Research Question

How do the various definitions and understandings of digital rhetoric influence composition curriculum and student outcome? (This is the overarching question.)

What theories in digital rhetoric are applied and incorporated in composition assignments? (These are possible sub-questions)

How do the assignments address issues of digital literacy?

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| Things to look at/research | What does it mean to the question? What can I look at? |
| Syllabus | Can compare to WPA outcome statement.  Provides ability to look at assignments that are text based and those that are multimodal. What is the ratio? |
| Assignment Guidelines | How are assignments explained? Have guidelines been modified? What are the expected outcomes? |
| Rubrics | What areas are graded? Which areas are worth more points than others? Does the rubric indicate |
| Drafts | What is the role of the process in the class? Is it as equally valued as the product? |
| Interview directors | Can ask specific questions about scholarship behind curriculum. May help in attempting to trace link between specific theories and what is practices. |
| Interview instructors | May help in attempting to trace link between specific theories and what is practices. Digital literacy. |
| Interview students | Gauge their understanding of what their doing. How do students perceive their literacy before entering the classroom? Did it change after completing digital or multimodal assignments? How are assignments understood? |
| Classroom Observations | How assignments are introduced and taught. How students work on digital assignments. What environment do they work in? Computer labs? |
| Feedback | What type of feedback is given? How is feedback given? Is the feedback given based on a rubric? Assignment guidelines? |