

## **Authorship/invention/originality/remixing & its impact on pedagogy**

- Yancey *NCTE* and *CCCC*
- Palmeri *Remixing Composition*
- Burgess and Hamming
- Pigg et. al
- Lunsford
- Arroyo
- Warzecka
- Turkle
- Wysocki

### **“Writing in the 21st Century” (2009) Kathleen Blake Yancey**

“composers become composers not through direct and formal instruction alone (if at all), but rather through what we might call an extracurricular social co-apprenticeship” (5)

“Scholars of composition (e.g., Beaufort; Ding) have discussed social apprenticeships: opportunities to learn to write authentic texts in informal, collaborative contexts like service learning sites, labs, and studios. In the case of the web, though writers compose authentic texts in informal digitally networked contexts, but there isn’t a hierarchy of expert-apprentice, but rather a peer co-apprenticeship in which communicative knowledge is freely exchanged. In other words, our impulse to write is now digitized and expanded—or put differently, newly technologized, socialized, and networked” (5)

### **Yancey- “Made Not Only in Words: Composition in a New Key”**

According to Yancey (2004)

“writers in the 21st century self-organize into what seems to be overlapping technologically driven writing circles, what we might call a series of newly imagined communities, communities that cross borders of all kinds-nation state, class, gender, ethnicity. Composers gather in Internet chat rooms...” (301)

“the members of the writing public have learned-in this case, to write, to think together, to organize, and to act within these forums...” (301)

“The writer invented through such a text is a function of that arrangement. In other words, you can only invent inside what an arrangement permits- and different media permits different arrangements. By contrast, the creator of a hypertext can create a text that, like the page, moves forward. In addition, however, hypertext composers can create other arrangements, almost as in three rather than two dimensions. You can move horizontally, right branching; you can then left branch” (317)

### **J. Elizabeth Clark “The Digital Imperative: Making the Case for a 21st-Century Pedagogy” (2010)**

Clark (2010) writes, “The instant publishing feature of blogs, however, makes blogs one of the



highest stakes (although graded as low stakes) forms of writing that my students do; in a single click, they become authors with the responsibility for what they have written” (34)

### **“Understanding Visual Rhetoric in Digital Writing Environments” (2003) by Mary E. Hocks**

“Writers now engage in what Porter calls “internetworked writing”—writing that involves the intertwining of production, interaction, and publication in the online classroom or professional workplace as well as advocating for one’s online audiences (12)” (631)

#### **WPA outcome statements:**

##### **Selber (2nd book)**

Technology, Genre, and Gender

Literate acts- authors and readers converge- pg. 213

Porter- pg. 188, 190

##### **Burgess and Hamming “New Media in the Academy: Labor and the Production of Knowledge in Scholarly Multimedia” (2011)**

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Jasmine

**QUESTION:** The evolution of technology influences rhetoric and rhetoric studies in a number of significant ways. Select one or two (if two, they should be interrelated) topics from the list below and discuss how we’ve seen their concept/role/practice shift and how writing and rhetoric instruction has changed (or not) along with it.

- Authorship
- **Invention**
- Arrangement
- Style
- Memory
- **Delivery**

#### **Intro (main points):**

- Invention and delivery (concept/role/practice) has evolved alongside writing and rhetoric instruction.
- Delivery and intervention are interrelated, cannot be separated (Yancey, Yancey, Yancey!)
- “In sum, the potential of arrangement is a function of delivery, and what and how you arrange—which becomes a function of the medium you choose—is who you invent.<sup>18</sup> Moreover, I suspect that as multiple means of delivery become more routinized, we will understand each of the canons differently, and we will understand and be able to map their interrelationships” (Yancey, p. 318).
- Delivery of multimodal content (from functional to critical/rhetoric literacy) affects student’s



invention and understanding of the relationships between delivery/invention.

- Keep delivery + invention separate then students remain in functional literacy. Together, it shifts to critical/rhetorical literacy.

### **Explain how the role of the instructor has transformed.**

- Student + Instructor relationship = Banking system
- Historical perception of writing (from science to writing in the 1930's) – Yancey, Writing in the 21<sup>st</sup> century
- Process writing in the 1960s – 1980s
- “And this new work in composing, in part because it was language-based, supported other scholarly and pedagogical advances of the time. Such an advance is captured in CCCC/NCTE’s 1974 position statement “Students’ Right to Their Own Language,” a document authorizing students as legitimate language users in ways not imagined a mere 20 years before nor obvious to the culture at large, even now. During this time we also saw new assessment practices develop from this process-rich model of composing, most influential among them the portfolio.” Yancey
- Writing – Grammar/narrow model/tests (Yancey)
- “Invention of the personal computer transformed writing”
- **Delivery and Invention:** “Perhaps most important, seen historically this 21st century writing marks the beginning of a new era in literacy, a period we might call the Age of Composition, a period where composers become composers not through direct and formal instruction alone (if at all), but rather through what we might call an

...

extracurricular social co-apprenticeship. “ **Yancey, p. 5 W21st**

- Challenges we currently face are connected w/delivery and invention (Yancey, p. 8 W21st)
- “We need to work to help the profession embrace digital rhetoric not as a fad, but as a profound shift in what we mean by writing, by literacy, and by cultural communication” (Clark, p. 31).
- Hawsher & Selfe – Align w/Selber’s functional use of technology/visionary/idealistic p. 57



(Rhet of Tech – 1991!!!)

- Hawsher & Selfe- “electronic writing classes as sites of paradox and promise, transformed by a new writing technology, And unless we plan carefully for intended outcomes, we may unwittingly use computers to maintain rigid authority structures that contribute neither to good teaching nor to good learning” (P. 64).

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- Functional/Alphabetic literacy (Selber)

**Quote:** FIND ITTTTT

- “To put the point directly, composition in this school context, and in direct contrast to the world context, remains chiefly focused on the writer qua writer, sequestered from the means of production. Our model of teaching composing, as generous, varied, and flexible as it is in terms of aims and as innovative as it is in terms of pedagogy – and it is all of these – (still) embodies the narrow and the singular emphasis on a primary and single human relationship: writer in relation to the teacher” (Yancey, p. 309). *Made Into Words*

- Address shift in pedagogy (post-process compositional curriculum) – Yancey, *Made Into Words* (W3)

### **DEFINE delivery and invention:**

- Writing as social and intertextual circulation (Yancey, p.. 311)

- Circulation of composition; canons of rhetoric; deicity of technology

- “Thinking in terms of circulation, in other words, enables students to understand the epistemology, the conventions, and the integrity of different fields and their genres. Using that as a point of departure allows students to complete the task and move closer to the big picture of writing” (Yancey, p. 313).

- “Like others before me, I would note that we have separated delivery and memory from invention, arrangement, and style in ways that are counterproductive. Let me further say that too often we treat them as discrete entities” (Yancey, p. 316)

- **DELIVERY:** “Richard Lanham, of course, has argued that with the addition of the digital to the set of media in which we compose, delivery takes on a critical role, and I think that’s so. But much more specifically, what a shift in the means of delivery does is bring invention and arrangement into a new relationship with each other.

- **INVENTION:** “The writer invented through such a text is a function of that arrangement. In other words, you can only invent inside what an arrangement permits—and different media permit different arrangements” (Yancey, p. 317)

- INVENTION?? “Therefore, digital literacy requires effective self-regulated learning (SRL) skills, and availing epistemic cognition (EC). (GREENE ET AL)

### **Pedagogical Practices/Student Work:**

- Student portfolios/digital portfolios – Yancey, p. 317

- “Because you can link externally as well as internally and because those links are material, you have more contexts you can link to, more strata you can layer, more “you” to invent, more invention to represent” (Yancey, p. 317)

- ePortfolio: “More importantly, however, ePortfolios connect to the shift in digital culture as students experiment with the malleability and interactivity of text as they revise and alter their writing over time. Students’ evolving iterations of their public selves become sites for reflection





and integration of educational experiences as students articulate how and why they have changed and how this is represented in their writing.” (Clark, p. 29)

“ePortfolios also provide a nexus for discussions of ownership of digital material” (Clark, p. 29)

- **Delivery & Invention in Eportfolios:** “Through their ePortfolios, my students gain the sense of writing for a larger audience, participating in a dialogic community of writers, and understanding the implications of public writing. These are critical that help them emerge from the course as engaged citizens—thinking and writing about some of the most important issues of our time, working to create their arguments for an audience outside of the classroom, and using contemporary writing technologies to showcase their work. In this way, ePortfolios use the participatory nature of Web 2.0 technologies as a site for enhanced student engagement and improved digital literacy” (Clark, p. 31)

- “How visual rhetoric operates in a digital writing environment: audience stance, transparency, and hybridity” (Hocks, p. 632). [CONNECT w/ how awareness of delivery and invention is integrated in visual rhetoric]

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### **Delivery + Invention:**

- Connect Invention w/ “citizens writers of our world” – Yancey, p. 1 W21stCentury

- Digital scholarship – Delivery

(<http://www.digitalhumanities.org/dhq/vol/5/3/000102/000102.html>)



















