

DSC 101Q
Section 4

Tuesdays &
Thursdays, 10:00
- 11:15 a.m.

Fall 2018

Oxford College of
Emory University

Pierce 104

Discovery Seminar



Born Digital: Digital Natives and Literacies

Does growing up with digital technologies lead to “digital natives” who “think and process information fundamentally differently” from those who did not grow up with digital media (Prensky, 2001)? If so, what literacies do digital natives have (or need) that will allow them to thrive now and in the future? This seminar will examine the digital natives debate and its cousin, the digital literacies debate, delving into the assumptions about our relationships with technologies and media that shape these debates. Students will conduct a combination of class-based inquiry organized around the question of whether it is useful to think of those who have grown up with digital technologies as “digital natives,” and individual inquiry developed around their own questions. Students’ inquiry will be supported with readings and research methods drawn from multiple relevant fields, including new literacy studies, media studies, science, technology, and society studies (STS), library science, and educational technology. Students will have the opportunity to contribute to the class Archive of Personal Digital History through device-based oral history interviews, as well as complete individual projects designed to support their development as critical inquirers and communicators.



Meet Your Professor. My family and I moved to Oxford a year ago from Raleigh, North Carolina where I taught writing at N.C. State for over a decade. I attended college at Bard College at Simon’s Rock in Massachusetts which, like Oxford, has a liberal arts two-year program culminating in an A.A. I feel fortunate to be teaching at a place so much like Simon’s Rock. I am a dual citizen of France and the United States and learned English at the age of five when I moved to the U.S.

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Office Hours: Wednesdays, 10:00-11:00 a.m. & by appt.

Note: Bear in mind that I check my Emory email on weekdays between 9 a.m. and 5 p.m.—in general, you can expect a response from me within 24 hours.

Inside the Syllabus...

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Learning Goals, or Why We're Here...

Discovery Seminars introduce first-year students to ways of knowing and producing knowledge within a discipline or field of study and allow students to work closely with a faculty mentor. These courses engage students in inquiry and encourage students to discover how to find and use evidence to question, analyze, interpret, and create knowledge. Discovery seminars are offered across a wide range of fields and they are intentionally designed to develop students' abilities in areas that transcend disciplines, including thinking critically, communicating effectively, and independently pursuing knowledge through inquiry and research.

Our seminar is designed to:

1. Engage students in inquiry-based learning to begin to ask more meaningful questions, question and examine evidence more rigorously, and use evidence in argument more effectively.
2. Expand students' communication skills and abilities in writing, speaking, artistic production, and/or other forms.
3. Develop students' information literacy through library research and engagement with other appropriate resources.
4. Cultivate students' abilities to analyze and critically evaluate arguments about our relationships with digital technologies and media, including generational relationships.
5. Foster students' abilities to apply empirical and theoretical work on digital literacies to clarify thinking and make decisions about the use of digital technologies.

Milestone Project

The Milestone Project is an opportunity to enrich your Oxford journey of self-development by documenting your discovery and exploration, reflecting on how you have grown and changed, and ultimately showcasing who you have become in a **digital portfolio**.

As part of your milestone process with me, we will discuss and reflect on your journey together, curating artifacts that showcase your growth. We will begin this process during our Discovery Seminary, using a "Milestone Log" and starting your [Digication portfolio](#). During your final semester at Oxford, you will enroll in a one-credit, pass/fail "Milestone Course" with me in which you will finalize your portfolio and write a reflective paper on your time at Oxford and the artifacts you have chosen to showcase.

To fully benefit from the milestone, you should reflect and collect from the beginning of your Oxford journey, using it as an opportunity to deepen your experience.

Course Organization & Assignments

Unit 1: Digital Selves (Weeks 1-3)

Project 1: Visual Essay, 10%

Unit 2: Digital Others (Weeks 4-8)

Project 2: Reflective Essay + [ADPH interviews](#), 15%

Unit 3: Digital Choices (Weeks 9-15)

Project 3: Critical Review of Articles, 10%

Project 4: Consultant Presentation (group), 20%

Major Projects Total: 55%

Communicating-to-Learn Assignments

Inquiry Log, 10% (average of grades for our 3 units)

Reading Discussion Leader (partnered), 10%

Milestone Log (one grade for semester), 5%

Communicator Statements (P1, P2, P3), 5%

Communicating-to-Learn Total: 30%

Class Participation

Drafts, peer response, teacher conferences, random participation grades, other informal assignments.

Participation Total: 15%

Required Texts & Materials

(Texts at Oxford's bookstore or online bookstores)



Michael Thomas's *Deconstructing Digital Natives* (2011), ISBN: 978-0415889964



Tom Chatfield's *How to Thrive in the Digital Age* (2012), ISBN: 978-1447202318



The Little Seagull Handbook, 3rd edition (2016), ISBN: 978-0-393-60263-0

At least \$15 of [Eagle Dollars](#) for printing (perhaps more if you find paper works well for you).

Projected Course Schedule

Unless hyperlinked, readings other than our textbooks are available through our library course reserves. If I revise our schedule, I will do so at least twenty-four hours before class and will make a Canvas announcement to let you know.

Week	Date	Title	Read/Watch/Listen	Do
Unit 1: Digital Selves				
Week 1	H 8/30	Introductions		
Week 2	T 9/4	A powerful metaphor	<p>Prensky's "Digital Natives, Digital Immigrants, Part 1." Graff & Birkenstein's "I Take Your Point: Entering Class Discussions."</p> <p>The syllabus. "Inquiry Log" & "Reading Discussion Leaders" assignment sheets. Visual essay (P1) assignment sheet.</p>	<p>Reflect on your first memories of digital media. What digital technologies were you exposed to? How did you use them? What role did these play in your life? How do you think these experiences have shaped you? (inquiry log)</p> <p>Milestone reflection: Who are you right now? Why are you here? What are your goals for your time at Oxford? What do you think you'll leave with? Who do you hope you'll be? (milestone log)</p>
	H 9/6	Early digital experiences	<p>Levy's "Young Children, Digital Technology, and Interaction with Text" (<i>DDN</i>).</p> <p>Carr's "Is Google Making Us Stupid?"</p> <p>Explore the templates in Sway (part of MS Office online) to consider options for P1.</p>	<p>Reflect on Levy's study. What questions was she trying to answer? What methods did she use to answer them? What conclusions does she come to? How does this connect with your personal experience? How did you use digital media before grade school? (inquiry log)</p>
Week 3	T 9/11	Digital identities	<p>Thomas's "Technology, Education, and the Discourse of the Digital Native" (<i>DDN</i>).</p> <p>Takahashi's "Japanese Youth and Mobile Media" (<i>DDN</i>).</p>	<p>Reflect on Takahashi's study. What questions was she trying to answer? What methods did she use to answer them? What conclusions does she come to? How does this connect with your personal experience? What role have digital media played in your identity? (inquiry log)</p>
	H 9/13	Studying the metaphor	<p>Interviewing section of Charmaz's "Qualitative Interviewing and Grounded Theory Analysis" (pp. 314-318). Watch "Visual influence on my literacy." Read APDH IRB protocol, informed consent, and assent forms (Canvas files).</p>	<p>Rough draft of your visual essay due—upload & have digital access.</p> <p>Create a CITI account through Emory's IRB—begin the "Students in Research" module of the "Social/Behavioral Focus."</p> <p>Summarize the goals and methods of the APDH. What benefits and challenges do you see with conducting device-based interviews? (inquiry log)</p>

Unit 2: Digital Others				
Week 4	T 9/18	Studying the metaphor, part II	<p>Errante's "But sometimes you're not part of the story: Oral histories and ways of remembering and telling." Studs Terkel's 1965 interview with an "Auburn University student in Montgomery, Alabama."</p> <p>Reflective essay (P2) assignment sheet.</p>	<p>Submit final draft of visual essay and a communicator's statement (P1).</p> <p>Reflect on Errante's article. How does she see the goal of oral history? What challenges and dynamics does she point out in oral history? How does this affect how you understand Terkel's interview? How does he build rapport with his interviewee? What value do you see in the interview? (inquiry log)</p>
	H 9/20	Digital natives and learning	<p>Jones's "Students, the Net Generation, and Digital Natives: Accounting for Educational Change" (DDN).</p> <p>Kennedy & Judd's "Beyond Google and the 'Satisficing' Searching of Digital Natives" (DDN)</p>	<p>CITI "Students in Research" due—upload completion report.</p> <p>What arguments have been made about how generations differ in their relationships with digital technologies? What argument does Jones make? What are the implications of his argument? What do you think? (inquiry log)</p>
Week 5	T 9/25	Digital natives and creating	<p>Levy & Michael's "Analyzing Students' Multimodal Texts: The Product and the Process" (DDN)</p> <p>Selber's "Reimagining Computer Literacy"</p>	<p>First interview due to APDH.</p> <p>Reflect on your first interview. What surprised you? What connections did you see with what we've read so far? How was your peer's experience similar/different from yours? What would you like to improve in your next interview? (inquiry log)</p>
	H 9/27	Embracing chance and confusion	<p>Gold's "The Accidental Archivist: Embracing Chance and Confusion in Historical Scholarship."</p> <p>Milestone project assignment sheet.</p>	<p>Milestone reflection: What has surprised you in your first month at Oxford? What are you finding the most stimulating? The most challenging? What are you most proud of? (milestone log)</p>
Week 6	T 10/2	Cultural perspectives: Sweden	<p>Zimic & Dalin's "Actual and Perceived Online Participation Among Young People in Sweden" (DDN)</p> <p>Jenkins's "Confronting the Challenges of Participatory Culture: Media Education for the 21st Century (Part One)"</p>	<p>How does Jenkins define participatory culture? What do Zimic and Dalin find about Swedish youth participatory culture? What are the implications of their findings? Does this resonate with your experience in your cultural context? (inquiry log)</p>
	H 10/4	Cultural perspectives: South Africa	<p>Chuma's "The social meanings of mobile phones among South Africa's 'digital natives': a case study"</p>	<p>How is the South African experience of the Internet and ICTs distinct from other cultural contexts we've considered? What new</p>

			Brown and Czerniewicz's "Debunking the 'digital native': beyond digital apartheid, towards digital democracy"	implications do these studies raise for how we think about digital literacies and digital natives? (inquiry log)
Week 7	T 10/9	Fall Break – No Class		
	H 10/11	Historical perspectives on technology	Fischer's "Technology and Modern Life" Mulugeta reflective paper (Canvas)	Second interview due to APDH. Reflect on your second interview. What surprised you? What similarities/differences did you find with your first interview? Which of Fischer's approaches to technology are you recognizing in your interviews and yourself? (inquiry log)
Week 8	T 10/16	Studying the metaphor, part III	Analyzing data sections of Charmaz's "Qualitative Interviewing and Grounded Theory Analysis" (pp. 319-328). Saldaña's "Introduction to Codes and Coding" (pp. 3-31).	Bring printed transcripts of your two interviews. Reflect on the questions that our readings and interviews have raised for you so far. What would you be interested in studying in our archive of interviews? (inquiry log)
	H 10/18	Peer response		Rough draft of your reflective essay—upload and bring 2 paper copies for peer response.
Unit 3: Digital Choices				
Week 9	T 10/23	Thriving with digital technologies + work session	Chatfield's <i>How to Thrive in the Digital Age</i> (pp. 1-35)	Carve out a half day without ICTs. Reflect on the experience of being unplugged. What changed? What was enhanced? Diminished? (inquiry log)
	H 10/25	Connecting with the scholarly conversation (librarian visit)	Critical Review of Articles assignment sheet (P3). Skim the <i>Little Seagull</i> APA chapter.	Submit final draft of reflective essay and a communicator's statement (P2).
Week 10	T 10/30	Thriving with digital technologies + work session, part II	Chatfield's <i>How to Thrive in the Digital Age</i> (pp. 39-65)	Connect one of Chatfield's chapters to a current event. How do you see attitudes toward technology playing out in public debates? (inquiry log)
	H 11/1	Thriving with digital technologies + work session, part III	Chatfield's <i>How to Thrive in the Digital Age</i> (pp. 69-99)	Prospectus + initial codes due (upload—one per group).
Week 11	T 11/6	Thriving with digital technologies + work session, part IV	Chatfield's <i>How to Thrive in the Digital Age</i> (pp. 103-139)	Bring materials and technologies necessary for coding as a group (e.g., laptops, paper copies of initial codes, etc.)
	H 11/8	Synthesizing scholarly conversations	Graff & Birkenstein's "The Art of Summarizing" & "The Art of Quoting."	Draft <u>rhetorical précis</u> for your 3+ chosen scholarly sources + create a <u>synthesis matrix</u> for them. Reflect

				on how they connect to your group's research questions and findings so far (inquiry log).
Week 12	T 11/13	Developing recommendations	Consultant Presentation assignment sheet (P4). City of Atlanta's " Affordable Housing Audit Presentation ."	What have you learned from your library research so far? How is it changing how you understand your group's inquiry? (inquiry log)
	H 11/15	Peer response + work session		Rough draft of your critical review of articles (P3)—upload and bring 2 paper copies for peer response.
Week 13	T 11/20	Work session		Coding scheme due—upload one per group. Bring materials and technologies necessary for working on P4 with your group.
	H 11/22	Thanksgiving Holiday		
Week 14	T 11/27	Giving oral presentations (guest speaker)		Submit final draft of your critical review of articles and a communicator's statement (P3). Locate a TED talk that you find effective. Reflect on what makes it effective as a presentation that you could emulate in P4 (inquiry log).
	H 11/29	Milestone work session (academic technology visit)		Milestone reflection: Choose something you created in one of your classes this semester that best represents your learning/growth, whether because you did particularly well, particularly poorly, or because it fundamentally changed how you think. Reflect on why you chose it—what does it represent about your learning? (milestone log). Bring a digital device to class.
Week 15	T 12/4	Peer response + work session		Rough draft of your consultant presentation slides & talk—upload + be prepared to present it to another group.
	H 12/6	Reflecting on the semester		Return to your first milestone and inquiry reflections of the semester. How was this semester different from what you anticipated? How are you different now than you were in August? Reflect on how your thinking has evolved this semester (milestone log).
Final Exam	H 12/13, 7-10 p.m.	Consultant Presentations		Consultant presentations due (P4) + communicator's statement & individual collaboration reports.

Where to Get Help

Our Course Website & Syllabus: I've tried hard to think of the questions that might nag you in the wee hours of the night when I'm not available. If a question arises, take a look around our [Canvas site](#) and our syllabus—chances are, I've written out an answer already.

Oxford's Writing Center: The [Oxford Writing Center](#) is another place to grow as a writer. Talking through your writing with an experienced writer can be a helpful way to grow your ideas, plan your writing, or focus your revision. I recommend making full use of this free resource and scheduling visits early and often. Do not think of it as remedial help—many of the strongest student writers are so strong precisely because they are proactive in visiting the center.

Oxford's Library: Oxford's librarians offer [one-on-one research consultations with students](#). These can be early or late in your process (though I recommend early). Because research, reading, and writing are such interrelated processes, research consultations can yield many, many rewards for writers.

Counseling & Career Services: Oxford's [Counseling & Career Services](#) (CCS) provides a range of free services related to your personal and professional development. This can include helping you work through a difficult time, guiding your career/life planning, or even developing résumés and professional letters. These are great people to reach out to for help.

Canvas Help: For technical issues with [Canvas](#), click on the "Help" tab. You'll find many resources, including a 24/7 hotline: 844 765-2516.

AskIT: Many technological problems can be resolved by submitting questions to [Oxford's AskIT](#).

Me!: If you cannot find an answer to your question, ask me! I have weekly office hours and can also make appointments at other times to discuss your writing and progress.

Course Policies

Accessibility: Accessibility is important to me. My goal is to create an accessible, inclusive learning environment in which all students feel they can learn effectively and in which we all learn from each other's diverse perspectives. If you have concerns about your ability to participate in this class, please see me as soon as possible. If you have a disability that may require accommodation, contact the [Office of Accessibility Services](#) (OAS). It is your responsibility to notify me and the OAS of your accommodation needs, but we'll find solutions together (adsroxford@emory.edu).

Attendance & Tardies: I've designed this course to be a cooperative learning experience, which means that absences reduce everyone's potential learning. Plan to attend each class, arrive on time, and have something to contribute every day. If you must be absent, I will treat **up to three absences as automatically excused**, after which your participation grade will be penalized by a quarter-letter grade per absence (.25). Students with no more than one absence will earn an extra quarter-letter grade on their participation grade (.25). Arriving to class late is disruptive and erodes the valuable time we have together. Arrive *before* the official start of class so that we can start on time. **I will treat three tardies or early departures as the equivalent of one absence.**

Class Participation: Creating a positive learning environment is a collective responsibility that requires us all to contribute actively to the course. Reading actively, completing your writer's log entries, coming to class with assignments prepared, and committing to being fully present in mind and body will help you contribute meaningfully. Plan on:

- Coming to class prepared and with something positive to contribute.
- Attending all class sessions (except in the case of unavoidable emergency/obligation).
- Being respectful of all class members (i.e. communicating interest, listening, using names, turn-taking, etc.).
- Minimizing disruptions (i.e. leaving during class, your phone ringing).
- Staying actively focused on the class (i.e. minimizing distractions).

Your participation grade will include your three individual writer's statements, draft deadlines, peer response, conferences, random participation grades, and other informal assignments.

Grading Scales: I use the [GPA scale](#) to convert letter grades for calculation. I have two additional scales I use for homework and participation that I convert to the GPA scale: (1) the completion scale (credit = 4, partial credit = 2, no credit = 0); (2) the contribution scale (outstanding = 4, active = 3, passive = 2, unengaged = 1, unacceptable = 0). Because Canvas can only grade on the 100-point scale, I have disabled the automatically-calculated course grade. You will see assignment grades, but no course grade.

Honor Code & Plagiarism: Plagiarism and cheating undermine our work as learners and scholars. We cannot build new knowledge together if our contributions are not our own. While we will actively learn about the conventions for attribution and source handling, you are expected to abide by our [Honor Code](#) from the very beginning and should be proactive in seeking help if you are unsure of how to integrate source material. Bear in

Course Policies, continued

Honor Code & Plagiarism, continued: mind that the honor code states that submitting work to me declares that work to be your own without unauthorized help. The [Purdue OWL](#) is a useful resource on plagiarism.

Homework: Unless otherwise noted, homework should be submitted as inquiry log entries. These should be available for use in class activities (i.e. printed or electronic). Homework will be graded using the completion scale or contributions scale—this is the place to take risks and be creative. Fully engaged, thoughtful responses matter more than correctness.

Late Work: Late projects will be deducted one +/- per calendar day late (i.e. a third of a letter grade). Late inquiry log entries will affect your participation grade (lack of preparation). A pattern of late entries will be reflected in your inquiry log's final grade as evidence of a low level of engagement with the course.

Major Projects: Major projects will be submitted through Canvas as .doc or .docx files. As an inquiry course designed around empirical qualitative research, we will follow APA formatting and citation guidelines. Make use of your *Little Seagull* handbook and the Purdue OWL for specifics about the guidelines.

Note on Student Work: Student work submitted as part of this course may be reviewed by Oxford and Emory faculty/staff for the purposes of improving instruction and enhancing Emory education.

Technology: As a course on digital technologies, we will be reflective about how we integrate these in our course and learning. Please bring an appropriate device (laptop, iPad with keyboard) to classes that indicate their use (e.g., research day). You are free to bring these to other classes, but I expect you to use these in ways that enhance your presence in the course and do not distract your peers. For example, phones should be silenced and in your bag so that we can be fully present with each other during discussions; similarly, notifications and distracting software/platforms (e.g., social media) should be closed on laptops when in use (consider airplane mode while taking notes). Our goal will be to use technology in ways that enhance our collective learning and minimize distraction and disrespect. Let's be mindful of our valuable time together—our class time together is a privilege and gift we should protect. Please let me know if you have ideas for how to improve the integration of technology in our classroom.