**WRT 105: Unit 3 Calendar| Academic Literacies & Digital Everyday Lives**

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| **Week 10** | | |
| **Date** | **In-class Topics and Activities** | **Homework (due the following class)** |
| Th Oct 30 | ***Due:*** Rhetorical Visual Analysis of your documentary and your Unit # 2 Reflection essay. See submission details on [***Expressions***,](https://gflebron.expressions.syr.edu) but remember your manila folder!  \_\_\_\_\_\_\_\_\_\_\_  We will review “[***Making a Thesis Evolve***](https://gflebron.expressions.syr.edu/wp-content/uploads/2014/10/MakingThesisEvolve_WA_7th.pdf)” from ***Writing Analytically***, 7th ed.  We’ll discuss what we mean by ***Inquiry*** and how inquiry drives the various Academic Literacies at work on campus.  Introduction to our inquiry topic – *Everyday* Digital Lives | *Everyday* Digital Literacies  We will also look at / reflect upon / freewrite /discuss how digital literacies structure our everyday lives and our everyday selves. | **Read** ***EaT***, Ch. 8, pp.398-408 of EaT (Intro and Glade essay.) and Ch. 6, pp. 280-285 (Brown).  Watch Doug Belshaw’s “[***The essential elements of digital literacies***](https://www.youtube.com/watch?v=A8yQPoTcZ78)”  Consider the gist of Literacy Connection #1 (p.285) as it relates to both Brown & Belshaw.  ***Prompt:*** In light of the two essays in ***Everything’s a Text***, and Belshaw’s TEDx Talk, what are some critical issues that you feel these sources raise? How might we take these issues and build them into a topic of inquiry? Respond with ~ 500 words.  ***Post to both your blog site and the class site.***  ***Bring a hard copy to class.*** |
| **Week 11** | | |
| T Nov 4 | We will discuss your prompts in class and further develop our inquiry into *Everyday* Digital Lives | *Everyday* Digital Literacies.  We’ll practice how to do an analysis of a text’s literacy situation (persona, purpose, genre, audience, context, & medium), and apply to our readings for today.  Types of argumentative claims (fact / value / policy).  We’ll also work with close, critical reading and identifying a text’s claims and argument.  What critical arguments might we make? | **Read** the following popular critical pieces:  Nicholas Carr’s “[***Is Google Making Us Stupid?***”](http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/306868/)  Clive Thompson’s  “[***Your Outboard Brain Knows All***](http://archive.wired.com/techbiz/people/magazine/15-10/st_thompson)”  David Crystal’s “[***2b or Not 2b***](http://www.theguardian.com/books/2008/jul/05/saturdayreviewsfeatres.guardianreview)”  Watch Gary Turk’s [***Look Up***](https://www.youtube.com/watch?v=Z7dLU6fk9QY)  and Rives’ [***A Mockingbird Remix of TED 2006***](https://www.youtube.com/watch?v=A8yQPoTcZ78)  Use (and print out) Handouts 4 “Identifying Claims | Analyzing Arguments” and 5 “Developing a Critical Stance | Identifying the Conversation.” Use both to help identify the claims and arguments of each piece, and then attempt to meld these sources into a larger issue-based question. Then generate a rough Issue-based question that combines the question you just composed with our discussions / readings thus far. ***Post to the class site and come prepared to discuss your issue-based question.*** |
| Th Nov 6 | We’ll do a critical walk-though of our essays, your sample issue-based questions, and we’ll discuss various invention strategies, old & new, to help generate a working thesis cluster.  Introduce library databases, types of sources, and in-class database exercise.  Choose a shared target area (TBD --- our in class discussions will help determine these areas) for your unit research – work in topic groups to devise research strategies. | **Complete the posted database exercise, and find a scholarly essay for your research topic. Print out two promising sources to show to your groupmates.**  **Read** “[***Attitudes About Digital Media***](http://www.msichicago.org/fileadmin/pdf/programs/digital_life/MSI_Digital_Life_2012_Part_3_-_Comfort_and_Confidence.pdf),” Part 3 of ***Digital Media in Everyday* Life,** The Museum of Science and Industry’s report our “digital lives.”  Go to the study’s [***main page and poke around a bit***](http://www.msichicago.org/programs/digital-life); explore the study’s three-prong approach and determine if their results ring true. What is your impression of parts 1 & 2? Is this study helpful to our inquiry?  ***Post a brief 4 sentence ¶ to both your site and the class blog site.*** |
| **Week 12** | | |
| Tu Nov 11 | We’ll work with your sources, and begin to generating thesis clusters, rhetorical précis for your major sources, and mapping out your early essay arguments.  We’ll also watch Stefana Broadbent’s  [***How the Internet Enables Intimacy***](http://www.ted.com/talks/stefana_broadbent_how_the_internet_enables_intimacy?language=en) | Download and Read “[***Why We Must Resist the Temptation of Web 2.0***](https://gflebron.expressions.syr.edu/wp-content/uploads/2014/10/Alt_WhyWeMustResistWeb2_0_AndrewKeen.pdf).”  Complete a rhetorical précis for the essay, and identify two sections that might possibly be useful in your developing  Compose a serious, but a preliminary (rough) intro ¶ and thesis cluster /argument for your essay. This working version will be the one on which we build the rest of your essay’s working draft***. Print 3 hard copies and bring to class.*** |
| Th Nov 13 | We’ll workshop your rough intro ¶s and thesis clusters following “[***Making a Thesis Evolve***](https://gflebron.expressions.syr.edu/wp-content/uploads/2014/10/MakingThesisEvolve_WA_7th.pdf)”; expect that the workshop will put pressure on your working draft to make it stronger and more thoroughgoing.  We’ll watch a few important videos to help our thinking about our thesis clusters-  Linda Stone on Continuous Partial Attention; and an[***Interview Here***](http://henryjenkins.org/2010/11/multitasking_and_continuous_pa.html)  Sherry Turkle, [***Connected but Alone?***](http://www.ted.com/talks/sherry_turkle_alone_together) | ***Use the weekend to make substantial headway on your rough draft – shoot for ~ four pages in which you establish the shape of your argument, identify section in which you will draw on sources, and expand on your topic and its connection with digital everyday life.***  ***Post your working draft to your and the class blog site.*** |
| **Week 13** | | |
| T Nov 18 | First full workshop of your interim drafts.  We’ll discuss ¶ concerns, thesis-driven topic sentences, and counter arguments. Your group mates will actively try to read-against-the-grain of your draft to identify sections where your analysis and argument could be stronger.  Introduce reflection assignment. | **Database Research Exercise II**  Now that your draft is beginning to take shape, it’s time for a reassessment of your scholarly source(s). Given that your initial search idea has changed and become more complex, look for a stronger scholarly source that will better support your argument.  Find two additional sources, print them out, and bring to class. Also post to your blog and the class blog site. |
| Th Nov 20 | We’ll work with the new sources and determine a plan as to how / if we can incorporate the new information. | **Continue to revise your draft over the break … aim for a full, complete, but unpolished draft.**  ***Post to your blog and the class blog site.*** |
| **Thanksgiving Break** | | |
| **Week 15** | | |
| T Dec 2 | Last Looks with your draft; submission details; course-wrap-up details. | Finalize and polish both your essay and reflection assignment. |
| Th Dec 4 | Submit essay and reflection assignment; course wrap-up; food? |  |
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