

Reading as Writing, Remix, and Action

First Year Writing, Spring 2018

ENGW 1111

Ryder Hall 128, T&F 9:50-11:30AM

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Office hours: Tuesdays 12-1pm & Wednesdays
12:30-1:30

Course GitHub: <https://github.com/caramessina/fyw-spring2018>

Course Description

As academics moving through your coursework, you will learn how to articulate your thoughts, research relevant information, and challenge both yourselves and your readers. The purpose of this course is to embrace the role of contributors, producers, researchers, and knowledge makers. We will be looking at multigenred and multimodal texts, writing spaces, and communities. The overall goal of this course is for you to embrace your roles as *participants* in larger cultural and social conversations while reading, writing, and creating.

Instead of traditional styles of writing, a large portion of the writing in this course will be using XML (extensible markup language) to encode, respond to, and create texts we are reading as well as texts that your peers have written. In a program called Oxygen XML Editor, we will be using an XML schema that I have designed for this class called “remiXML.” This schema is inspired by the methods fan fiction writers use while approach the texts they love – with an eye towards transforming rather than merely consuming. What this means is you will be encoding a text (whether an assigned reading, a classmates’ text, etc) using the remiXML schema. Marking up texts encourage meticulous, critical, and careful reading; the central part of the schema, revolves around your interventions, transformations, and analyses of the texts.

Breakdown of Schema

The schema has three parts: metadata about the original text and yourself, the original text, and a space to play. In this space to play, you will have to opportunity to remix, expand, and analyze particular moments in the original text by creating a link between the moment in the original text and your intervention; we will talk about how to do this in class. We will have an entire week dedicated to understanding what XML is, why we are using it, and how to use it as well as learning about the remiXML schema (don’t worry – we will continue going over it after these two classes) .

Classroom Environment, Diversity, and Inclusion Statement

Language holds immense power, so we are all accountable for how we use it. Because we will be discussing sensitive topics, as writing is a sensitive action, we must be sure to respect and listen to one another. By embracing discomfort, especially when it comes to learning about and with digital tools *and* writing, we can learn so much from one another. Our course will be a place for empathetic inquiry and a space where diverse perspectives are valued. For the first day of course, we will create a “Set of Values” for our classroom community that will be posted in our classroom’s Discussion Board in Blackboard. We will attempt to uphold these values throughout the rest of the semester.

Required Books

- *Hunger Games* by Suzanne Collins (preferably ISBN 0439023521)
- *Everything I Never Told You* by Celeste Ng (preferably ISBN 0143127551)

Course Policies

Lateness/Absence: If you miss more than **three** classes, your grade will be heavily affected. After the third miss, a grade point (A becomes A-, B+ becomes B) will be deducted from your final grade for each absence.

Participation: Part of our effort in embracing multiple ways of knowing and expressing knowledge will consist of understanding multiple ways of participating and engaging; you may participate by not only contributing to discussion, but also posting on the Blackboard Discussion Board, participating in polls, and engaging in classroom activities.

Classroom Set of Values: As I mentioned before, we will collaboratively construct a set of values for our small writing community. We are all coming with different types of knowledges and experiences, so respect and patience are key.

Technology in the classroom: Bring your laptop to every class because we will be working with Oxygen and Github. If you do not have a laptop, please approach me after class and we will figure something out.

Writing Conferences: You will be required to meet with me **once** this semester to check-in. This will give us a chance to talk one-on-one about the challenges you have been facing both in my class and in genera. You can come to my office hours as much as you like, especially if you find yourself having trouble keeping up with course work or understanding the texts we're reading.

Technology Requirements for the Course

Oxygen: In order to appropriately use the FF XML schema, you will all need to install Oxygen. I will provide a temporary license key for you. While you will be uploading your XML encoded documents through GitHub, Oxygen is where you will be actually encoding and playing with the texts. Download Oxygen and use the licensing key that I will provide (it will be on Blackboard under "Course Materials")

<https://www.oxygenxml.com/>

GitHub: GitHub is a repository that encourages digital collaboration. There is both a web browser and an application you can download; I prefer we use the web browser to avoid conflicts. Not only can you easily access and upload documents, but GitHub keeps track of the collaborative efforts, emphasizing process over product. Our course GitHub will be set to private so that only we can view each other's work.

Readings: All readings will be available on either the course GitHub or the course Blackboard.

Assignments

You will have four major writing assignments. For each major assignment, you will hand in a first draft and a final draft. Both your peers and myself will provide feedback on your first draft. On the final draft, you will receive a letter grade.

Assignments will be **graded** based on:

- Your first and final draft being submitted on time with the length requirements fulfilled
- Your commitment to your revisions and making noticeable, critical changes from your first to your final drafts based on your peers' feedback and my own feedback
- Your creativity, experimentation, and command of the language.

Assignment One: Your Hero's Journey. Choose a transformative period in your life to write about and remix that moment in some way. The beginning and end of your piece should attempt to be reflections of the reality of your experiences, but what happens in between is up to you. How might you re-imagine and remix this transformative period in your life?

Assignment Two: For this second assignment, you will choose a piece of text (film, movie, television show, speech, newspaper article, novel, song etc.) and create an alternative version. Think about how this text would change if it were in another rhetorical situation, existed during a different period of time, or occurred due to alternative outcomes. For example, how might Dr. Martin Luther King Jr.'s famous "I Have a Dream" speech sound if he were alive today? How would *The Hunger Games* look if Rue, not Katniss, survived the first game and led the revolution? How might Alexander Hamilton's life have been different if he were a Black man?

- Similarly to the first assignment, you will exchange your first draft with a partner and use the FF XML schema to play with their text.
- If you would like to add another component besides writing (for example, you want to perform a song), you will need to include a written component that provides a brief summary as well as an explanation for the reason you chose another medium.

Assignment Three: Assignment three is the same as assignment two.

Reflections and Final Reflection Portfolio:

You will have **four** reflections due throughout the semester. These reflections are your opportunity to think through the struggles you've been having with the technology, material, discussions, etc.. You may also take this time to talk about your triumphs! Also, since I believe your feedback is invaluable, it is also your chance to provide some insight what you are (or are not) taking away from the course and the assignments as we move forward.

- First three reflections: Due throughout the semester (due dates on calendar)
- Final reflection portfolio: For your last assignment of the semester, you will gather your first three reflections and write a final reflection about you took away from the semester. Read through your previous three reflections and discuss the transformations in your learning process.

Encoding Assignments using XML: Many of your informal homework assignments will be to encode and play with a text. You will submit your homework assignments to our class' GitHub repository in the proper folders. These assignments will be used in larger class discussions.

- **Encoding:** For those unfamiliar with the term "encoding," it means changing something (data, text, etc.) into a code (unlike coding, which is *building* a code). In this case, we are *encoding* because we are taking data – written text – and transforming/marking it up using a schema.
- During classroom discussions, we will use an XSLT program I built to discuss the ways in which you have played with and intervened the texts as well as the larger patterns in the class.

Holistic Grading

A grade of A will be assigned to students who consistently do well in all areas. To receive a grade of A for the course, you need to participate in classroom discussions and/or activities,

miss no more than three classes, attend your scheduled one-on-one conference with me, submit well-thought out writing that meet the assignment requirements *on time*, show that you're practicing/challenging yourself, and have a complete and thoughtful reflections that demonstrate how you're working through your writing and coding.

An A- grade might be if you missed four classes but still handed in excellent work on time; you almost might have received a lower grade on one of your papers, did not hand in some work, or did not participate as often as your peers.

A grade in the B range will be assigned to students who have completed course requirements satisfactorily. To receive a B, you submit all your work (but maybe not meet the requirements), show minimal improvement in your revisions, or not participate in any manner.

A grade in the C range will be assigned to students who have minimally completed course requirements. Students who receive a C grade cannot pass First Year Writing.

Writing Program Learning Objectives

The Writing Program comprises First-Year Writing courses, Advanced Writing in the Disciplines courses, and the Writing Center. The goals below apply to all three sites, but our expectations for how well and to what extent students will accomplish the goals vary in each. In our classroom, we will reach for these goals through different activities, assignments, readings, discussions, and more. <http://www.northeastern.edu/writing/student-learning-goals-writing-program/>

1. Students write both to learn and to communicate what they learn.
2. Students negotiate their own writing goals and audience expectations regarding conventions of genre, medium, and situation.
3. Students formulate and articulate a stance through and in their writing.
4. Students revise their writing using responses from others, including peers, consultants, and teachers.
5. Students generate and pursue lines of inquiry and search, collect, and select sources appropriate to their writing projects.
6. Students effectively use and appropriately cite sources in their writing.
7. Students explore and represent their experiences, perspectives, and ideas in conversation with others.
8. Students use multiple forms of evidence to support their claims, ideas, and arguments.
9. Students practice critical reading strategies.
10. Students provide revision-based response to their peers.
11. Students reflect on their writing processes and self-assess as writers.

Campus Resources

Writing Center: The Northeastern University Writing Center (<http://www.northeastern.edu/writingcenter/>) is located in 412 Holmes (x4549) in the English Department and offers free and friendly help for any level writer, including help with conceptualizing writing projects, refining your writing process (i.e., planning, researching, organizing, drafting and revising), and using sources effectively. The Writing Center also offers same-day consulting in 136 Snell Library. Online appointments are also available. Questions about the Writing Center can be directed to Samantha Przyblowicz, the Assistant Director

(neuwritingcenter@gmail.com) or Belinda Walzer the Writing Center Director (b.walzer@neu.edu).

International Tutoring Center: The International Tutoring Center (ITC) is dedicated to providing current Northeastern University international students with free, comprehensive English language and academic support. The ITC includes English as a Second Language Tutoring (ESL), Language and Culture Workshops, Reading Workshops, and NU TOEFL Skills & Strategies Workshops.
<http://www.cps.neu.edu/student-resources/gss/gss-itc-1.php>

University Health and Counseling Services: If you are seeking physical or mental health services, Northeastern provides health and counseling services. For more information, visit <https://www.northeastern.edu/uhrs/>

Disability Resource Center: The university's Disability Resource Center works with students and faculty to provide students who qualify under the Americans With Disabilities Act with accommodations that allow them to participate fully in the activities at the university. Ordinarily, students receiving such accommodations will deliver teacher notification letters at the beginning of the semester. Students have the right to disclose or not disclose their disabilities to their instructors. For more information about the DRC, go to <http://www.northeastern.edu/drc/>

We Care: WeCare is a program operated through the Office for Student Affairs. The mission is to assist students experiencing unexpected challenges to maintaining their academic progress. WeCare works with the student to coordinate among university offices and to offer appropriate on and off campus referrals to support successfully resolving the issue. WeCare also provide information to faculty and staff to identify Northeastern resources and policies to help students succeed. Call 617.373.4384 or email wecare@neu.edu.

Snell Library: In addition to providing research resources typical of a major university library, the Snell Library (<http://www.lib.neu.edu/>) collaborates with both the First-Year Writing and Advanced Writing in the Disciplines programs to support students' information literacy.

Peer Tutoring: The Peer Tutoring Program offers a wide range of tutoring services to meet the academic needs of undergraduate students in many of the introductory level courses, as well as some of the upper-level courses in the NU NEW Core. The Peer Tutoring Program hires highly qualified undergraduate students who are recommended by faculty whose course(s) they tutor. Visit <http://www.northeastern.edu/csastutoring/> for more information.

Digital Media Commons: Snell Library also houses the Digital Media Commons, which offers a variety of resources for instructors and students regarding multimedia projects:
<http://library.northeastern.edu/digital-media-commons>

Spring 2018 Calendar

1/9	T	Introductions. Writing Program Essay. Set of values.
1/12	F	Due: Writing Program essay <ul style="list-style-type: none"> Bring in a hard copy of the Writing Program essay
1/16	T	“Restorying the Self: Bending Toward Textual Justice” by Ebony Elizabeth Thomas and Amy Stornaiuolo (PDF available on Blackboard)
1/19	F	Due: Annotated copy of “Mother Tongue” by Amy Tan: http://theessayexperiencefall2013.qwriting.qc.cuny.edu/files/2013/09/Mother-Tongue-by-Amy-Tan.pdf <ul style="list-style-type: none"> Before class, annotate the text (either via a PDF or a hard copy) and bring to class. If annotating via PDF, please email PDF to Cara. Classwork: watch excerpts from “A Conversation with Amy Tan by Lawrence Bridges” https://www.youtube.com/watch?v=0zuRO4M6D_Y . Discuss Assignment 1.
1/23	T	Due: Annotated copy of excerpts from Claudia Rankine’s <i>Citizen: An American Lyric</i> (PDF available on Blackboard) <ul style="list-style-type: none"> Before class, annotate the text (either via a PDF or a hard copy) and bring to class. If annotating via PDF, please email PDF to Cara.
1/26	F	Due: Annotated copy of excerpts from <i>Hunger</i> by Roxanne Gay (or chapter from <i>Bad Feminist</i>). <ul style="list-style-type: none"> Before class, annotate the text (either via a PDF or a hard copy) and bring to class. If annotating via PDF, please email PDF to Cara.
1/30	T	Due: Assignment 1 First Draft. Reading drafts in class
2/2	F	Before Class: <ul style="list-style-type: none"> Download <oxygen/> XML editor and use license code provided via email (also available on Blackboard): https://www.oxygenxml.com/ Register for a GitHub account and post your username on Blackboard: https://github.com/ Classwork: <ul style="list-style-type: none"> Introduction to XML: What is XML? How might marking up texts be useful in understanding rhetorical situations and our critical interventions? Go over the RemiXML Schema and GitHub practice
2/6	T	Assignment: Practice marking up and playing with the text using the remiXML. <ul style="list-style-type: none"> Retrieve remiXML template from GitHub folder titled “Practice” Begin filling in the data and marking the text up Post your assignment back to the proper GitHub folder with your file name properly formatted (will provide format) Classwork: Going over questions about homework assignment, remiXML, and GitHub; look at results from assignment. Continue to learn XML.
2/9	F	Due: Encode “The Lottery” by Shirley Jackson using the remiXML. <ul style="list-style-type: none"> Use the remiXML to mark up the reading and post in GitHub under “Jackson” Classwork: Half writing day! A time to write together, talk about overall suggestions

		for assignments, meet one-on-one, work together on revising, etc.
2/13	T	Due: Assignment 1 Final Draft
		<i>Hunger Games</i> by Suzanne Collins: Part I “The Tributes,” Chapters 1-4 <ul style="list-style-type: none"> Due: Encode the excerpt of <i>The Hunger Games</i> by Suzanne Collins (template available on GitHub).
2/16	F	Due: Reflection 1
		<i>Hunger Games</i> by Suzanne Collins: Part I “The Tributes” <ul style="list-style-type: none"> Due: Encode the excerpt of <i>The Hunger Games</i> by Suzanne Collins (template available on GitHub).
2/20	T	<i>Hunger Games</i> by Suzanne Collins: Part II “The Games” Chapters 10-18 <ul style="list-style-type: none"> Due: Encode the excerpt of <i>The Hunger Games</i> by Suzanne Collins (template available on GitHub).
		Go over Assignment 2
2/23	F	<i>Hunger Games</i> by Suzanne Collins: Part III “The Victor” <ul style="list-style-type: none"> Due: Encode the excerpt of <i>The Hunger Games</i> by Suzanne Collins (template available on GitHub).
2/27	T	<i>Hunger Games</i> fan fiction
3/2	F	Due: Choose the work you want to re-story for assignment 2. Copy and paste (or transcribe) an excerpt from this work into an XML file and use the remiXML to mark-up the story. <p>Classwork: Collaboratively working together to begin outlining and preparing for assignment 2.</p>
3/6	T	SPRING BREAK – NO CLASS
3/9	F	SPRING BREAK – NO CLASS
3/13	T	Due: Assignment 2 First Draft Peer engagement activity in class
3/16	F	Watching film <i>Mad Max: Fury Road</i>
3/20	T	Finishing film <i>Mad Max: Fury Road</i>
3/23	F	<i>Mad Max: Fury Road</i> activity
3/27	T	Due: Final Draft for Assignment 2
		<i>Everything I Never Told You</i> by Celeste Ng <ul style="list-style-type: none"> Due: Encode your own chosen excerpt from <i>Everything I Never Told You</i>
3/30	F	Due: Choose the work you want to re-story for assignment 3. Copy and paste (or transcribe) an excerpt from this work into an XML file and use the remiXML to mark-up the story. <p>Classwork: Collaboratively working together to begin outlining and preparing for assignment 3.</p>

4/3	T	Due: Assignment 3 First Draft Due. Peer engagement activity in class
4/6	F	<i>Everything I Never Told You</i> by Celeste Ng Due: Encode your own chosen excerpt from <i>Everything I Never Told You</i>
4/10	T	<i>Everything I Never Told You</i> by Celeste Ng Due: Encode your own chosen excerpt from <i>Everything I Never Told You</i>
4/13	F	Choose a new text to mark up using the remiXML and bring to class. You do not need to mark it up yet, as we will be doing this collaboratively in-class. Based on your collaborative mark-up, begin crafting a story with a partner. Due: Assignment 3 Final Draft
4/17	T	LAST DAY OF CLASS Due: Reflection 3
4/20	F	Assignment: Reflection Portfolio Due (3 reflections + final reflection) <i>Final date subject to change</i>