Writing and Teaching Writing in Multilayered Composing Environments

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Teaching writing in multilayered composing environments

Further reading

Buck, Amber. “Physically Present and Digitally Active Locating Ecologies of Writing on Social Networks.” Literacy in Practice: Writing in Working, Private, and Public Lives. Eds. Patrick Thomas and Pamela Takayoshi. NY: Routledge, 2016. 86 – 102. Print.

Buck, Amber. “Examining Digital Literacy Practices on Social Network Sites.” Research in the Teaching of English 47.1 (2012): 9-38. Print.

DeVoss, Dànielle Nicole, Elyse Eidman-Aadahl, and Troy Hicks. Because Digital Writing Matters : Improving Student Writing in Online and Multimedia Environments / National Writing Project. San Francisco : Jossey-Bass, 2010.

Pigg, Stacey. “Researching Social Media Literacies as Emergent Practice: Changes in Twitter Use after Year Two of a Longitudinal Case Study.” Literacy in Practice: Writing in Working, Private, and Public Lives. Eds. Patrick Thomas and Pamela Takayoshi. NY: Routledge, 2016. 17 – 31. Print.

Pigg, Stacey, Jeffrey T. Grabill, Beth Brunk-Chavez, Jessie L. Moore, Paula Rosinski, and Paul G. Curran. “Ubiquitous Writing, Technologies, and the Social Practice of Literacies of Coordination.” Written Communication 31.1 (2014): 91-117. Print.

Takayoshi, Pamela. “Methodological Challenges to Researching Composing Processes in a New Literacy Context.” Literacy in Composition Studies 4.1 (March 2016): 1 – 23. Print.

Takayoshi, Pamela. “Short-Form Writing: Studying Process in the Context of Contemporary Composing Technologies.” Computers and Composition: An International Journal for Teachers of Writing 37 (2015): 1-13. Print.

WIDE. “The Writing Lives of College Students.” A WIDE Survey and Whitepaper. 2010. <http://www2.matrix.msu.edu/wp-content/uploads/2013/08/WIDE_writinglives_whitepaper.pdf>. Web.

National Writing Project. “Is Texting Writing?” <http://digitalis.nwp.org/resource/2470>. Web.

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| --- | --- |
| 10:30 – 10:50 | Overview of workshop & composing processes in a digital age |
| 10:50 – 11:10 | Bryan composing his Facebook profile picture |
|  |  |
| 11:10 – 11:30 | Sri composing her Facebook profile picture |
| 11:30 – 12:00 | Implications for teaching writing |

Case 1: Bryan composing his Facebook profile picture

Case 2: Sri composing her Facebook profile picture

To consider:

* What does the writer *do*?
* What surprises you?
* What do you know now that you didn’t before watching writers as they write?
* What are you curious about?
* What do these screencasts suggest as learning and teaching matters for you as teachers?

Analysis of Bryan’s (i.e., Bill’s) photo editing

*From Pamela Takayoshi. “Methodological Challenges to Researching Composing Processes in a New Literacy Context.” Literacy in Composition Studies 4.1 (March 2016): 1 – 23.*

 Research Processes Visual Composition Assignment

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Secondary-source research for academic purposes is similar to and unique from the kinds of every day research we all engage in: looking up song lyrics on the Internet, reading customer reviews, searching biographical information on public figures, reviewing a politician’s voting record. Through these types of practices, you have probably developed research practices on your own as well as having probably been directly instructed in previous classes about more academic research. It is likely, though, that you’ve never shared your processes with others. Making our research processes visible can provide insight into our practices (revealing explicitly the often tacit decision making processes involved in research) and models of others’ practices (suggesting different ways of approaching the work which might improve on others’ practices).

This assignment asks that you create a visual composition which reveals the work you do when you research for secondary source scholarship. Where do you begin? What are the major components of your process? What are the steps in the process of identifying, locating, and accessing secondary sources? What specific resources, people, and tools do you use to conduct research?

Your visual composition should begin with an articulation of the research question guiding your scholarly source research. Your visual composition may take any number of forms dependent on you and your rhetorical purposes: it might be a montage of still images accompanied by a music soundtrack, a movie, a Snapchat story, a series of Vine videos, a montage of still images accompanied by your narration, or something I’ve not suggested here. You define the parameters within the required length of at least four minutes.

We’ll watch the presentations in class. Using them as a starting point, we’ll discuss the practices of secondary research, struggles you have with secondary research, and how the secondary research you’ve begun is contributing to the evolving nature of your project.

Due Date for Workshop: November 4

Due Date for Final Presentations: November 11

Self-Study Time Use Analysis Assignment

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*“the workaday life of the professional depends on tacit knowing-in-action…” (Schon 49)*

*“[A]s knowing-in-practice becomes increasingly tacit and spontaneous, the practitioner may miss important opportunities to think about what he is doing…Through reflection, he can surface and criticize the tacit understandings that have grown up around the repetitive experiences of a specialized practice, and can make new sense of situations of uncertainty or uniqueness which he may allow himself to experience” (Schon 61).*

Much of what we do as experienced scholars and researchers depends on tacit knowledge. As Schon has suggested, reflection *in* and *on* action can make the tacit visible and available for our explicit attention. Making our research processes visible can be revealing to both ourselves (making us aware of what we actually do and how successful or not those habits are) and to others (suggesting different ways of approaching the work which might improve on others’ practices). This assignment is designed to reveal the tacit and to make it available for reflection; you are being asked to reflect on your practices. The assignment immerses you in the collection of original data and the analysis and representation of a large set of data. But importantly for you at this stage in your professional life, this assignment is designed to engage you in reflection on what you are doing, the surfacing and criticizing of the tacit understandings informing your work, so you can develop a conscious control over your work habits. This two-part assignment involves 1) the systematic collection of data on your time use with regards to your working life and 2) analysis and representation of your findings to the class through a video composition.

Time use diaries. Students will complete a time use diary of a typical working week in an attempt to understand how they use their working time, identifying patterns, challenges, and strengths. The time use diary should be completed by October 20.

Guidelines for recording your time use

* Record how you use your time over a typical working week (five to seven days). Recording all your time use activities over the course of the week and then extracting your work related activities will give you the most accurate / revealing data about how you organize your work life.
* You need to submit your record to class for workshop; thus, whatever form you choose to record must be shareable. You can record your literate practices in whatever form is easiest for you: on computer, in a notebook, on loose pieces of paper, on your phone. You might keep a notebook with you throughout the week to jot down what you do and then transcribe to a final, shareable format.
* Record activities at least once every two hours.
* Using the template below as a model, address the following questions:
  1. What was the time frame?
  2. Where did you work?
  3. What did you do?
  4. What materials were used (i.e., books, PDFs, pens, notebooks, email, library databases, etc.)
  5. What was your purpose?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Time** | **Place** | **What did you do?** | **What materials used?** | **What was your purpose?** |
| Tues. 9-1  6:30 – 7:25 | My desk at home | Read all new email; responded to four emails that were time sensitive. Recorded meetings set through emails in my phone. Searched documents folder for information in a file to respond to the email. | Computer, internet, phone, pad of paper and pencil | To take care of daily correspondence; get the day started and my head into work mode. |

* Be sure to answer every question.
* Be sure to record the day and date of the activity.
* For each separate activity, record your answers to each question in a separate row.
* When you repeat an activity you recorded earlier, record the new instance on a separate row of the diary.
* Refer to the row number of the earlier activity to simplify what you write. For example, imagine you recorded “read and responded to emails” in row 5 of the diary. If you also read and responded to emails at a later time, you should record the new activity in its own row. Then write “same as row 5” under the first column (question 1).
* Be sure to answer the other questions for each repeated instance of an activity.

Working practices video. Students will compose a video representing their findings and their working lives more generally to be shared and discussed with the class on November 3 and 10. When you have completed your time use diary, analyze your data. Look at the trends over the day and the week total. How do you organize your work space, your work time, your week? Identity trends in the data:

* On what did you spend most of your time?
* On what did you spend the least amount of time?
* What was the longest block of time spent and on what?
* What regular patterns of work appear (i.e., did you start or end most of your work days with the same activity, did you do certain kinds of work in particular environments?)
* What surprises you?
* Which work habits are more productive than others? How might you be more productive?
* How did the collection of the data affect how you think of your work life?

Your visual composition should begin with a presentation of your results (the data and trends identified) and then present your analysis (what the data means and what conclusions you’ve drawn from the data).

Your visual composition may take any number of forms dependent on you and your rhetorical purposes: it might be a montage of still images accompanied by a music soundtrack or a montage of still images accompanied by your narration. It might be an movie, or it might be something I’ve not suggested here – you define the parameters within the required length of at least four minutes***.*** We’ll watch and discuss the videos/presentations in class.

Requirements

* Oct. 20: Complete your time use diary by this date.
* Nov. 3 and 10: Presentation of video compositions in class.

Time Use Assignment

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*Everyday writing is defined as any writing that is carried out in the daily lives of an individual (e.g., Barton & Ivanic, 1991). As such, everyday writing can range from writing a formal multipage academic paper to jotting down a phone number or making a list. Although the former may garner more academic attention (e.g., Applebee, 1984; Hayes & Flowers, 1980; Kellogg, 1993, 1994; Levy & Ransdell, 1995), the latter forms of writing (those composed of incomplete sentences) are likely the more common forms carried out daily. (Cohen, White, and Cohen, 3)*

We all engage in much more literate activity than we are conscious of; this assignment is designed to make you conscious of your literate practice and also to give you data about your own practices which you can use to draw some conclusions about the presence and meanings of literacy in your life. This assignment asks that you record all the writing and reading in which you engage over the course of two (self selected) days. In class, we will workshop the data you collect about your literate practices and connect your own practices to literacy scholarship and research.

Guidelines for recording

* You need to bring the record to class for workshop; thus, whatever form you choose to record must be shareable. You can record your literate practices in whatever form is easiest for you: on computer, in a notebook, on your phone.
* Record you activities at least once every two hours.
* Record any activity that involves:
  + Reading something
  + Writing something, or
  + Using a computer
* Record all reading, writing, and computer activities during your waking hours for two days.
* Follow the format of the attached Time Log: create a table in your file or notebook which has the nine questions, the choices in the table cells, and the separate rows for each activity.
* Be sure to answer every question.
* Be sure to record the day and date of the activity.
* For each separate activity, record your answers to each question in a separate row.
* When you repeat an activity you recorded earlier, record the new instance on a separate row of the diary.
* Refer to the row number of the earlier activity to simplify what you write. For example, imagine you recorded “read and responded to emails” in row 5 of the diary. If you also read and responded to emails at a later time, you should record the new activity in its own row. Then write “same as row 5” under the first column (question 1).
* Be sure to answer the other questions for each repeated instance of an activity.

Requirements

* Oct. 7: Complete your time use diary by this date.
* Oct. 14: Read Cohen, White, and Cohen (2011), “A Time Use Diary Study of Adult Everyday writing Behavior” for class meeting. I recommend you complete the diary *BEFORE* reading the Cohen, White, and Cohen article so you have some sense of your own literate practices as you read that article. Bring your time use diary to class Oct. 10; we’ll spend time in class workshopping them.



**QUESTION 9. Was the literate activity related to your formal education (either an assignment or a self driven writing or reading activity)?**

From Cohen, Dale, Sheida White, and Steffaney Cohen. “A Time Use Diary Study of Adult Everyday Writing Behavior.”

*Written Communication* 28. (2011): 3 – 33.

Think Aloud Screencast Assignment | Part 1

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This assignment is a two-part assignment. You will complete Part 1 mid-semester, and you will use the screencast of Part 1 closer to the end of the semester for a final reflective assignment. Below is a list of steps to complete. These are reminders of the steps you already completed in the in-class training workshop.

1. Take 3 – 5 photographs of your work environment. Try to capture all the things you have around you when you sit down to write at your computer.
2. Conduct a think aloud: record your computer screen and audio narration of yourself as you write something for an academic purpose (i.e., an informal reading response, a formal paper, online discussions). Spend about one hour recording your work.

As a reminder, talking aloud means:

* Reading aloud whenever you read anything as well as your own text.
* Vocalizing the words you write down as you write them.
* Saying aloud what you are thinking about, remembering, imagining, visualizing, hearing – questions that come to mind, plans you are making, expectations, reactions, memories, images you see, conversations you recall or imagine, internal dialogues.

Try to provide as complete a description of your thoughts as possible while you are doing the writing task. The idea is to provide a kind of stream-of-consciousness commentary on your thinking, not an explanation or account of your thinking. Obviously, you should not say aloud anything that will be embarrassing or uncomfortable for yourself or others. Remember, the primary rule is keep talking.

Instructions for recording your screencast, compressing the file, and posting them to the class google drive are on the back of this handout.

Think Aloud Screencast Assignment | Part 2

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So much of what we actually do as writers is invisible to us because, as Roger Shuy points out in this week’s reading, “good language learners begin with a function, a need to get something done with language. and move gradually toward acquiring the forms which reveal that function” (106). Effective writers are driven by the function of the communication, and they pay attention to the mechanics of the composing after they’ve said what they want to say: “[good language learners] worry more about getting things done with language than with the surface correctness of it” (Shuy 106). This pretty accurately describes the approach to your writing which you’ve been encouraged to take throughout this semester. Now, I’d like you to pay some explicit attention to the mechanics of your process. This assignment asks that you return to the composing process think aloud screencast you recorded mid-semester and, using it as a data source, figure out what you actually do when you write. The assignment can take any form fitting to your rhetorical purpose, but you must complete these steps:

1. Systematic analysis of the screencast. We’ll have class workshops on data analysis: \_\_\_\_. Bring your data to class with you to work on and share in these workshops.
2. Sense making of the data analysis. What conclusions do you draw about your composing process *based on the data analysis*? What *happens* when you compose? What are the most common or least common practices? What are the struggles? What do you find most surprising? We’ll have class workshops on sense making on: \_\_\_\_\_\_\_.
3. Formal presentation of your conclusion about yourself as a writer.

* a draft is due for peer review on: \_\_\_\_. Bring at least three concerns you want the group to consider.
* a revised version (which should be significantly different from the draft shared with your peers, as you consider their response) is due on:\_\_\_\_. Articulate 3 questions you have about the draft which can guide my response to the piece. You will receive additional commentary from me and will have until 12/13 to submit a final version of the piece. You are encouraged to make an appointment with me to work individually on each of the papers to be included in your portfolio. If you have any questions while revising, please ask me. It is not ok to say “I didn’t do this because I didn’t understand.” Ask me; it’s my job.