

COURSE CALENDAR

DIGITAL LITERACIES

SPRING 2020

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?

Tuesday 1.7.20	Thursday 1.9.20
<ul style="list-style-type: none"> • Salutations and Roll Call: <ul style="list-style-type: none"> ○ (nick)name ○ pronouns ○ year in school ○ major/minor • Walkthrough: the SYLLABUS~! • Share: "Shadow Syllabus" (in Additional Materials module) • Walkthrough: Canvas site • Share: "Helpful Tips" (in Additional Materials module) 	<ul style="list-style-type: none"> • Share: "Course Overview" (in Additional Materials module) • Discuss (small groups): rhetoric and epistemology—what is epistemology and what is rhetoric? As a group, come up with a definition for each without consulting outside sources. In addition, list any questions your group has about either term. • 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 • Discuss: Bitzer's "The Rhetorical Situation" <ul style="list-style-type: none"> ○ QQTs in groups ○ What are the three constituents of a

	<p>rhetorical situation per Bitzer?</p> <ul style="list-style-type: none"> ○ Which comes first according to Bitzer: the situation or rhetoric, and why does that matter? ○ What is a “fitting” response? ○ What is Bitzer’s epistemology?
<p>HW: <u>Write</u> → “Getting to Know You, Getting to Know all about You” (in “Discussions” page).</p> <p><u>Watch</u> → A Defense of Rhetoric</p> <p><u>Read</u> → Lloyd Bitzer’s “The Rhetorical Situation” and do QQT (#1).</p>	<p>HW: <u>Read</u> → Richard Vatz’s “The Myth of the Rhetorical Situation” and do QQT (#2).</p>

Week 2: How can we complicate the rhetorical situation, and what does this theory have to do with literacy? Also, what is literacy, anyway?

Tuesday 1.14.20	Thursday 1.16.20
<ul style="list-style-type: none"> • Watch: Dealing with Roommates • Finish: discussing Bitzer’s “The Rhetorical Situation” • 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? • Additional Points of Emphasis: <ul style="list-style-type: none"> ○ Consigny’s and Biesecker’s respective responses ○ Importance of <i>kairos</i> and <i>genre</i> in rhetorical situations ○ Rhetorical situation as both heuristic and hermeneutic 	<ul style="list-style-type: none"> • In-Class Exercise: “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 • 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 fall hours) • 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.
<p>HW: None.</p>	<p>HW: <u>Read</u> → <i>Newsweek's</i>, "Why Johnny Can't Write." Andrea Lunsford's "Our Semi-Literate Youth? Not So Fast." <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>

Week 3: What is a literacy crisis, and are we in one currently? How is speech different from writing?

Tuesday 1.21.20	Thursday 1.23.20
<ul style="list-style-type: none"> • Finish: "Defining and Visualizing Literacy" in-class exercise <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. 	<ul style="list-style-type: none"> • 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? • In-Class Exercise: "Point, Counterpoint" – half the class

<ul style="list-style-type: none"> • 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? 	<p>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)</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? ○ Address QQTs
<p>HW: Read → Plato’s <i>Phaedrus</i> (context and excerpt) and do QQT (#3).</p>	<p>HW: Read → Walter Ong’s “Writing is a Technology that Restructures Thought.”</p> <p>Deborah Brandt’s “Introduction” (from <i>Literacy as Involvement</i>) and do QQT (#4).</p>

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

Tuesday 1.28.20	Thursday 1.30.20
<ul style="list-style-type: none"> • Discuss: Project 1 <ul style="list-style-type: none"> ○ Social Media? ○ Narratives? ○ Exigences? ○ Audiences? ○ Purposes? ○ Platforms? • 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? 	<ul style="list-style-type: none"> • In-Class Exercise: “Assessing Examples of Project 1” – in 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? • Finish: discussion of Ong and Brandt <ul style="list-style-type: none"> ○ How does Brandt respond to Ong and other strong-text advocates? ○ Is Plato, Ong, or Brandt more persuasive and why?

<ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ○ How, if at all, has the advent of the digital changed the way you think? ● Discuss: literacy sponsors, literacy accumulation, and literacy as resource ● Discuss: Faigley's "Material Literacy and Visual Design" <ul style="list-style-type: none"> ○ QQTs in groups ○ Share: Overview Presentation (in Additional Materials module) ● 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.
<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 Thursday's In-Class Exercise: "Assessing Examples of Project 1" in the Discussions module (bring headphones with you to class).</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 (e.g., what baggage does the term literacy carry)?

Tuesday 2.4.20	Thursday 2.6.20
<ul style="list-style-type: none"> ● Finish: "Visually Ineffective PowerPoints" in-class exercise from last Thursday 	<ul style="list-style-type: none"> ● Schedule: Conferences ● In-Class Exercise: "Assessing Project 1" – in groups, discuss

<ul style="list-style-type: none"> ○ Finish shitty .ppt slide ○ Explain slide's poor design ○ Revisit and address QQTs ● 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 	<p>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.</p> <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 Additional Materials module) ○ 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: <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>HW: <u>Read</u> → Cynthia Selfe's "The Perils of Not Paying Attention" and do QQT (#7).</p> <p><u>Watch</u> → Patriot Act's "Why Your Internet Sucks"</p> <p><u>Journal</u> → "Journal 3: Persuasive Themes and Master Narratives" – Find an example of a persuasive theme (e.g.,</p>

	<p>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)?

Tuesday 2.11.20	Thursday 2.13.20
<ul style="list-style-type: none"> • Introduce: Rhetorical Rationales for Project 1 • Finish: discussing Wysocki and Johnson-Eilola’s “Blinded by the Letter” <ul style="list-style-type: none"> ○ QQTs from Thursday ○ 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 they intend to accomplish through their use of visuals? • 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 Additional Materials module) ○ 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 	<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, Fedex SameDay Bot, and Popular Science Tweet (9/24) • Discuss: automation and UBI <ul style="list-style-type: none"> ○ “Automation is relentless, and it’s only gonna accelerate,” -Obama

<p>why might some teachers (still) resist it?</p> <ul style="list-style-type: none"> ○ 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) <ul style="list-style-type: none"> ○ How does “Why Your Internet Sucks” connect to Selfe’s Address from 20 years ago? 	
<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><u>Watch</u> → Last Week Tonight’s “Automation”</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, and What do We do about Automation?” – 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)? Lastly, how important is the increase in automation, and how, if at all, should we address this within the education system?</p>

Week 7: What are some frameworks for understanding digital literacies, and how do technologies—which enable and are shaped by literate acts—emerge, evolve, and gain traction historically?

Tuesday 2.18.20	Thursday 2.20.20
<ul style="list-style-type: none"> ● Discuss: Jones and Hafner’s “Mediated Me” <ul style="list-style-type: none"> ○ QQTs in groups 	<ul style="list-style-type: none"> ● Share and discuss: “Frameworks for Digital

<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 and discuss: Whistleblower Complaint in print and in audio ● 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"> ○ 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? 	<p>Literacies” (in Additional Materials module)</p> <ul style="list-style-type: none"> ○ Discuss: how might these frameworks inform Project 1? ● Transition: Unit 2 – The Evolution and Intersection of Technologies and Texts ● In-Class Exercise: “Literacy Memes” – in groups of three-to-four, create a meme for and about literacy. ● Discuss: Gitelman and Pingree’s “What’s New about New Media?” <ul style="list-style-type: none"> ○ QQTs in groups ○ 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>” (in Additional Materials module) ● Discuss: Baron <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?
<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>).</p> <p>Dennis Baron’s “From Pencils to Pixels” and do QQT (#10).</p>	<p>HW: <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 (#11).</p>

	Remember: NO CLASS Tuesday because FALL BREAK.
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Week 8: What does it mean to remediate technologies?

Tuesday 2.25.20	Thursday 2.27.20
<ul style="list-style-type: none"> NO CLASS: FALL BREAK 	<ul style="list-style-type: none"> Reminder: Project 1 – Social Media Literacy Narrative due by midnight Friday (corresponding Rhetorical Rationale due by midnight Sunday) Finish discussing: Baron’s “From Pencils to Pixels: <ul style="list-style-type: none"> Examples of Accessibility, Functionality, and Authentication New technologies initially slow you down 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
<p>HW: Same as last Thursday.</p>	<p>HW: <u>Read</u> → Jay David Bolter and Richard Grusin’s “Chapter 2: Mediation and Remediation” (from <i>Remediation</i>) and do QQT (#12).</p> <p><u>Finish</u> → Project 1: Social Media Literacy Narrative – due to me vial</p>

	<p>email (ralee2@bsu.edu) by the end of the day Friday (2/28).</p> <p>Rhetorical Rationale for Project 1 due to me via email (ralee2@bsu.edu) by the end of the day Sunday (3/1).</p>
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~ SPRING BREAK ~

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

Tuesday 3.10.20	Thursday 3.12.20
<ul style="list-style-type: none"> • 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” (in Additional Materials module) • 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, and Conviction) • 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, 	<ul style="list-style-type: none"> • 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); #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 • 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) • 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)

<p>The Hangover, Brokeback to the Future, and The Notebook)</p>	
<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 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?”</p>

Week 10: How does copyright and fair use affect remediation and remix? How do (or might) new technologies complicate education? (CCCC)

Tuesday 3.17.20	Thursday 3.19.20
<ul style="list-style-type: none"> • Finish: Ferguson’s “Everything’s a Remix” (Part 4) • Watch: Ferguson’s “Everything’s a Remix: Rise of the Patent Troll”, John Oliver’s “Patents”, 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>” (in Additional Materials module) • Share and Discuss: Copyright symbols and Fair Use • Share: “Fair Use Description and Criteria” (in Additional Materials module) 	<ul style="list-style-type: none"> • Discuss: 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 you’re asked to produce for your classes as well as the digital texts you encounter outside of class? ○ Do you think “everything’s a remix”? ○ What is your opinion of copyright and fair use?

<ul style="list-style-type: none"> • Share: Creative Commons and Organization of Transformative Works (OTW) • Discuss: 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 you are asked to produce for your classes as well as the digital texts you encounter outside of class? ○ 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? 	<ul style="list-style-type: none"> ○ How do you understand the relationship between corporate culture and grass roots remix practices? • 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"> ○ Discuss: Bauerlein and our purported stupidity ○ Share: Can We Stop Worrying about Millennials Yet? and The Pace of Modern Life
<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>HW: <u>Read</u> → 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><u>Journal</u> → “Journal 6: Invention for Project 2” – Use this space to brainstorm for Project 2: Technology/Text Genealogy. What technology or text are you thinking about tracing for your genealogy? What antecedents are you already aware of? How, if at all, did your text/technology influence others? How will you conduct research in order to trace as accurately as possible your</p>

	technology/text's influences? 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 is your "So What? Factor"?
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Week 11: How are digital technologies impacting our ability to think, concentrate, socialize, and participate in educational settings? How do we navigate a "publish, then filter" economy (in school and IRL) that results in the proliferation of fake news?

Tuesday 3.24.20	Thursday 3.26.20
<ul style="list-style-type: none"> • Sign up: Conferences for Project 2 • Develop: assessment criteria for Project 2 <ul style="list-style-type: none"> ○ Discuss in groups ○ Discuss and determine together • Discuss: Neal and Shirky <ul style="list-style-type: none"> ○ QQTs in groups ○ 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 	<ul style="list-style-type: none"> • Introduce: Rhetorical Rationale for Project 2 • 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: John Oliver's "Definitely Real Quotes", Samantha Bee's "Russian Thinkfluencers", Samantha Bee's "Fake News, Real Consequences", and Samantha Bee's "We Told You So: Russian Hacking" • Share: Buzzfeed fake news chart

<p>practices in class accurately?</p> <ul style="list-style-type: none"> ○ How can/might teachers prevent laptops from becoming an in-class diversion and distraction? 	
<p>HW: <u>Read</u> → Clay Shirky’s “Chapter 4: Publish, Then Filter” (from <i>Here Comes Everybody</i>) and do QQT (#15).</p> <p><u>Watch</u> → Sherry Turkle’s TED Talk, “Connected, but Alone?”</p> <p><u>Sign Up</u> → Conferences for Project 2</p>	<p>HW: <u>Read</u> → Lee McIntyre’s “What is Post Truth?” (from <i>Post-Truth</i>) and do QQT #16).</p> <p><u>Watch</u> → Rachel Maddow’s “Russia Continues Info-War Tactics in US” and John Oliver’s “Trump vs. Truth”</p> <p><u>Journal</u> → “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; and how does copyright and/or fair use impact, or not, this text?</p>

Week 12: 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?

Tuesday 3.31.20	Thursday 4.2.20
<ul style="list-style-type: none"> • Watch and discuss: Chris Hayes’s “Where Trump’s Conspiracy Theories Come From” and Samantha Bee’s “Peter Schweizer and the Biden/Ukraine Conspiracy” • Discuss: the rise of fake news in the Post-Truth Era <ul style="list-style-type: none"> ○ QQTs in groups ○ How do you define fake news, how do others 	<ul style="list-style-type: none"> • Finish: discussing fake news and post-truth <ul style="list-style-type: none"> ○ QQTs from Tuesday • Share: “How to Spot the Twitter Bot” infographic (in Additional Materials module) • Watch and discuss: “The Social Construction of Facts: Surviving a Post-Truth World” • Share: “Cognitive Biases” (in Additional Materials module)

<p>define fake news, and what are the implications of these definitions?</p> <ul style="list-style-type: none"> ○ What is the difference between disinformation and misinformation? ○ 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 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"> ○ 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: <u>Read</u> → Lee McIntyre’s “The Roots of Cognitive Bias” (from <i>Post-Truth</i>).</p> <p><u>Watch</u> → “How Fake News Grows in a Post-Fact World”</p>	<p>HW: <u>Read</u> → Alice Marwick and Rebecca Lewis’s “Media Manipulation and Disinformation Online” and do QQT (#17).</p> <p><u>Journal</u> → “Journal 8: Fake News, Cognitive Bias, and Post-Truth” – First, find an example of fake news and share/link to it. Where did you find it, how do you know this is fake, and why would this be persuasive to others? Second, what was something that you believed/felt to be true but eventually realized was false? Why did you believe it to be true? How difficult was it to change your mindset? What ultimately convinced you to abandon your false belief? Lastly, what major concerns do you have about our current post-truth era—both now and going forward?</p>

Week 13: What is and how do we identify media manipulation and disinformation online, and how is Facebook complicit?

Tuesday 4.7.20	Thursday 4.9.20
<ul style="list-style-type: none"> Review: Fake News & Post-Truth and "Cognitive Biases" (in Additional Materials module) Share and discuss: Lou Dobbs, Trump, Fox News, Approval Rating and Trump's Attempt to Smear DACA Recipients <ul style="list-style-type: none"> Is this fake news? 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"> Reminder: Project 2 – Technology/Text Genealogy <i>and</i> corresponding Rhetorical Rationale due by the end of the day Play and discuss: Bad News Watch and discuss: Last Week Tonight with John Oliver's "Facebook" and AOC Questions Zuckerberg
<p>HW: Finish → Project 2: Technology/Text Genealogy due to me via email (ralee2@bsu.edu) by the end of the day Thursday (4/9).</p> <p>Read → Siva Vaidhyanathan's "The Disinformation Machine" (from <i>Antisocial Media: How Facebook Disconnects us and Undermines Democracy</i>) and do QQT (#18).</p> <p>Watch → The Great Hack(Netflix)</p> <p>Watch → Cadwalladr's TED Talk "Facebook's Role in Brexit—and the Threat to Democracy"</p>	<p>HW: Finish → Rhetorical Rationale for Project 2 due to me via email (ralee2@bsu.edu) by the end of the day Sunday (4/12).</p> <p>Read→ 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>) and do QQT (#19).</p>

Week 14: How do trolling, online harassment, and toxic masculinity intersect?

Tuesday 4.14.20	Thursday 4.16.20
<ul style="list-style-type: none"> • Discuss: due dates for Project 2 and corresponding Rhetorical Rationale • 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? • Discuss: fake news and disinformation on FakeFacebook • Watch and discuss: Fact, Fiction, and Politics in a Post-Truth Age • Watch and discuss: The Art of the Troll and The Psychology of Trolling 	<ul style="list-style-type: none"> • Discuss: trolling and online harassment <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? ○ How might we address the disinhibition effect (dissociative anonymity, invisibility, solipsistic introjection, dissociative imagination, minimization of authority) • Watch and discuss: What is Toxic Masculinity? and Toxic Masculinity in Boys is Fueling an Epidemic of Loneliness <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? ○ What are your experiences with and/or understandings of 4chan (and 8chan)? ○ How have people profited financially from toxic masculinity online?
<p>HW: Read → Dale Beran’s 4chan: The Skeleton Key to the Rise of Trump</p> <p>Damien Walter’s “How White Male Victimhood got Monetised”</p>	<p>HW: Read → Casey Newton’s “The Trauma Floor: The Secret Lives of Facebook Moderators in America.” and do QQT (#20).</p>

<p>Watch → Last Week Tonight with John Oliver's "Online Harassment"</p>	<p>Journal → "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 are they dangerous? Or does it depend—and if so, why and how?</p>
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Week 15: Who is moderating online content, and what are the conditions under which they do so? Plus: CLOSING TIME (tear)!

Tuesday 4.21.20	Thursday 4.23.20
<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: How Online Abuse of Women has Spiraled Out of Control • Discuss: "The Trauma Floor" <ul style="list-style-type: none"> ○ QQTs in groups ○ What content (if any) should we be moderating online? ○ How might we go about moderating online content? • Watch and discuss: Deep Fake Example with Bill Hader 	<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: Three questions about Project 3 to share with your workshop members • 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: Draft → Bring a draft of Project 3 to class on Thursday for workshop.</p>	<p>HW: Finish → Project 3: Remediation/Remix. The project <i>and</i> Rhetorical Rationale are due to me via</p>

Journal → “Journal 10: Invention for Project 3” – Similar to Journal 6, use this space to brainstorm for 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?

email (ralee2@bsu.edu) by the end of the day Thursday (12/12).

Bonus Journal 1 (optional) → “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.

Bonus Journal 2 (optional) → “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?

Bonus Journal 3 (optional) → “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, select and define three concepts from the course that you consider to be threshold concepts; in addition, defend your selection of these concepts.

Bonus journals are due no later than midnight Saturday (5/2).