Teaching with Digital Tools

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Description

This course focuses on writing processes with an eye towards rhetorical situations and genre conventions. In this class, you will learn the brainstorming, drafting, and revising processes for your writing, and the class will work together to review, edit, and improve your work. You will also learn how to evaluate and document sources, as well as how to analyze, paraphrase, and synthesize articles to avoid plagiarism. The rhetorical focus is achieved through in-class rhetorical and genre analyses, as well as writing assignments of different genres, including digital and multimodal projects. Projects in this course include four major assignments of different genres, short reflection essays on the assignments, weekly questions on readings, and a short presentation on your work. We will have detailed discussions of these assignments in class.

Philosophy

I embrace teaching writing as a multimodal practice that underscores the multifaceted facades of students' home and community knowledge. This uptake of teaching is embedded in multimodal means of communication, such as visual, linguistic, gestural, and spatial ones (Kress, 2014). For college composition students, I help them with designing digital literacy narratives that integrate elements of their personal lives and academic identities. Students are encouraged to experiment with multimodal design features—including pictures, audios, videos, memes, and cartoons—to creatively remix genre conventions.

Analysis

During the class, Students will watch part of a Ted Talk and discuss the narrative style of writing in small groups of 3-4 on the following questions:
Purpose: Why does the speaker provide this story in Ted Talk and why do viewers watch it?
Audience: Who views Ted Talks such as this one? What are the audience's characteristics?
Modes and Media: How has the Ted Talk been delivered (text-based, audio, video, etc.)?
Rhetorical Appeal: How does the speaker use logos, ethos, and pathos to make the narrative appealing?
Based on students' discussions, ask students to free write on one of their most memorable experiences. They will pay attention to the purpose, audience, modes and media, and rhetorical appeals of their stories.

(Diagram)

Composition 101

- In-Class Free-Writing
- Peer-review activities
- Learn the writing processes
  - •Brainstorming, Drafting, and Revising
  - •Attending writing conferences
  - •Seeking help from the writing center
- Compose in different genres
  - •Analyzing rhetorical and genre conventions
  - •Identifying purpose, audience, and contexts
  - •Producing multimodal and alternative genres
- Digital Literacy Narrative
- E-Portfolio
- In-Class Rhetorical Analyses
- Become a researcher
  - •Reading research articles
  - •Evaluating and documenting sources
  - •Analyzing, summarizing, and paraphrasing
  - •Citing properly
- Wikipedia Entry
- Argument Essay
- Reflect on your writing
  - •Reflecting on your writing processes and revisions
  - •Reflecting on knowledge transfer
- Reflection Essays
- Course Reflection

Objectives

a. Use writing processes to generate, develop, share, revise, proofread and edit major writing projects.
b. Produce essays that show genre awareness, rhetorical situations, structure, purpose, significant content, and audience awareness.
c. Produce a variety of essay genres, including digital and multimodal projects
d. Understand, evaluate, and integrate others' texts into your own writing with appropriate citations and avoid plagiarism.
e. Reflect on your own writing process and rhetorical effectiveness
f. Reflect on how to apply genre knowledge to other writing situations, including your field of study.

Assignment

The purpose of a digital literacy narrative is to help you get familiar with the narrative styles and multimodal design of writing. In groups of 3 and with a smartphone, you will collaboratively create a 10-minute "Videolicious" video to tell stories of your past experience with reading and writing using digital technology. You will first collaboratively write the narratives of your digital literacy using Google doc, and then create the video based on the narratives together with your group mates.

You may consider some or all of the following questions while brainstorming your stories:
a. When did you start using computers and other digital devices to develop your reading and writing abilities?
b. What is the role of technology in your reading and writing development? For example, you may share your stories using digital literacy sites such as Google doc, e-book websites, and social media sites such as Facebook, Twitter, etc.
c. How have such experiences constructed your beliefs about the importance of technology in reading and writing?
d. Have you encountered difficulties with using technologies? If so, how did you manage the difficulties?

Reflection

After finishing the digital literacy narrative, you will individually write a 2-page reflection paper on your process composing and revising your digital stories.
You may use the following questions to guide your thinking as you reflect:
a. What have you learned about the genre conventions and rhetorical situations of digital storytelling projects?
b. What have you accomplished drafting and revising your digital storytelling project?
c. What difficulties have you encountered while drafting and revising your digital storytelling project?
d. What feedback have you received from your peers and how did you address their feedback?
e. How will this project help you accomplish your future goals in your field of study?