# **Unit 1 – Digital Literacy Narrative**

In this unit, you’ll have a chance to discuss your digital educational journey and goals, in whatever way you want to define “education.” We’ll look at the genre of Education Narratives to learn:

1) what it means to be a genre, 2) how people craft them, and 3) what our own narrative can reveal to us and to others.

In this unit, you will write about a significant event or events that had an impact on the way you thought about the digital world and ultimately led you to make the choice of college major and/or career. Think about the examples we’ve read in class: they talk about specific events in-depth, using concrete, significant detail-- and then they explain why those events were important-- not just to the writer, but to the *reader.*  What can your experiences with the digital world tell your audience about our 21st century digital culture, for example? Or about how computers and/or gaming have impacted how we interact with each other? Or with the ways we learn? You want your reader to come out of your narrative having learned something or thinking about things in a new way.

### **You may want to write about:**

* an event in your **educational career** that was particularly formative;
* a **specific digital literacy/learning** event that led you to become the thinker you are today;
* the first time you had a **profound experience** related to the digital worlds of language or learning;
* the event and people that led you to the choices you’re making about your career.

### **Whatever the context you choose from the examples above, you should:**

* Talk about how the event **shaped your relationship** to school or education in general and the digital aspects of it specifically;
* Talk about how your particular experience **relates to some of the bigger social and cultural issues** we discussed in class, such as race, the education system, Standard Written English (SWE), etc.;
* Reflect upon how your experience has **enabled you to understand something specific** about reading, writing, learning, or language in the digital age AND how that understanding reflects on the communities/world you inhabit.

### **What will you be graded on?**

* Your ability to develop an overall point/significance for your narrative.
* Concrete, significant detail (are you painting us a picture?)
* Focused event (did you focus on one event or connected, series of events?)
* Language: Have you incorporated sentence structure and vocabulary that allow you to express the complexity of your ideas in a clear, effective style? This style *does not* have to be Standard Written English (SWE)
* The carefulness of your proofreading and organization You should be able to explain the choices you made.
* Word count: At least 1000 words!

**Unit Schedule**

**Week of 9/1-9/7**

**Class sessions Tues 9/1**

Introducing Unit 1 – the Digital Literacy Narrative. “Englishes” and digital “English” if there is such a thing. What’s a genre?

***Due by end-of-day Friday 9/4***

**WRITE:** Be sure to post your Time Capsule from the Introductory Activities assignments. ***Use Category Intro-Two.***

***Due by end-of-day Monday 9/7***

**GET TO KNOW:** Look at your colleagues’ time capsules and Intro-Two posts, and start a conversation! Make at least two comments. Kind comments only!

**READ:** p.135-153 of Carillo “Navigating This Perfect Storm:

<https://openlab.citytech.cuny.edu/blaineng1101fylcfa2020/files/2020/08/carillo-navigating-the-storm.pdf>

You’re only reading part of this longer piece which is really meant for faculty, but the first pages talk about education and our “post-truth” world. She says that we’re teaching students to look only at the content and not at who wrote something or why it was written or even how it was written, and that can be dangerous. It’s not an easy piece, so to help you make sense of it do this: Please take out a piece of paper and a pen (or pencil) and have it beside you as you read. Just write down whatever stands out to you from the text-- jot down a few key words. Doodle! Write a summary. Write a question. There are no right or wrong answers here.

**WRITE:**  Create a new Discussion post of at least 300 words discussing the following questions. You can also post the picture of your notes from the reading in this same post:

* In his article, Ellen Carillo worries that we’re creating students who don’t know *why* something was written and therefore they don’t *care* why it was written or why they’re even reading it. Is she right about that? How has your education influenced that – have you ever had to read not just for meaning but for context? What difference did it make or do you think it would make?
* She talks about *Google-knowledge* vs. *understanding* and talks about a study that shows reading online makes us better at one than at the other, and that’s not good. Is she right? Why?
* The section from p.146-153 talks about ways to help students be better readers. What experiences have you had with any of those tools – good, bad, or otherwise? What would *you* suggest?
* **Title it “Common Core – your name” and use the Category Unit 1.**

**Week of 9/8-9/14**

**Class sessions Tues 9/8 –** All about writing and composing.

***Due by end-of-day Friday 9/11***

**READ:** “Mother Tongue” by Amy Tan: [<http://theessayexperiencefall2013.qwriting.qc.cuny.edu/files/2013/09/Mother-Tongue-by-Amy-Tan.pdf>](http://theessayexperiencefall2013.qwriting.qc.cuny.edu/files/2013/09/Mother-Tongue-by-Amy-Tan.pdf)

While you are reading, fill out a “double entry journal” (DEJ)*.*  How do you do this? It’s pretty simple. (There’s also a pdf of one in the Class Resources tab.)

1. In the left hand column of the DEJ, write down four quotes that stick out to you for any reason ***as you’re reading***-- you can find them interesting, maddening, funny, whatever. Don’t forget the page number, if applicable.
2. ***When you’re done reading,*** fill out the right hand column. That is, you respond to the quotes you chose. Do you agree or disagree? Why or why not? Be specific! It’s okay to be as opinionated as you like.
3. **When you’re done, take a picture, create post with the title “Tan DEJ – *your name*” and post it using the category Unit 1 .**

**WATCH:** Jamila Lyiscott “3 Ways to Speak English” (believe me, you’ll like this one!)

* Video: [<https://www.youtube.com/watch?v=Qn_mqVD_7XQ&feature=youtu.be>](https://www.youtube.com/watch?v=Qn_mqVD_7XQ&feature=youtu.be)
* Here is the transcript-- you may want to read along as you listen: [<https://www.deepcenter.org/deepcenter/wp-content/uploads/2017/08/three-ways-to-speak-english-by-jamila-lyiscott.pdf>](https://www.deepcenter.org/deepcenter/wp-content/uploads/2017/08/three-ways-to-speak-english-by-jamila-lyiscott.pdf)

While you’re reading, have a piece of paper nearby-- write down whatever words stick out to you. Doodle if you want. Just take whatever notes your mind wants to take!

**WRITE:** A Discussion post (at least 300 words) in which you write about your experience with various “Englishes.” In other words, how has your experience been similar to Lyiscott’s and/ or Tan’s? Please be specific and use at least one quote from Tan or Lyiscott in your response.

* **Title it “Englishes – *your name*” and use the Category Unit 1.**
* Then go see what other people have said – share your stories (and the why’s) with each other.

***Due by end-of-day Monday 9/14***

**READ:** Tisha Lewis Ellison and Marva Solomon, “Digital Storytelling and the Digital Divide”

<https://ncte.org/blog/2019/10/digital-storytelling-digital-divide/>

**READ:** There are several student digital literacy narratives on this site (scroll down a bit once you get there). They’re responding to a specific reading that we’re not looking at (but which is really interesting because it talks about pencils as technology!), but they’re good examples of a DLN. ***Pick two to read –*** be sure to take notes because you’ll be referring to them in your post.

<https://libguides.reynolds.edu/c.php?g=252985&p=1686948>

**WRITE:** **(Discussion Post)** So far in this unit, we have read (and heard) two examples from the *genre* of the “education narrative” and three from the *genre* of “digital literacy narrative (DLN).” Your first essay assignment in this class will be to write in the DLN genre yourself. So in this discussion, I’d like us to have a conversation about what the features of this genre are. Please discuss some of the following:

* What, from what you’ve seen so far, are the “ingredients” (also known as “conventions”) of an education narrative in general and a digital literacy narrative in particular? Here is where you need to quote from each of the two digital literacy narratives you read on the libguides.reynolds.edu site – use them as examples of genre conventions.
* What do you think might be a place to get started with your own DLN?
* What are your questions or concerns about writing a DLN of your own?
* If you like, you can also feel free to share an educational experience you had and ask for feedback from your colleagues (and me) to see if we think that might be a solid place to begin writing.

**Title it “DLN – *your name*” and use the Category Unit 1.**

Unless you are one of the very first people to respond to this prompt, I will expect that you are **joining the conversation**. By this I mean you’re not just running into the room and shouting out your own thoughts, but you’re listening to what others have said (aka reading others’ posts) and responding to those. This is meant to be a conversation, not a speech! Everyone should write at least 250 words -- whether only in one post or spread out in various comments.

**Week of 9/15-9/21**

**Class sessions Tues 9/15**

Genre conventions of a digital literacy narrative.

***Due by end-of-day Friday 9/18***

**WRITE:**

1. Pick one of the freewrites we did in the class session. If you weren’t there, here’s what you do:

* Set a timer for 7 minutes.
* Write for seven minutes about your first memory of technology. What, when, who was there, why, how.
* Take a seven-minute break.
* Write for seven minutes about an event or person that made such an impact on you that you chose the major/career you’re heading for. What, when, who, why, how.

1. Finish that story. Take us to that place or event or interaction. Make us see and feel it.
   * **Title it “Story – your name.” Use Category Unit 1, Tag “Story.”**

***Due by EOD Monday, Sept 21***

**WRITE:** You’re going to leave Comments on two other people’s stories. Here’s what you’ll do:

* Use the **Search** function --> **Tags**. Choose "Story." **Submit.**
* Pick two different people and read their stories.
* Write a Comment/Reply to each one about their story.
  + What was one thing that really jumped out at you? Why?
  + How did the story make you feel? Why?
  + Did you connect with the story in any way? How?
  + What else would you like to know about that story/event/person?

**\*\*new due date: Due Tuesday by class session time (even if you don’t get to the session):**

* Reply to their response in whatever way you want.
* *Optional but strongly recommended* (and frankly I dare you *not* to do this!): Go back and see what that person replied to your response.

**Week of 9/22-9/28**

**Class sessions Tues 9/22**

Specificity and detail. Doing good workshopping (aka peer review).

***Due by end-of-day Friday 9/25***

**READ (and do a Double Entry Journal for):** DePeter, Ron. “How to Write Meaningful Peer Response Praise”

*<https://writingspaces.org/sites/default/files/depeter-write-meaningful-peer-response-praise.pdf>*

**WRITE*:***On pages 44-46, DePeter asks you to try out two feedback responses. So… do! Post them along with what in the best of all possible worlds you would consider “good” and/or “useful” feedback – get specific: do you just want praise, or do you want some help? And what about grammar hunt stuff: yes or no? Post what you’ve written:

* **Title it “DePeter – *your name”* and use Category Unit 1.**

***Due by end-of-day Monday 9/28***

**POST:** Draft of Education Narrative with Reviewer’s Memo on the bottom due in the Google Drive folder 🡪 Unit 1 – Digital Literacy Narrative 🡪 Group folder with your name. The Reviewer’s Memo should address these three things:

1. **This is what I intended to do:** Here’s why I wrote it. What I hoped it would do. What I want people to take away from the piece.
2. **This is how I feel about the project so far:** how I think it’s going, what problems I’m having, what I think is working, and what I think I need help with, what I’m proud of, etc.
3. **Here are other questions/issues I would like the reviewers to look at such as:** what do *you* think is working? What is confusing? Do the Source entries address the things they should (author, audience, genre, etc.)? Have I mentioned or used something from the readings? If this were your essay, what would you do next?

**Week of 9/29-10/5**

**Class sessions Tues 9/29 – no class: Monday schedule**

*However…* we’re starting **Unit 2 – Reflective Annotated Bibliography** this week, so do the workshop comments, then read the Unit 2 Assignment and Schedule, and do the homework for Monday 10/5.

***Due by end of day Friday, 10/2***

**WRITE:** Remembering what DePage says about positive peer response, do these two things to respond to your three peers’ Drafts:

1. Use the Comment feature to make comments as you go – things you really liked, places where you wanted to ask questions either about what they’re saying or what else you would like to know. Here are some prompts for the kinds of comments you can leave:

* I liked ( ) because ...
* I got this from reading your work:
* I found this part interesting ( ) because...
* I got confused here ( ) because...
* I wanted to know more about because...
* At the very end, leave an overall comment where you include at least one key quote that stands out to you. It will be very important to pick an appropriate quotation to respond to -- one that expands on your comment so that the writer can get a good idea what your comment meant.

**NEW ASSIGNMENT THAT BEGINS UNIT 2**

***Due by end of day Monday, 10/5***

**READ:** “Bad Ideas about Writing: Research Starts with a Thesis Statement” <https://openlab.citytech.cuny.edu/blaineng1101fylcfa2020/files/2020/08/RESEARCH-STARTS-WITH-A-THESIS-STATEMENT.docx>

**READ:** [<https://www.theguardian.com/education/2020/jan/28/schools-killing-curiosity-learn>](https://www.theguardian.com/education/2020/jan/28/schools-killing-curiosity-learn)

**WRITE:**  Discussion Post (at least 300 words) In “A Talk to Teachers,” James Baldwin writes:

I would try to make [the student] know that just as American history is longer, larger, more various, more beautiful and more terrible than anything anyone has ever said about it, so is the world larger, more daring, more beautiful and more terrible, but principally larger – and that it belongs to him. I would teach him that he doesn’t have to be bound by the expediencies of any given administration, any given policy, any given morality; that he has the right and the necessity to examine everything.

* First of all, what do you think of what James Baldwin was saying? What do you think he means when he says “the world is larger?”
* Secondly, is *The Guardian* article correct? Has your curiosity been killed by education? What does curiosity have to do with what Baldwin is asking us to do?
* Third, how does your experience with the digital world fit into that? What’s got you curious? Why should we start researching with questions rather than answers?
* **Title it “Baldwin – *your name”* and post using Category Unit 2.**