

COURSE CALENDAR

ENG 213: DIGITAL LITERACIES

SPRING 2019

GRADING

- **Major Project 1:** Social Media Literacy Narrative 25% (250 points)
- **Major Project 2:** Technology/Text Genealogy 25% (250 points)
- **Major Project 3:** Remediation/Remix 25% (250 points)
- **Journals** (10 at 15 points per) 15% (150 points)
- **QQTs** (20 at 5 points per) 10% (100 points)

WEEK-BY-WEEK PLANS

Week 1: *So, like, wtf is rhetoric and the rhetorical situation?*

Monday 1.7.19	Wednesday 1.9.19
<ul style="list-style-type: none"> • Salutations and Roll Call: (nick)name, year in school, major/minor, pronouns • Walkthrough: the SYLLABUS~! • Share: "Shadow Syllabus" (in Course Library page, Additional Materials folder) • Share: "Course Overview" (in Course Library page, Additional Materials folder) • Walkthrough: Blackboard site and individual pages • Share: "Helpful Tips" (in Course Library page, Additional Materials folder) 	<ul style="list-style-type: none"> • Discuss: epistemology—so, like, what is it, and is there more than one? • Discuss rhetoric: <ul style="list-style-type: none"> ○ as practice, production, and text/artifact (medium) ○ as heuristic and hermeneutic ○ as theory ○ as (inter)disciplinary and field • Watch: A Defense of Rhetoric • 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?
<p>HW: Write → "Getting to Know You, Getting to Know all about You" (in In-Class Exercises page).</p>	<p>HW: Richard Vatz's, "The Myth of the Rhetorical Situation" and do QQT (#2).</p>

Read → Lloyd Bitzer's "The Rhetorical Situation" and do QQT (#1).	
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Week 2: How can we complicate the rhetorical situation, and what does this theory have to do with literacy? Also, what is a literacy crisis, and are we in one currently?

Monday 1.14.19	Wednesday 1.16.19
<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? ○ What is a "fitting" response? ○ What is Bitzer's epistemology? ○ Revisit QQTs • 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 • In-Class Exercise: "Applying the Theory of the Rhetorical Situation" – as a class, we'll use the rhetorical situation (as a hermeneutic) to analyze Warren 2020 	<ul style="list-style-type: none"> • Finish: analyzing Warren 2020 through the theory/lens of the rhetorical situation <ul style="list-style-type: none"> ○ Finish: discussing the rhetorical situation and remaining QQTs • 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 Digital Writing Studio (new spring hours) • Discuss: in groups of 3-to-4, take up the following questions: what is "good" writing, how would you define it, and what are some characteristics of it? • Discuss: <i>Newsweek's</i> "Why Johnny Can't Write" and Lunsford's "Our Semi-Literate Youth? Not So Fast." <ul style="list-style-type: none"> ○ "Why" can't Johnny write? ○ What is good writing per the <i>Newsweek</i> article? ○ 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? ○ Are we in the midst of a literacy crisis?
HW:	HW:

<p><u>Read</u> → <i>Newsweek's</i>, "Why Johnny Can't Write."</p> <p>Andrea Lunsford's "Our Semi-Literate Youth? Not So Fast."</p>	<p><u>Read</u> → Plato's <i>Phaedrus</i> (context and excerpt) and do QQT (#3).</p> <p><u>Journal</u> → "Journal 1: Bitzer or Vatz?" – Which rhetorician's notion of the rhetorical situation do you find more persuasive—Bitzer's or Vatz's—and why? Do you agree with Bitzer that the exigence exists objectively as well as invites and prescribes a rhetorical response or do you agree with Vatz that rhetors make exigences and their corresponding situations salient through rhetoric? Or, perhaps there is some middle ground or different position that you espouse; if so, articulate that position. In short, share your thoughts regarding the theory of the rhetorical situation. In addition: what connections (if any) do you see among rhetoric, the rhetorical situation, and literacy; also, how valuable do you find the theory of the rhetorical situation?</p> <p>DUE NEXT WEDNESDAY; NO CLASS MONDAY – MLK DAY</p>
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Week 3: What is literacy, and how is speech different from writing?

Monday 1.21.19	Wednesday 1.23.19
<ul style="list-style-type: none"> NO CLASS: MLK DAY 	<ul style="list-style-type: none"> Finish: discussing writing and literacy <ul style="list-style-type: none"> 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? Are we in the midst of a literacy crisis? In-Class Exercise: "Defining and Visualizing Literacy" – what do you consider to be a common definition of literacy, how do you personally define and understand literacy, and how (if at all) is literacy important? Also, find and share an image that

	<p>captures your understanding of literacy.</p> <ul style="list-style-type: none"> ○ Share in small groups, synthesize the similarities and differences, and develop a group definition to share with the class as a whole on the whiteboard. ● Watch: Three Minute Philosophy: Plato <ul style="list-style-type: none"> ○ Discuss/review: epistemology, rhetoric, noumenal world, dialectic ● What are Socrates's/Plato's critiques of writing?
<p>HW: Same as last Wednesday.</p>	<p>HW: <u>Read</u> → Walter Ong's "Writing is a Technology that Restructures Thought." Deborah Brandt's "Introduction" (from <i>Literacy as Involvement</i>) and do QQT (#4). <u>Preview</u> → The sample texts embedded within Wednesday's In-Class Exercise: "Assessing Examples of Project 1."</p>

Week 4: How (if at all) does literacy change historically and per medium, and what is visual literacy?

Monday 1.28.19	Wednesday 1.30.19
<ul style="list-style-type: none"> ● Review: Socrates's/Plato's critiques of writing <ul style="list-style-type: none"> ○ offers a semblance of Truth ○ can't teach you anything new (recipe for reminder) ○ can't defend itself ○ can end up in hands of an unintended audience ● In-Class Exercise: "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 	<ul style="list-style-type: none"> ● NO CLASS: It's Cold ● In-Class Exercise: "Visually Ineffective PowerPoints" – in groups of 3-to-4, 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) .ppt slide about your group's section. Be prepared to explain to the class the ways your PowerPoint slide is ineffective. ● In-Class Exercise: "Assessing Examples of Project 1" – in

<p>(each argument will receive opening statements and rebuttals)</p> <ul style="list-style-type: none"> ○ How would our debate have been different if we conducted it through writing rather than speech, and which form do you prefer and why? ● Free write: “Plato, Ong, and Brandt” – how does Ong respond to Plato, and do you agree with the premise posited in Ong’s title? How does Brandt respond to Ong, and do you agree with her belief that literacy is an act of involvement rather than an act of isolation? <ul style="list-style-type: none"> ○ Is writing a technology? ○ How does literacy isolate <i>and</i> unite? ○ Is Plato, Ong, or Brandt more persuasive and why? ○ How, if at all, has the advent of the digital changed the way you think? ● Discuss: literacy sponsors, literacy accumulation, and literacy as resource 	<p>groups of 3-to-4, 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?</p> <ul style="list-style-type: none"> ● Discuss: Project 1 <ul style="list-style-type: none"> ○ What are potential exigences? ○ What are potential narratives? ○ Who are potential audiences? ○ What are potential purposes? ○ What are potential platforms?
<p>HW: <u>Read</u> → Lester Faigley’s “Material Literacy and Visual Design” and do QQT (#5).</p> <p><u>Preview</u> → The sample texts embedded within Wednesday’s In-Class Exercise: “Assessing Examples of Project 1.”</p>	<p>HW: <u>Read</u> → Martin Gurri et al.’s “Our Visual Persuasion Gap.”</p> <p><u>Journal</u> → “Journal 2: An Experience with Social Media” – As a means to help you think more about Project 1, recall a vivid experience you had with social media. What were you doing, when, and why was this particular experience so memorable and, perhaps, indelible? In addition, find and share an image that captures the moment you describe and analyze in words.</p>

Week 5: How do visuals persuade, and what are the social implications of literacy (i.e., what baggage does the term literacy carry)?

Monday 2.4.19	Wednesday 2.6.19
<ul style="list-style-type: none"> • Share: Faigley's "Material Literacy and Visual Design" • In-Class Exercise: "Visually Ineffective PowerPoints" – in groups of 3-to-4, create and attach one shitty (visually ineffective) .ppt slide about your group's section of Faigley's "Material Literacy and Visual Design." Be prepared to explain to the class the ways your PowerPoint slide is ineffective. • Discuss: Gurri et al.'s "Visual Persuasion Gap" <ul style="list-style-type: none"> ○ Persuasive Themes: Make America Great Again, Unite the Right, Unite the Right 2, Meet Your Neighbors ○ Subversion of Persuasive Themes: Be a Man, Running on Empty, Inspire Her Mind, Childhood Gender Roles in Adult Life, and Anti-Gay Marriage Parody ○ Master Narratives: Rocky, Pursuit of Happiness, American Dream Cartoon, Life Insurance, Friends Forever, Women's Clothing Cartoon, and One Child Policy Propaganda ○ Content and Technological Signatures: Liberty Medical, Our Time, Google Play, and Windows Surface ○ Audience Resonance and Effects: 12 Other Ways to Track Social Media Influence and Engagement • Share: Generic Brand Video and We Got that B Roll 	<ul style="list-style-type: none"> • Schedule: Conferences • In-Class Exercise: "Assessing Project 1" – in groups, discuss how would you like to be evaluated on Project 1. What set of criteria do you think accurately assesses the work you're asked to produce given the rhetorical situation (vaguely construed)? Share your criteria on the whiteboard and be prepared to explain them to the class. <ul style="list-style-type: none"> ○ Develop: assessment criteria for Project 1 • Share and discuss: 3 Ways to Speak English and Students' Right to Their Own Language • Discuss: Wysocki and Johnson-Eilola's "Blinded by the Letter" <ul style="list-style-type: none"> ○ QQTs in groups ○ Share: "Notes: Wysocki and Johnson-Eilola's 'Blinded by the Letter'" (in Course Library, Additional Materials) ○ How is literacy perceived in our culture writ large, 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?
<p>HW:</p>	<p>HW:</p>

<p><u>Read</u> → Marc Hill's Book Review of Elaine Richardson's <i>African American Literacies</i></p> <p>Anne Wysocki and Johndan Johnson-Eilola's "Blinded by the Letter: Why Are We Using Literacy as a Metaphor for Everything Else?" and do QQT (#6).</p>	<p><u>Read</u> → Cynthia Selfe's "The Perils of Not Paying Attention" and do QQT (#7).</p> <p><u>Journal</u> → "Journal 3: Persuasive Themes and Master Narratives" – Find an example of a persuasive theme (e.g., strength and superiority, power and continuity, intolerance and xenophobia, and enemy encirclement) that is universal or a master narrative (e.g., the American Dream or Bootstraps Narrative, the Arab sense of charity and hospitality, the Russian sense of a strong leader, the Chinese sense of filial piety) that is cultural and contextual. What text(s) contains this example, what is the medium of circulation, and how persuasive is the text(s)?</p>
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Week 6: What is the Digital Divide, and why and how might we teach digital literacies (plural)?

Monday 2.11.19	Wednesday 2.13.19
<ul style="list-style-type: none"> • Introduce: Rhetorical Rationales for Project 1 • Watch and discuss: A Vision of Students Today and Did You Know? 3.0 • Discuss: Selfe's Address <ul style="list-style-type: none"> ○ QQTs in groups ○ Share: "Selfe's 'Perils of Not Paying Attention' – an Overview" (in Course Library, Additional Materials) ○ How is technology linked to literacy? ○ What is the literacy myth, and how does it persist? ○ What is the Digital Divide, and does it still exist? ○ What should the role of technology be in the teaching of writing, and why might some teachers (still) resist it? ○ How do we get students to "pay attention" and what else must they "pay attention" to in the 21st Century? 	<ul style="list-style-type: none"> • Discuss: Yancey's Address <ul style="list-style-type: none"> ○ QQTs in groups ○ What is the new "writing public"? ○ What <i>is</i> writing, really? ○ What is Yancey's new curriculum for the 21st century? ○ Is her curriculum for the 21st century appealing to you? What, if anything, about it concerns you? ○ Do you know instances of and/or have experiences with this curriculum in action? • Watch: Humans Need Not Apply • Discuss: automation and UBI • "Automation is relentless, and it's only gonna accelerate," - Obama

<ul style="list-style-type: none"> • Share: "Why Selfe's Address is Important, Still" (in Course Library, Additional Materials) 	
<p>HW: <u>Read</u> → Kathleen Blake Yancey's "Made Not Only in Words: Composition in a New Key" and do QQT (#8).</p> <p>Sean Illing's "Why We Need to Plan for a Future without Jobs"</p>	<p>HW: <u>Read</u> → Rodney Jones and Christoph Hafner's "Mediated Me" (from <i>Understanding Digital Literacies: A Practical Introduction</i>).</p> <p>Stuart Selber's "Reimagining Computer Literacy" (from <i>Multiliteracies for a Digital Age</i>) and do QQT (#9).</p> <p><u>Journal</u> → "Journal 4: How Important are Digital Literacies?" – Both Selfe and Yancey argue for the importance of paying attention to emerging literacy practices resulting from the use of new digital technologies. How important is this to one's undergraduate experience overall and the study of English in particular? Is this a course that warrants inclusion in the curriculum, and if so, what should the goals and outcomes be (i.e., what should one learn in a class such as this)?</p>

Week 7: What are some frameworks for understanding digital literacies?

Monday 2.18.19	Wednesday 2.20.19
<ul style="list-style-type: none"> • Discuss: Jones and Hafner's "Mediated Me" <ul style="list-style-type: none"> ○ 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? • Share: "Handout: Selber's Multiliteracies" (Course Library, Additional Materials) • Free write: "Evaluating and Reading Yourself into Selber's Multiliteracies" – do you consider effective Selber's 	<ul style="list-style-type: none"> • Share and discuss: "Frameworks for Digital Literacies" (Course Library, Additional Materials) <ul style="list-style-type: none"> ○ Discuss: how might these frameworks inform Project 1? • Write: flesh out the parts of your rhetorical situation— exigence(s), audience(s), purpose(s), "so what?" factor— and develop three questions about Project 1 to share with your workshop members • Workshop Project 1 (in groups of 4): <ul style="list-style-type: none"> ○ Each workshop member will have 12 minutes devoted to their project.

<p>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?</p> <ul style="list-style-type: none"> ○ Should we consider informational and ethical literacy? ○ How useful is this framework (as well as that offered by Jones and Hafner)? ○ Who should shoulder what responsibilities when teaching digital literacies? 	<ul style="list-style-type: none"> ○ For the first 8 minutes, introduce your respective project in terms of the rhetorical situation and then pose your three questions; next, discuss the project in ways that addresses the questions and offers critical feedback. ○ For the last 4 minutes, workshop members will email feedback: (1) what’s working well and why, (2) what’s not working so well and why, and (3) what you do would next if this was your project. ○ Repeat this process for the remaining workshop members. <ul style="list-style-type: none"> • Transition: Unit 2 – The Evolution and Intersection of Technologies and Texts • Discuss: Gitelman and Pingree’s “What’s New about New Media?” <ul style="list-style-type: none"> ○ Do we ever consider that old media were once new, and why does doing so matter? ○ How do new media experience an identity crisis? ○ What are supercession and transparency? • Share: “Handout: Gitelman and Pingree <i>New Media 1740-1915</i>” (Course Library, Additional Materials)
<p>HW: <u>Read</u> → Lisa Gitelman and Geoffrey Pingree’s “Introduction: What’s New About New Media?” (from <i>New Media: 1740-1915</i>) and do QQT (#10).</p> <p><u>Draft</u> → Bring a “draft” of Project 1 to class on Wednesday for workshop.</p>	<p>HW: <u>Read</u> → Dennis Baron’s “From Pencils to Pixels” and do QQT (#11).</p>

Week 8: How do technologies—which enable and are shaped by literate acts—emerge, evolve, and gain traction historically, and what does it mean to remediate technologies?

Monday 2.25.19	Wednesday 2.27.19
<ul style="list-style-type: none"> ● In-Class Exercise: “Defining Digital Literacies” – how do you define digital literacies, and what are some examples of digital literacies? In addition, how (if at all) are digital literacies different from “literacy”? <ul style="list-style-type: none"> ○ Share in small groups, synthesize the similarities and differences, and develop a group definition to share with the class as a whole on the whiteboard. ● In-Class Exercise: “Literacy Memes” – in groups of three-to-four, create a meme for and about literacy. ● Discuss: Baron <ul style="list-style-type: none"> ○ QQTs in groups ○ 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? ● Free write: “Initial and Developed Use of Technology” – think of a technology you encountered when it was “new” and the way you utilized it; then, think about how you utilized that same technology a year or two later. What, if at all, was different; that is, did you use the technology differently? If so, what contributed to that change in use? 	<ul style="list-style-type: none"> ● Due by midnight Friday: Project 1 – Social Media Literacy Narrative <i>and</i> corresponding Rhetorical Rationale ● Workshop: Project 1 in groups of 3 <ul style="list-style-type: none"> ○ Each member will have five minutes to share their draft and pose 1-2 questions for feedback ● Discuss: The theory of Remediation <ul style="list-style-type: none"> ○ Immediacy ○ Hypermediacy ○ Remediation ● Share and discuss: Arrival of a Train at La Ciotat, Carrie Underwood at Grammys, The Power of Print, Breaking the Fourth Wall, Dr. Horrible at Emmy’s, Never Fly First Class, Google+ Commercial, Mac vs. PC: Windows 7, Cortana vs. Siri, Surface Pro 3, iPad Air, View-Master, The Vive, Texting and the Internet in Film, and Ralph Breaks the Internet ● Discuss: moments of immediacy and hypermediacy
<p>HW:</p>	<p>HW:</p>

<p><u>Read</u> → Jay David Bolter and Richard Grusin's "Introduction" and "Chapter 1: Immediacy, Hypermediacy, and Remediation" (from <i>Remediation</i>) and do QQT (#12).</p> <p><u>Bring</u> → a draft of Project 1 and develop 1-2 questions to pose to your workshop members for feedback.</p>	<p><u>Read</u> → Jay David Bolter and Richard Grusin's "Chapter 2: Mediation and Remediation" (from <i>Remediation</i>).</p> <p><u>Finish</u> → Project 1: Social Media Literacy Narrative. The project <i>and</i> Rhetorical Rationale are due to me via email (ralee2@bsu.edu) by the end of the day Friday (3/1).</p>
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~~ SPRING BREAK ~~

Week 9: What does it mean to remediate and remix technologies and texts?

Monday 3.11.19	Wednesday 3.13.19
<ul style="list-style-type: none"> • Share: Fedex SameDay Bot and Last Week Tonight's "Automation" • Introduce: Project 2 – Technology/Text Genealogy <ul style="list-style-type: none"> ○ Free write: "Initial Thoughts on Project 2" – what are your initial thoughts, concerns, and questions? • Watch: "Everything's a Remix Case Study: iPhone" • Share: "Remediation: An Overview of Bolter and Grusin's Theory" (Course Library, Additional Materials) • Discuss: Remediation as <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); World of Warcraft (game, website, movie, movie website); Bunny Videos; Kinetic Typography (Radioactive, Bohemian Rhapsody, Pulp Fiction, Wedding Crashers, Let 	<ul style="list-style-type: none"> • Share: Axis of Awesome, "Four Chord Wonder"; 15 TV Theme Songs in 2 Minutes; Hard Working George; Beyoncé Lyrics; Brian Williams Rapper's Delight; This is America, So Call Me Maybe; Remixes by Norwegian Recycling (Mash It Up, Kiss, Miracles, How Six Songs Collide, Recycled Romance) • Watch: Ferguson's "Everything's a Remix" (Parts 1-4) • Watch: Ferguson's "Everything's a Remix: Rise of the Patent Troll" • Watch: Last Week Tonight with John Oliver "Patents" • Discuss: remix and copyright.

<p>the Drummer Kick, and Conviction)</p> <ul style="list-style-type: none"> • Refashioning examples: Rosie the Riveter (original, Time, The New Yorker), Obama, Obama (Hope), Obama Propaganda, baracksdubs "Work", Jane Austen Book Covers, 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, slogan, political cartoon, political cartoon 2, logo, hope); Birdie Sanders (birdie, snow bird, birdie 2016, bird, Disney birds, princess birdie); #SeanSpicerAFilm (Deception, Lie Hard, Three Men and a Baby); Trump 9/11 Celebration • Remediation as grassroots colliding with corporate culture: Sweet Brown Bronchitis (original), Ain't Nobody Got Time for That (autotune), Incredible Kimmy Schmidt, Honey Badger (original), and Honey Badger (commercial) 	
<p>HW: Watch → Lessig's TED talk, "Laws that Choke Creativity" RiP: A Remix Manifesto</p>	<p>HW: Read → Benjamin Jackson's "Why Remix Culture Needs New Copyright Laws" Nicole Wilke's "Criminal Creativity: Untangling Cover Song Licensing on YouTube" Jeffery Galin's "The Fair Use Battle for Scholarly Works" (excerpt) Journal → "Journal 5: "Assessing Examples of Project 2" – Look through the available examples and select one to evaluate: what's the rhetorical situation (exigence, purpose, "So What?" Factor, audience); what's</p>

	working and why; what's not working and why; and what would you do to revise this project if it were your own? In addition, what questions (if any) do you have about Project 2?
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Week 10: What are the implications and consequences of remediation and remix in terms of legality (read: copyright and fair use), originality, knowledge, and literacy?

Monday 3.18.19	Wednesday 3.20.19
<ul style="list-style-type: none"> • Share: The Story of Egg Boy (WaPo), #Eggboy Remediations, Curb Your Islamophobia, We Will Reek Egg You, Egg You On, Cracking in the Air Tonight, Ain't No Holla Back Egg, Batman!, Club Beat, and An Egg Down Under • Watch: The Ownership of Ideas, Copyright: Forever Less One Day, A Fair(y) Use Tale, Epic Rap Battles of History – Jim Henson vs. Stan Lee, and Austin Kleon's TED Talk "Steal Like an Artist" <ul style="list-style-type: none"> ○ Share: "Quotes from <i>Steal Like an Artist</i>" (Course Library, Additional Materials) • Share and Discuss: Copyright symbols and Fair Use • Share: "Fair Use Description and Criteria" (Course Library, Additional Materials) • Share: Creative Commons and Organization of Transformative Works (OTW) • Discuss (fishbowl style): Remediation, Remix, Copyright, and Fair Use <ul style="list-style-type: none"> ○ What, if anything, did you learn? ○ How do you define and understand creativity and originality? ○ How, if at all, does this connect to your daily life? In what ways does it affect how you view the work your asked to 	<ul style="list-style-type: none"> • Schedule: Conferences for Project 2 • Discuss: the differences between remediation and remix <ul style="list-style-type: none"> ○ Who is composing? ○ What's the purpose? ○ What materials are used? ○ What role does medium play? ○ How is content affected? ○ What influence does legality have?

<p>produce for your classes as well as the digital texts you encounter outside of class?</p> <ul style="list-style-type: none"> ○ Do you think "everything's a remix"? ○ What is your opinion of copyright and fair use? ○ How do you understand the relationship between corporate culture and grass roots remix practices? 	
<p>HW: <u>Read</u> → Marc Prensky's "Digital Natives, Digital Immigrants."</p>	<p>HW: <u>Read</u> → Mark Bauerlein's "Introduction" (from <i>The Dumbest Generation</i>) and "Online Literacy is a Lesser Kind" (.docx) and do QQT (#13).</p> <p><u>Journal</u> → "Journal 6: Invention for Project 2" – Use this space to brainstorm for Project 2: Technology/Text Genealogy. What technologies and/or texts are you thinking about tracing? What antecedents are you already aware of? How will you conduct research in order to trace your technology/texts influences as accurately as possible? What composing tools will you use to create this text, and how will you deliver/publish the final product? What audience will you target and why? What will your "So What? Factor" be?</p>

Week 11: How are digital technologies impacting our education and our ability to participate in educational settings?

Monday 3.25.19	Wednesday 3.27.19
<ul style="list-style-type: none"> ● Transition: Unit 3 – The Personal, Social, Educational, and Civic/Political Implications of Emerging Digital Literacy Practices ● Watch and discuss: Changing Educational Paradigms ● Discuss (in small groups): "Digital Native or Immigrant?" – would you consider yourself a 	<ul style="list-style-type: none"> ● Watch and discuss: Digital Aristotle ● Develop: assessment criteria for Project 2 <ul style="list-style-type: none"> ○ Discuss in groups ○ Discuss and determine together ● Discuss: Neal and Shirky (fishbowl style)

<p>digital native or an immigrant? Which digital practices do you think you're good at, and which do you think you're not so good at?</p> <ul style="list-style-type: none"> • Discuss: Prensky's "Digital Natives, Digital Immigrants" <ul style="list-style-type: none"> ○ Who are natives? Who are immigrants? Which are you? ○ What are some examples of "accents"? Do you exhibit any? ○ Are games the answer? Would you prefer a pedagogy that was game-oriented? How might games be limiting or constraining? ○ How productive is this (dichotomous) frame? Would this work better on a spectrum? • Watch: Bauerlein Debate <ul style="list-style-type: none"> ○ 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"> ○ Do you think your experiences with new technology are altering the way you think, and if so, what are the potential consequences? ○ 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? ○ Is Shirky's concern that his students can't regulate their digital technologies in class valid? ○ 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?
<p>HW: Read → Michael Neal's "Hyperattention" (from <i>Writing Assessment and the Revolution in Digital Texts and Technologies</i>).</p> <p>Clay Shirky's "Why I Just Asked My Students to Put Their Laptops Away" and do QQT (#14).</p>	<p>HW: Journal → "Journal 7: Remediation, Remix, or Both?" – Find and provide a link to a remediation and/or a remix. After locating and sharing your example, conduct an analysis of it: is the text a remediation, a remix, or both, and how do you know one way or the other (if it's a remediation, is it a repurposing or a refashioning); what is the purpose(s) of the text; what exigence(s) is the text responding to; who is the audience and are they the same as the audience of the original(s); does the audience need to be familiar with the original(s) to understand your remediation/remix;</p>

	<p>and how does copyright and/or fair use impact, or not, this text?</p> <p><u>Draft</u> → Bring a draft of Project 2 to class on Monday for workshop.</p>
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Week 12: How is our use of digital technologies resulting in us being alone together, and how do we navigate a “publish, then filter” economy and, with that, address FAKE NEWS?

Monday 4.1.19	Wednesday 4.3.19
<ul style="list-style-type: none"> • Digital Literature Review Promo • Introduce: Rhetorical Rationale for Project 2 • Write: flesh out the parts of your rhetorical situation— exigence(s), audience(s), genre, purpose(s), “so what?” factor— and develop two-to-three questions about Project 2 to share with your workshop members • Workshop Project 2: in groups of 4, share, discuss, and offer feedback for one another’s projects (each group member will have 10 minutes); in introducing your respective project, make sure to articulate the exigence(s), audience(s), genre, purpose(s), and “so what?” factor and to ask questions that will help you revise going forward. <ul style="list-style-type: none"> ○ Discuss: final questions and/or concerns about Project 2: Technology/Text Genealogy • Watch and discuss: I Forgot My Phone and Can We AutoCorrect Humanity? 	<ul style="list-style-type: none"> • Discuss: Turkle’s “Connected but Alone” • Read and discuss: Print is Dead, Why Miley’s VMA Performance was the Top Story, and Miley Twerking on Things We should be Talking About <ul style="list-style-type: none"> ○ How does this apply (if at all) to the current journalistic, media, and political climate? • Share and discuss: Help Save the Endangered Pacific Northwest Tree Octopus, RYT Hospital, Martin Luther King.org, and The Movement • Watch and discuss: Last Week Tonight with John Oliver’s “Definitely Real Quotes”, Samantha Bee’s “Russian Thinkfluencers”, and Samantha Bee’s “Fake News, Real Consequences” • Share: Buzzfeed fake news chart
<p>HW: <u>Watch</u> → Sherry Turkle’s TED Talk, “Connected, but Alone?”</p> <p><u>Read</u> → Clay Shirky’s “Chapter 4: Publish, Then Filter” (from <i>Here Comes Everybody</i>) and do QQT (#15).</p>	<p>HW: <u>Finish</u> → Project 2: Technology/Text Genealogy. The project <i>and</i> Rhetorical Rationale are due to me via email (ralee2@bsu.edu) by the end of the day Tuesday (4/9).</p>

	<p>Read → Lee McIntyre’s “What is Post Truth?” (from <i>Post-Truth</i>) and do QQT #16).</p> <p>Journal → “Journal 8: Fake News and Post-Truth” – First, define fake news: what is it, and what are some examples of it? In addition, what is the impact of fake news in an on our current political climate? Second, and drawing from McIntyre’s book chapter “What is Post-Truth?,” define post-truth: what does it mean, and what are some examples of it? In addition, what is the impact of post-truth in and on our current political climate? Lastly, what is the connection, if any, between fake news and post-truth, and why do both matter, if they do, in terms of digital literacies?</p>
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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?

Monday 4.8.19	Wednesday 4.10.19
<ul style="list-style-type: none"> • Reminder: Project 2 – Technology/Text Genealogy and corresponding Rhetorical Rationale due by the end of the day Tuesday (4/9) • Watch and discuss: Samantha Bee’s “We Told You So: Russian Hacking”, Rachel Maddow’s “Russia Continues Info-War Tactics in US”, and Last Week Tonight with John Oliver’s “Trump vs. Truth” • Discuss: the concept of “publish, then filter,” the rise of FAKE NEWS, and the Post-Truth Era <ul style="list-style-type: none"> ○ QQTs in groups ○ How do you define fake news, how do others define fake news, and what are the implications of these definitions? ○ Who is responsible for creating fake news, and 	<ul style="list-style-type: none"> • Introduce: Project 3 – Remediation/Remix <ul style="list-style-type: none"> ○ Free write: “Initial Thoughts on Project 3” – what are your initial thoughts, concerns, and questions? • Finish: discussing fake news and post-truth <ul style="list-style-type: none"> ○ QQTs from Monday • Share: “How to Spot the Twitter Bot” infographic (Additional Materials, Course Library) • Share: “Cognitive Biases” (in Course Library, Additional Materials) <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)?

<p>what is the goal in creating and circulating it?</p> <ul style="list-style-type: none"> ○ 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 post-truth? ○ 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"> ○ 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? <ul style="list-style-type: none"> ● Discuss: 4chan and toxic masculinity <ul style="list-style-type: none"> ○ What are your experiences with and/or understandings of 4chan (and 8chan)? ○ What are the roots of toxic masculinity, and how do we begin to address it?
<p>HW: <u>Read</u> → Lee McIntyre’s “The Roots of Cognitive Bias” (from <i>Post-Truth</i>).</p> <p>Dale Beran’s 4chan: The Skeleton Key to the Rise of Trump</p> <p>Damien Walter’s “How White Male Victimhood got Monetised” and do QQT (#17).</p> <p><u>Finish</u> → Project 2: Technology/Text Genealogy. The project <i>and</i> Rhetorical Rationale are due to me via email (ralee2@bsu.edu) by the end of the day Tuesday (4/9).</p>	<p>HW: <u>Read</u> → 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>)</p> <p>Casey Newton’s “The Trauma Floor: The Secret Lives of Facebook Moderators in America.” and do QQT (#18).</p> <p><u>Watch</u> → Last Week Tonight with John Oliver’s “Online Harassment”</p> <p><u>Journal</u> → “Journal 9: Trolling” – Have you ever trolled anyone online? If so, how and why did you do so? How did you feel afterward? And how often do you troll people? If you’re not comfortable sharing your own trolls (of if you haven’t trolled), when have you witnessed trolling online? What were the circumstances? Lastly, do you consider trolling a form of online harassment? Or put another way, how seriously should we take the act of trolling? Are lulz just innocuous or</p>

	are they dangerous? Or does it depend—and if so, why and how?
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Week 14: How do trolling, toxic masculinity, and online harassment intersect, and how do digital tools promote and constrain (feminist) identity formation?

Monday 4.15.19	Wednesday 4.17.19
<ul style="list-style-type: none"> • Review: Fake News & Post-Truth and “Cognitive Biases” (Course Library, Additional Materials) • Share and discuss: Lou Dobbs, Trump, Fox News, Approval Rating <ul style="list-style-type: none"> ○ Is this fake news? • Watch and discuss: The Art of the Troll and The Psychology of Trolling <ul style="list-style-type: none"> ○ What is trolling, and what are lulz? ○ Do you troll people? If so, who, when, how? ○ In what ways is trolling a problem, and how might we work to address it? ○ Is trolling a form of online harassment? • Share and discuss: Trump’s 9/11 “WE WILL NEVER FORGET” tweet <ul style="list-style-type: none"> ○ Is this fake news, trolling, and/or online harassment? • Watch and discuss: What is Toxic Masculinity? <ul style="list-style-type: none"> ○ What are some examples of digital toxic masculinity? ○ What are the connections, if any, between and among toxic masculinity, trolling, and online harassment? ○ How, if at all, do digital technologies promote toxic masculinity, trolling, and/or online harassment? • Discuss: “The Trauma Floor” 	<ul style="list-style-type: none"> • Watch and discuss: Toxic Masculinity in Boys is Fueling an Epidemic of Loneliness and How Online Abuse of Women has Spiraled Out of Control • Discuss: Leckie’s “Undo It Yourself” <ul style="list-style-type: none"> ○ QQTs in groups ○ 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 spaces, if any, have you entered online in which you felt excluded? ○ How and why did you feel excluded? ○ How did you respond to those feelings of exclusion? ○ What does “normalized discourse” look like on other social media platforms?

○ QQTs in groups	
<p>HW: Read → Morgan Leckie’s “Undo It Yourself: Challenging Normalizing Discourses of Pinterest? Nailed it!” and do QQT (#19).</p>	<p>HW: Read → Leigh Gruwell’s “Wikipedia’s Politics of Exclusion: Gender, Epistemology, and Feminist Rhetorical (In)action” and do QQT (#20).</p> <p>Journal → “Journal 10: Invention for Major Project 3” – Similar to Journal 6, use this space to brainstorm for Major Project 3: Remediation/Remix. What is the rhetorical situation you’ve designed for yourself; that is, what exigence(s) are you responding to, who is the audience for this text, and what is the purpose of your text? What text (or set of texts) do you plan to use and/or draw from in creating your text? Is your text a remediation, remix, or both, and how do you know? What genre, medium, and composing tools are you using? How far along are you in the process? How will you ensure your text qualifies as fair use? What constraints, if any, are you encountering? What questions or concerns do you have?</p>

Week 15: What is feminism, how is knowledge constructed via Wikipedia, and who is able to construct said knowledge and how?
Plus: CLOSING TIME (tear)!

Monday 4.22.19	Wednesday 4.24.19
<ul style="list-style-type: none"> ● Develop: assessment criteria for Project 3 <ul style="list-style-type: none"> ○ Discuss in groups ○ Discuss and determine together ● Watch and discuss: Toxic Masculinity in Boys is Fueling an Epidemic of Loneliness, What it Means to be a Feminist, What Saying “I’m Not a Feminist” Really Means, and F Bombs for Feminism ● Discuss: Gruwell’s “Wikipedia’s Politics of Exclusion” <ul style="list-style-type: none"> ○ QQTs in groups ○ Have you ever contributed to Wikipedia, and if so, 	<ul style="list-style-type: none"> ● Schedule: Conferences ● Introduce: Rhetorical Rationale for Project 3 ● Distribute: Student Text Waiver ● Share: “You can be a real jerk sometimes” and Gendered Language in Teaching Reviews ● Revisit: Course Goals and Objectives (Syllabus) ● Complete: Course Evals ● Write: flesh out the parts of your rhetorical situation—text(s) to be remediated/remixed, exigence(s), audience(s), purpose(s), “so what?” factor—and develop three questions

<p>what was your experience?</p> <ul style="list-style-type: none"> ○ How are feminist ways of knowing and doing silenced and/or ignored in online spaces? ○ What spaces promote feminist ways of knowing and doing, and what type of feminism is promoted? 	<p>about Project 3 to share with your workshop members</p> <ul style="list-style-type: none"> ● Workshop Project 3: in groups of 4, share, discuss, and offer feedback for one another's projects (each group member will have 10 minutes); in introducing your respective project, make sure to articulate the exigence(s), audience(s), purpose(s), and so what? factor and to ask questions that will help you revise going forward. <ul style="list-style-type: none"> ○ Discuss: final questions and/or concerns about Project 3
<p>HW: <u>Draft</u> → Bring a draft of Project 3 to class on Wednesday for workshop.</p>	<p>HW: <u>Finish</u> → Project 3: Remediation/Remix. The project <i>and</i> Rhetorical Rationale are due to me via email (ralee2@bsu.edu) by the end of the day Sunday (5/5).</p> <p><u>Bonus Journal 1 (optional)</u> → "Prepare the Newbs" – Create a guide to help future students navigate the course successfully (think: "Passing Digital Literacies for Dummies"); provide them with helpful hints: what will they need to be aware of, what will they learn, what might annoy them, what might they enjoy? In short, prepare them for success by giving them the guide you wish you had.</p> <p><u>Bonus Journal 2 (optional)</u> → "Digital Literacies and the Real World (no, not that bad MTV show)" – How much, if at all, has this class changed how you see and interact with the outside world?</p> <p><u>Bonus Journal 3 (optional)</u> → "Threshold Concepts" – Threshold concepts are those that are transformative, irreversible, integrative, bounded, and troublesome (a full description of each criterion is available in the prompt). Reflecting on the entire semester,</p>

	<p>select and define three concepts from the course that you consider to be threshold concepts; in addition, defend your selection of these concepts.</p>
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Bonus journals are due no later than midnight Sunday (5/5).