

Seminar in Techno-Pedagogy

Alison Witte
Office Number
Phone
Email
Office Hours

CALENDAR

WEEK 1 What is techno-pedagogy?

In Class:

Course Introduction
Introductory Blog Posts
Techno-pedagogy activity
Look at *CCCC Position Statement on Teaching, Learning, and Assessing Writing in Digital Environments*

For Next Class:

Read: *Because Digital Writing Matters* Introduction and Chapter 1
Chris Anson's "Distant Voices: Teaching and Writing in a Culture of Technology" in *Computers in the Composition Classroom* (pages 46-63)
Dennis Baron's "From Pencils to Pixels: The Stages of Literacy Technologies" in *Computers in the Composition Classroom* (pages 116-134)
Write: Blog Post Reading Response and respond to posts

WEEK 2 "Reimagining" Writing and Writers in a Digital Age

In Class:

Discussion of Readings
Watch "Read" *Web 2.0 ... The Machine is Us/ing Us* (http://youtube.com/watch?v=NLIgopyXT_g)
Introduce Teaching Observation Project
Introduce Photoshop

For Next Class:

Read: Cynthia Selfe's "Technology and Literacy: A Story about the Perils of Not Paying Attention" in *Computers in the Composition Classroom* (pages 93-115)
Andrea Lunsford's "Our Semi-Literate Youth? Not So Fast"
Lauren Marshall Bowen's "Resisting Age Bias in Digital Literacy Research" from *CCC* 62.4 (pages 586-607)
Write: Blog Post Reading Response and respond to posts

WEEK 3 “Reimagining” Writing and Writers in a Digital Age (continued)

In Class:

Discussion Facilitation:

Discuss Readings
Photoshop continued
Introduce Dreamweaver

For Next Class:

Read: Cynthia Selfe’s “Thinking about Multimodality” in *Multimodal Composition* (pages 1-12)
Danielle DeVoss and Annette C. Rosati’s “‘It wasn’t me, was it?’ Plagiarism and the Web”
in *Computers in the Composition Classroom* (pages 151-164)
Johndan Johnson-Eilola and Stuart Selber’s “Plagiarism, originality, assemblage” from
Computers and Composition 24 (PDF link)
Write: Blog Post Reading Response and respond to posts

WEEK 4 “Reimagining” Writing and Writers in a Digital Age (continued)

In Class:

Discussion Facilitation:

Discuss Readings
Look at “Old+Old+Old = New: A Copyright Manifesto for the Digital World”
(<http://kairos.technorhetoric.net/12.3/topoi/digirhet/>)
Intellectual Property/Academic Honesty Policy Activity
Dreamweaver continued

For Next Class:

Read: *Remixing Composition* (pages 4-87)
Michael Kneivel’s “What is Humanistic about Computers and Writing? Historical
Patterns and Contemporary Possibilities for the Field” from *Computers and
Composition* 26.2 (pages 92-106—PDF link)
Write: Blog Post Reading Response and respond to posts

WEEK 5 History of Computers in the Writing Classroom

In Class:

Discussion Facilitation:

Digital Demo: PHOTOSHOP

Discuss Readings
Personal Technology History Activity

For Next Class:

Read: *Remixing Composition* (pages 88-161)
Write: Blog Post Reading Response and respond to posts
Work in Progress: Teaching Observation Due

WEEK 6 History of Computers in the Writing Classroom (continued)

In Class:

Discussion Facilitation:

Discuss Readings

Multimodal Representation of computers and writing collaborative activity

Work-in-Progress Workshop: Teaching Observation

For Next Class:

Read: *Because Digital Writing Matters* (Chapter 3)

Mike Palmquist, Kate, Kiefer, James Hartvigsen and Barbara Goodlew's "Contrasts: Teaching and Learning about Writing in Traditional and Computer Classrooms" in *Computers in the Composition Classroom* (pages 251-270)

Write: Blog Post Reading Response and respond to posts

WEEK 7 "Reimagining" the Writing Classroom

In Class:

Discussion Facilitation:

Digital Demo: DREAMWEAVER

Discuss Readings

Classroom/Lab Design Activity

Introduce Collection of Resources Project

For Next Class:

Read: Kevin Eric DePew and Heather Lettner Rust's "Mediating Power: Distance Learning Interfaces, Classroom Epistemology, and the Gaze" from *Computers and Composition* 26.3 (pages 174-189)

Kara Poe Alexander's "More about Reading, Responding, and Revising: The Three Rs of Peer Review and Revision" in *Multimodal Composition* (pages 113-131)

Alison E. Regan and John D. Zuern's "Community-service learning and computer-mediated advanced composition: The going to class, getting online, and giving back project" from *Computers and Composition* 17.2 (pages 177-195)

Write: Blog Post Reading Response and respond to posts

WEEK 8 "Reimagining" the Writing Classroom (continued)

In Class:

Digital Demo: PHOTOSHOP or DREAMWEAVER

Discuss Readings

Course Management Systems/Digital Tools for Course Management Exploration Activity

Introduce Techno-Pedagogy Philosophy Project

For Next Class:

Read: Anne-Marie Pedersen and Carolyn Skinner's "Collaborating on Multimodal Projects" in *Multimodal Composition* (pages 39-47)

Sylvia Church and Elizabeth Powell's "When Things Go Wrong" in *Multimodal Composition* (pages 133-152)

Joseph Moxley's "Datagogies, Writing Spaces, and the Age of Peer Production" from *Computers and Composition* 25. 2 (188-202)

Write: Blog Post Reading Response and respond to posts

Work-in-Progress: Collection of Resources

WEEK 9 "Reimagining" the Writing Teacher in a Digital Age

In Class:

Discussion Facilitation:

Discuss Readings

Techno-Pedagogy Philosophy Activity

Work-in-Progress Workshop: Collection of Resources Due

For Next Class:

Read: Cynthia Selfe, Stephanie Owen Fleischer, and Susan Wright's "Words, Audio, and Video: Composing and the Processes of Production" in *Multimodal Composition* (pages 13-28)

Mickey Hess' "Composing Multimodal Assignments" in *Multimodal Composition* (pages 29-38)

Octavia Davis and Bill Marsh's "Networking, Storytelling and Knowledge Production in First-Year Writing" from *Computers and Composition* 29.2 (pages 175-184)

Write: Blog Post Reading Response and respond to posts

WEEK 10 "Reimagining" Assignments in a Digital Age

In Class:

Digital Demo: FLASH

Discuss Readings

Introduce Course Plan Project

Creating Assignments Activity

For Next Class:

Read: Michelle Sidler's "Web Research and Genres in Online Databases: When the Glossy Page Disappears" in *Computers in the Composition Classroom* (pages 350-365)

Kristin Arola 's "The Design of Web 2.0: The Rise of the Template, The Fall of Design." *Computers and Composition* 27.1 (pages 4-14)

Joan Huntley and Joan Latchaw's "The 7 C's of Interactive Design"

Write: Blog Post Reading Response and respond to posts

WEEK 11 "Reimagining" Assignments in a Digital Age (continued)

In Class:

Discussion Facilitation:

Digital Demo: OPEN CHOICE

Discuss Readings

Look at Michael J. Klein and Kristi L. Shackelford's "Beyond Black on White: Document Design and Formatting in the Writing Classroom"

Research Activity: Teaching Digital Research

For Next Class:

Read: *Because Digital Writing Matters* (Chapter 4)

Soyna Borton and Brian Huot's "Responding and Assessing" in *Multimodal Composition* (pages 99-112)

Kathleen Blake Yancey's "Looking for Sources of Coherence in a Fragmented World: Notes toward a New Assessment Design" in *Computers in the Composition Classroom* (pages 293-307)

Write: Blog Post Reading Response and respond to posts

Work-in-Progress: Techno-Pedagogy Philosophy

WEEK 12 "Reimagining" Writing Assessment in a Digital Age

In Class:

Discuss Readings

Practice Assessment Activity

Work-in-Progress Workshop: Techno-Pedagogy Philosophy

For Next Class:

Read: Chanon Adsanatham's "Integrating Assessment and Instruction: Using Student-Generated Grading Criteria to Evaluate Multimodal Digital Projects" from *Computers and Composition* 29.2 (pages 152-174)

Cheryl Ball's "Assessing Scholarly Multimedia: A Rhetorical Genre Studies Approach" from *Technical Communication Quarterly* 22.1 (pages 61-77)

Write: Blog Post Reading Response and respond to posts

WEEK 13 "Reimagining" Writing Assessment in a Digital Age (continued)

In Class:

Digital Demo: OPEN CHOICE

Discuss Readings

Rubric/Grading Criteria Design Activity

Open Studio Time

For Next Class:

Read: Jackie Grutsch McKinney's "New Media Matters: Tutoring in the Late Age of Print" (*Writing Center Journal* 29.2)

Michael Pemberton's "Planning for Hypertexts in the Writing Center...or Not." (*Writing Center Journal* 24.1)

Write: Blog Post Reading Response and respond to posts

Work-in-Progress: Final Portfolios

WEEK 14 “Reimagining” Writing Pedagogy in a Digital Age: Teaching beyond the Classroom (continued)

In Class:

- Discuss Readings
- Work-in-Progress Workshop: Final Portfolios
- Open Studio Time

For Next Class:

- Read: *Because Digital Writing Matters* (Chapter 5 and Afterword)
CCCC Promotion and Tenure Guidelines for Work with Technology
(<http://www.ncte.org/cccc/resources/positions/promotionandtenure>)
Janice R. Walker, Kristine L. Blair, Douglas Eyman, Bill Hart-Davidson, Mike McLeod, Jeff Grabill, Fred Kemp, Mike Palmquist, James P. Purdy, Madeleine Sorapure, Christine Tulley, and Victor J. Vitanza’s “Computers and Composition 20/20: A Conversation Piece, or What Some Very Smart People Have to Say about the Future” from *Computers and Composition* 28.4 (pages 327-346)
- Write: Blog Post Reading Response and respond to posts

WEEK 15 “Reimagining” Writing Pedagogy in a Digital Age: Professional Development

In Class:

- Discuss Readings
- Open Studio Time to work on Final Portfolios

For Next Class:

- Final Portfolios Due

WEEK 16 Finals Week

Portfolios Due