in Additional Materials module) ○ How is literacy perceived in our culture, and what are the consequences of that? ○ Should we continue to use "literacy" as a term to describe our interactions with and through technology? What are the benefits as well as the constraints of doing so? ○ What do Wysocki and Johnson-Eilola intend to accomplish through their use of visuals? 	<ul style="list-style-type: none"> • In-Class Activity: "Defining Literacy" – at this point, how do you define literacy? With that, how (or in what ways) is literacy important? Then, share definitions in small groups and formulate a group definition to put on the whiteboard. <ul style="list-style-type: none"> ○ What remaining questions do we have about literacy right now? • Share: "Faigley's 'Material Literacy and Visual Design'" (in Additional Materials module) • In-Class Activity: "Visually Ineffective Presentation Slides" – in groups, summarize and synthesize the salient portions of your assigned section of Faigley's "Material Literacy and Visual Design" and then create and attach one shitty (visually ineffective) presentation slide about your group's section. Be prepared to explain to the class the ways your slide is ineffective.
<p>HW: Read:</p> <ul style="list-style-type: none"> • Lester Faigley's "Material Literacy and Visual Design" <p>Complete:</p>	<p>HW: Read:</p> <ul style="list-style-type: none"> • Martin Gurri et al.'s "Our Visual Persuasion Gap." • Ben McCorckle's "The Annotated Obama Poster"

• QQT #6	
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week 5: visual persuasion and the digital divide

9.21.21	9.23.21
<ul style="list-style-type: none"> • Share: shitty slides from Thursday <ul style="list-style-type: none"> ◦ Explain: how and why is your slide indicative of poor design? • Watch and discuss: Dissolve Generic Ads <ul style="list-style-type: none"> ◦ Brand Ad ◦ Presidential Campaign Ad ◦ Millennial Ad • Share and discuss: “Visual Elements” (in Additional Materials module) <ul style="list-style-type: none"> ◦ Persuasive Themes: Make America Great Again and Unite the Right ◦ Master Narratives: Rocky, Pursuit of Happiness, American Dream 1, and American Dream 2 ◦ Content and Technological Signatures: Liberty Medical, Our Time, and Google Play 	<ul style="list-style-type: none"> • In-Class Activity: “Assessing Examples of Project 1” – in groups, read through and evaluate a former project: what’s working, what’s not working, and what would you do to revise this project if it were your own? • Discuss: Selfe’s Address <ul style="list-style-type: none"> ◦ QQTs in groups ◦ Share: “Selfe’s ‘Perils of Not Paying Attention’ – an Overview” (in Additional Materials module) ◦ What is the Digital Divide, and does it still exist? ◦ How do we get students to “pay attention,” and what else must they “pay attention” to in the 21st Century? ◦ Share: “Why Selfe’s Address is Important, Still” (in Additional Materials module) ◦ How does “Why Your Internet Sucks” connect to Selfe’s Address from 20+ years ago?
<p>HW:</p> <p>Read:</p> <ul style="list-style-type: none"> • Cynthia Selfe’s “The Perils of Not Paying Attention” <p>Complete:</p> <ul style="list-style-type: none"> • QQT #7 <p>Watch:</p> <ul style="list-style-type: none"> • Patriot Act’s “Why Your Internet Sucks” 	<p>HW:</p> <p>Read:</p> <ul style="list-style-type: none"> • Safiya Noble’s “Introduction” (from <i>Algorithms of Oppression</i>) <p>Complete:</p> <ul style="list-style-type: none"> • QQT #8 • Weekly Activity #3 <p>Watch:</p> <ul style="list-style-type: none"> • Joy Buolamwini’s “How I’m Fighting Bias in Algorithms” • The Social Dilemma (if you have a Netflix account)

week 6: algorithms, tech dystopia, and automation

9.28.21	9.30.21
<ul style="list-style-type: none"> • Introduce: Rhetorical Rationale for Project 1 • Brainstorm: for Project 1 <ul style="list-style-type: none"> ○ Social Media? ○ Narratives? ○ Purposes? ○ Audiences? ○ Genres? ○ Platforms? ○ “So What?” Factor? • Watch: “Algorithms of Oppression: Safiya Umoja Noble” and “Challenging the Algorithms of Oppression” 	<ul style="list-style-type: none"> • Discuss: Noble’s “Introduction” to <i>Algorithms of Oppression</i> <ul style="list-style-type: none"> ○ What are some examples of algorithmic oppression? ○ Can technology generally and search engines specifically be neutral? ○ How might we combat algorithms of oppression? ○ Comments and questions about <i>The Social Dilemma</i> • Share: “A Horrible Experiment” <ul style="list-style-type: none"> ○ Google: “beautiful” and “writer” • Discuss: “Are We Already Living in a Tech Dystopia?” <ul style="list-style-type: none"> ○ Do you think we're living in a tech dystopia (and how, if at all, did the article influence your thinking)? ○ How helpful (or not) is the term dystopia to describing the current technological landscape? ○ What do you perceive as the positives and the negatives of our current technological landscape? ○ What (if anything) excites you about the future of technological development? Conversely, what concerns you? • Watch and discuss: Humans Need Not Apply and Popular Science Tweet (9/24/19) • Share: Tay, the Racist Chatbot and Facebook Shuts Down AI
<p>HW:</p> <p>Read:</p> <ul style="list-style-type: none"> • “Are We Already Living in a Tech Dystopia?” <p>Watch:</p> <ul style="list-style-type: none"> • Last Week Tonight’s “Automation” 	<p>HW:</p> <p>Read:</p> <ul style="list-style-type: none"> • Rodney Jones and Christoph Hafner’s “Mediated Me” (from <i>Understanding Digital Literacies: A Practical Introduction</i>). <p>Complete:</p> <ul style="list-style-type: none"> • QQT # 9 • Weekly Activity #4

week 7: frameworks for digital literacies

10.5.21	10.7.21
<ul style="list-style-type: none"> • Workshop: drafts of Project 1 • Watch and discuss: 60 Minutes' "Facebook Whistleblower Frances Haugen" • Discuss: Jones and Hafner's "Mediated Me" <ul style="list-style-type: none"> ○ QQTs in groups ○ Is everything always already mediated? ○ What are affordances and constraints? ○ What is technological determinism, and does it exist? ○ What moral panics do people (and you?) have about digital literacies, and are they warranted? 	<ul style="list-style-type: none"> • Share: "Handout: Selber's Multiliteracies" (in Additional Materials module) • Free write: "Evaluating and Reading Yourself into Selber's Multiliteracies" – do you consider effective Selber's three-pronged framework for digital literacies— why yes or no? What, if anything, might you revise? Of the three, which do you think you excel at more and why? Conversely, which do you struggle with more and why? <ul style="list-style-type: none"> ○ How useful is this framework? ○ What is the relationship between and among these literacies? ○ Should there be a fourth (or fifth) literacy? ○ Who should shoulder what responsibilities when teaching digital literacies?
<p>HW:</p> <p>Read:</p> <ul style="list-style-type: none"> • Stuart Selber's "Reimagining Computer Literacy" (from <i>Multiliteracies for a Digital Age</i>) <p>Complete:</p> <ul style="list-style-type: none"> • QQT #10 	<p>HW (due 10/19):</p> <p>Read:</p> <ul style="list-style-type: none"> • Dennis Baron's "From Pencils to Pixels" <p>Complete:</p> <ul style="list-style-type: none"> • Project 1: Social Media Literacy Narrative (10/19) • Rhetorical Rationale for Project 1

week 8: fall break

10.12.21	10.14.21
<ul style="list-style-type: none"> • FALL BREAK 	<ul style="list-style-type: none"> • FALL BREAK
<p>HW (due 10/19):</p> <p>Read:</p> <ul style="list-style-type: none"> • Dennis Baron's "From Pencils to Pixels" <p>Complete:</p> <ul style="list-style-type: none"> • Project 1: Social Media Literacy Narrative (10/19) 	<p>HW (due 10/19):</p> <p>Read:</p> <ul style="list-style-type: none"> • Dennis Baron's "From Pencils to Pixels" <p>Complete:</p> <ul style="list-style-type: none"> • Project 1: Social Media Literacy Narrative (10/19)

• Rhetorical Rationale for Project 1	• Rhetorical Rationale for Project 1
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week 9: remediation

10.19.21	10.21.21
<ul style="list-style-type: none"> • Discuss: midterm grades • Reminder: attend Cory Speaker Series featuring Dr. Aja Martinez <ul style="list-style-type: none"> ○ no in-person class Thursday • Share and discuss: “Frameworks for Digital Literacies” (in Additional Materials module) • In-Class Activity: “Defining Digital Literacies” – now, how do you define digital literacies? With that, how (or in what ways) are digital literacies important? Then, share definitions in small groups and formulate a group definition to put on the whiteboard. <ul style="list-style-type: none"> ○ What remaining questions do we have about digital literacies right now? • In-Class Activity: “Literacy Memes” – in groups of three-to-four, create a meme for and about (digital) literacy. • Transition: Unit 2 – The Evolution and Intersection of Technologies and Texts • Share: “Baron’s Criteria for Writing Technologies” (in Additional Materials module) • Discuss: Baron’s “From Pencils to Pixels: <ul style="list-style-type: none"> ○ What are the criteria for new media and technologies gaining traction? ○ What strategies have been used to help media and technologies achieve these criteria? ○ Which media and technologies are still attempting to achieve these criteria? ○ How do new technologies slow us down? 	<ul style="list-style-type: none"> • Discuss: The theory of Remediation <ul style="list-style-type: none"> ○ QQTs in groups ○ Immediacy ○ Hypermediacy ○ Remediation • Share and discuss: Arrival of a Train at La Ciotat, Carrie Underwood at Grammys, Breaking the Fourth Wall, The Power of Print, Dr. Horrible at Emmy’s, View-Master, Mac vs. PC: Windows 7, Cortana vs. Siri, Surface Pro 3, iPad Air, Google+ Commercial, The Vive, Apple Watch Series 5, Texting and the Internet in Film, Ralph Breaks the Internet, and Knowsmore • Discuss: moments of immediacy and hypermediacy
HW:	HW:

<p>Read:</p> <ul style="list-style-type: none"> Jay David Bolter and Richard Grusin's "Introduction" and "Chapter 1: Immediacy, Hypermediacy, and Remediation" (from <i>Remediation</i>) <p>Complete:</p> <ul style="list-style-type: none"> QQT #11 Project 1 and Rhetorical Rationale (by end of today) <p>~ no in-person class on Thursday; class video will be posted in agenda ~</p>	<p>Read:</p> <ul style="list-style-type: none"> Jay David Bolter and Richard Grusin's "Chapter 2: Mediation and Remediation" (from <i>Remediation</i>) <p>Complete:</p> <ul style="list-style-type: none"> Weekly Activity #5
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Week 10: remediation (cont.) and remix

10.26.21	10.28.21
<ul style="list-style-type: none"> Share: "Remediation: An Overview of Bolter and Grusin's Theory" (in Additional Materials module) <ul style="list-style-type: none"> mediation of mediation inseparability of reality and mediation reform network (economic, material, social) Repurposing examples: Harry Potter (book, movie, theme park, video game, merchandise, fan art 1, fan art 2); Sonic the Hedgehog (game, website, movie, movie website, shirt); Bunny Videos; Kinetic Typography (Curiosity, Radioactive, Bohemian Rhapsody, Pulp Fiction, Wedding Crashers, and Conviction) Refashioning examples: Rosie the Riveter (original, Time, The New Yorker), Obama, Obama (Hope), Obama Propaganda, baracksdubs "Work", Breaking Bad on ABC, Recut Trailers (Must Love Jaws, 10 Things I Hate About Commandments, The Hangover, Brokeback to the Future, and The Notebook) Remediation as cultural commentary: Make American White Again (hat, political cartoon, 	<ul style="list-style-type: none"> Watch: Ferguson's "Everything's a Remix" Share: remixes <ul style="list-style-type: none"> Axis of Awesome, "Four Chord Wonder" 15 TV Theme Songs in 2 Minutes Hard Working George Barrack Singing Work Brian Williams Rapper's Delight This is America, So Call Me Maybe Beyoncé Lyrics Remixes by Norwegian Recycling: Mash It Up, Kiss, Miracles, How Six Songs Collide, Recycled Romance

<p>logo, hope); Birdie Sanders (birdie, snow bird, birdie 2016, bird, Disney birds); #SeanSpicerAFilm (Deception, Lie Hard, Three Men and a Baby); Trump 9/11 Celebration; Egg Boy (The Story of Egg Boy (WaPo), #Eggboy Remediations, Curb Your Islamophobia, We Will Reek Egg You, Cracking in the Air Tonight, Ain't No Holla Back Egg, Batman!, Club Beat, and An Egg Down Under); Grouch; Coronavirus Memes</p> <ul style="list-style-type: none"> • Remediation as grassroots colliding with corporate culture: Honey Badger (original), and Honey Badger (commercial) • 	
<p>HW: Read:</p> <ul style="list-style-type: none"> • Lessig's TED talk, "Laws that Choke Creativity" • RiP: A Remix Manifesto 	<p>HW: Read:</p> <ul style="list-style-type: none"> • Jeffery Galin's "The Fair Use Battle for Scholarly Works" (excerpt) <p>Watch:</p> <ul style="list-style-type: none"> • Austin Kleon's TED Talk "Steal Like an Artist" <p>Complete:</p> <ul style="list-style-type: none"> • Weekly Activity #6

week 11: copyright, fair use, and digital education

11.2.21	11.4.21
<ul style="list-style-type: none"> • Introduce: Prompts for Project 2 <ul style="list-style-type: none"> ○ Technology/Text Genealogy ○ Remediation/Remix • Free write: "Initial Thoughts on Project 2" – what are your initial thoughts, concerns, and questions? • Watch: "Everything's a Remix Case Study: iPhone" • Share: "Quotes from <i>Steal Like an Artist</i>" (in Additional Materials module) • Watch: videos on copyright and fair use 	<ul style="list-style-type: none"> • Transition: Unit 3 – The Rise of Disinformation and Fake News • Watch and discuss: Changing Educational Paradigms and Digital Aristotle • Watch: Bauerlein Debate <ul style="list-style-type: none"> ○ QQTs in groups ○ Discuss: Bauerlein and our purported stupidity • Share: Can We Stop Worrying about Millennials Yet? and The Pace of Modern Life

<ul style="list-style-type: none"> ○ Vlog Brothers' "On the Ownership of Ideas" ○ CGP Grey's "Copyright: Forever Less One Day" ○ "A Fair(y) Use Tale" ○ Epic Rap Battles of History's "Jim Henson vs. Stan Lee" ● Share: "Copyright Symbols" (in Additional Materials module) ● Share: "Fair Use Description and Criteria" (in Additional Materials module) 	
<p>HW:</p> <p>Read:</p> <ul style="list-style-type: none"> ● Mark Bauerlein's "Introduction" (from <i>The Dumbest Generation</i>) ● Mark Bauerlein's "Online Literacy is a Lesser Kind" <p>Complete:</p> <ul style="list-style-type: none"> ● QQT #12 	<p>HW:</p> <p>Read:</p> <ul style="list-style-type: none"> ● Michael Neal's "Hyperattention" (from <i>Writing Assessment and the Revolution in Digital Texts and Technologies</i>). ● Clay Shirky's "Why I Just Asked My Students to Put Their Laptops Away" <p>Complete:</p> <ul style="list-style-type: none"> ● QQT #13 ● Weekly Activity #7

Week 12: hyperattention, laptops, and publish-then-filter

11.9.21	11.11.21
<ul style="list-style-type: none"> ● Discuss: hyperattention <ul style="list-style-type: none"> ○ Do you exhibit characteristics of hyperattention, and if so, how? ○ Is hyperattention something we should worry about or is it the norm? ○ How much do you multitask? Do you think you multitask successfully? ○ What is the value (if any) of deep attention? ● Discuss: laptops <ul style="list-style-type: none"> ○ Do access to and the presence of laptops inhibit you from paying attention and participating effectively in class--why yes and/or no? 	<ul style="list-style-type: none"> ● Discuss: Shirky's "Publish, Then Filter" <ul style="list-style-type: none"> ○ QQTs in groups ● Share and discuss: innocuous disinformation <ul style="list-style-type: none"> ○ Help Save the Endangered Pacific Northwest Tree Octopus ○ RYT Hospital ○ The Movement ● Watch and discuss: videos on truth and fake news <ul style="list-style-type: none"> ○ Last Week Tonight with John Oliver's "Definitely Real Quotes" ○ Last Week Tonight with John Oliver's "Trump vs. Truth" ○ Full Front with Samantha Bee's "Fake News, Real Consequences"

<ul style="list-style-type: none"> ○ What are some effective ways we can regulate the uses of laptops in the classroom? Or, should we even try to--why yes and/or no? 	<ul style="list-style-type: none"> • Share: Buzzfeed fake news chart
<p>HW:</p> <p>Read:</p> <ul style="list-style-type: none"> • Clay Shirky's "Chapter 4: Publish, Then Filter" (from <i>Here Comes Everybody</i>) <p>Complete:</p> <ul style="list-style-type: none"> • QQT #14 	<p>HW:</p> <p>Read:</p> <ul style="list-style-type: none"> • Lee McIntyre's "What is Post Truth?" (from <i>Post-Truth</i>) <p>Watch:</p> <ul style="list-style-type: none"> • Ali Velshi's "How Fake News Grows in a Post-Fact World" (TED Talk) <p>Complete:</p> <ul style="list-style-type: none"> • QQT #15 • Weekly Activity #8

Week 13: fake news, post-truth, and cognitive biases

11.16.21	11.18.21
<ul style="list-style-type: none"> • Watch: "Lee McIntyre on Post-Truth in Today's Society" • Discuss: fake news and post-truth <ul style="list-style-type: none"> ○ QQTs in groups ○ Share: "Fake News and Post-Truth" (in Additional Materials module) ○ Who is responsible for creating fake news, and what are the goals and purposes in creating and circulating it? ○ When, if ever, have you fallen for fake news? ○ How do you navigate a "publish, then filter" era of information, particularly one where there is an economy of/for fake news? ○ What is the relationship between fake news and post-truth? ○ How might we combat post-truth (or should we)? 	<ul style="list-style-type: none"> • Share: "How to Spot the Twitter Bot" infographic (in Additional Materials module) • Share: "Cognitive Biases" (in Additional Materials module) <ul style="list-style-type: none"> ○ QQTs in groups ○ When have you been affected by cognitive bias (or, if ego-defense is too much of a barrier, when have you witnessed others affected by cognitive bias)? ○ How does cognitive bias inform fake news and post-truth? ○ What do cognitive biases have to do with digital literacies? ○ What, if anything, can we do about cognitive bias?
<p>HW:</p> <p>Read:</p> <ul style="list-style-type: none"> • Lee McIntyre's "The Roots of Cognitive Bias" (from <i>Post-Truth</i>) 	<p>HW (due 11/30):</p> <p>Read:</p>

<p>Watch:</p> <ul style="list-style-type: none"> • Massimo Maoret's "The Social Construction of Facts: Surviving a Post-Truth World" <p>Complete:</p> <ul style="list-style-type: none"> • QQT #16 	<ul style="list-style-type: none"> • Alice Marwick and Rebecca Lewis's "Media Manipulation and Disinformation Online" <p>Complete:</p> <ul style="list-style-type: none"> • QQT #17 • Weekly Activity #9
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thanksgiving

11.23.21	11.25.21
<ul style="list-style-type: none"> • thanksgiving 	<ul style="list-style-type: none"> • thanksgiving
<p>HW (due 11/30):</p> <p>Read:</p> <ul style="list-style-type: none"> • Alice Marwick and Rebecca Lewis's "Media Manipulation and Disinformation Online" <p>Complete:</p> <ul style="list-style-type: none"> • QQT #17 • Weekly Activity #9 	<p>HW (due 11/30):</p> <p>Read:</p> <ul style="list-style-type: none"> • Alice Marwick and Rebecca Lewis's "Media Manipulation and Disinformation Online" <p>Complete:</p> <ul style="list-style-type: none"> • QQT #17 • Weekly Activity #9

week 14: media manipulation and facebook disinformation

11.30.21	12.2.21
<ul style="list-style-type: none"> • Discuss: Marwick and Lewis's "Media Manipulation and Disinformation Online" <ul style="list-style-type: none"> ○ QQTs in groups ○ Who is attempting to manipulate the media, and what are the goals and purposes in doing so? ○ What is the media prone to manipulation? ○ What digital tactics and literacies are used to spread disinformation and manipulate the media? • Play and discuss: Bad News 	<ul style="list-style-type: none"> • Watch and discuss: Last Week Tonight with John Oliver's "Facebook" and AOC Questions Zuckerberg
<p>HW:</p> <p>Read:</p> <ul style="list-style-type: none"> • Siva Vaidhyanathan's "The Disinformation Machine" (from <i>Antisocial Media: How Facebook Disconnects us and Undermines Democracy</i>) 	<p>HW:</p> <p>Read:</p> <ul style="list-style-type: none"> • Whitney Phillips's "Introduction" (from <i>This is Why We Can't Have Nice Things: Mapping the Relationship Between Online Trolling and Mainstream Culture</i>)

Complete: <ul style="list-style-type: none"> • QQT #18 	Complete: <ul style="list-style-type: none"> • QQT #19 • Weekly Activity #10
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Week 15:

12.7.21	12.9.21
<ul style="list-style-type: none"> • Rationoles • ?? 	<ul style="list-style-type: none"> • ??
HW: Read: <ul style="list-style-type: none"> • Casey Newton's "The Trauma Floor: The Secret Lives of Facebook Moderators in America." Complete: <ul style="list-style-type: none"> • QQT #20 	HW: Complete: <ul style="list-style-type: none"> • Project 2

Week 13: What is post-truth, and how do we operate in a post-truth world where fake news and trolling are the currency of the realm?

Week 13

Week 14: What is and how do we identify media manipulation and disinformation online, and how is Facebook complicit?

Week 14
<ul style="list-style-type: none"> • Reminder: complete Week 13 assignments by the end of the day Wednesday (4/20) • Watch: videos on media manipulation, conspiracy theories, and Facebook <ul style="list-style-type: none"> ○ All In with Chris Hayes's "Where Trump's Conspiracy Theories Come From" ○ Kirby Ferguson's "Everything's a Remix – Reality" ○ The Great Hack (Netflix) ○ Carole Cadwalladr's TED Talk "Facebook's Role in Brexit—and the Threat to Democracy" ○ Last Week Tonight with John Oliver's "Facebook" ○ AOC Questions Zuckerberg • Play: Bad News
HW: Assignments: <ul style="list-style-type: none"> • Weekly Discussion #13 • Weekly Activity #13 • QQT #13 Readings:

- Whitney Phillips's "Introduction" (from *This is Why We Can't Have Nice Things: Mapping the Relationship Between Online Trolling and Mainstream Culture*)
- Davey Alba's "How Russia's Troll Farm is Changing Tactics before the Fall Election"
- Peggy Orenstein's "The Miseducation of the American Boy" (CW: rape culture)

Week 15: How do trolling, online harassment, and toxic masculinity intersect?

Week 15

- Reminder: complete Week 14 assignments by the end of the day Tuesday (4/27)
- Watch: [Week 15 – Rhetorical Rationales and Closing Time](#)
 - Rhetorical Rationale for Technology/Text Genealogy (4:06)
 - Rhetorical Rationale for Remediation/Remix Project (17:52)
 - Preview of Videos (24:53)
- Watch: Videos on Russian trolling
 - [Full Frontal with Samantha Bee's "Russian Thinkfluencers"](#)
 - [Full Frontal with Samantha Bee's "We Told You So: Russian Hacking"](#)
- Watch: videos on trolling
 - [The Science of Internet Trolls](#)
 - [The Psychology of Trolling](#)
- Watch: videos on online harassment and toxic masculinity
 - [Last Week Tonight with John Oliver's "Online Harassment"](#)
 - [What is Toxic Masculinity?](#)
 - [Toxic Masculinity in Boys is Fueling an Epidemic of Loneliness](#)
 - [Ashley Judd's TED Talk "How Online Abuse of Women has Spiraled Out of Control"](#)

HW:

Assignments:

- Weekly Discussion #14
- Weekly Activity #14

FINALS WEEK

FINALS WEEK

- Reminder: complete Week 15 assignments by the end of the day Tuesday (5/4)
- View: [Gendered Language in Teaching Reviews](#)
- Complete: Student Evals

HW:

Assignments:

- Complete Project 2 and corresponding Rhetorical Rationale (**due Friday, May 7th**)
- Complete Extra Credit (**optional**)
 - Finals Bonus TTQ
 - Finals Bonus Weekly Activity #1

- Finals Bonus Weekly Activity #2
- (Re)submit any missing or incomplete work (due no later midnight Sunday, May 9th)