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) canons of rhetoric 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.

Note: Whether you use it or not quotes from pencils to pixels help in intro/set up the technology shift/importance.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Delivery | Arrangement | Invention | Memory | Style |
| **Yancey – Not Only Words**  “they need neither self-assessment nor our assessment: they have a rhetorical situation…a potentially worldwide audience, a choice of technology and medium” (302)  Audience is unknown but part of process(not sure if that’s the correct word). Potential to reach large audience. Different delivery options.  “writing is social…beyond path from student to teacher” (311)  Can be used for delivery and how technology changes the way we think/approach delivery. | **Yancey – Not Only Words**  “the potential of an arrangement is a function of delivery” (317)  **Pigg et al – Ubiquitous Writing** | **Yancey – Not Only Words**  “members of the writing public have learned—in this case, to write, to think together, to organize, to act…without our instruction” (301)  think the key here is learning without instruction (as in learning based on rules/constraints of the genre&community)  “the screen is the language of the vernacular” (305) important quote from this piece but not sure where it fits, but it does relate to change in pedagogy/approach and shift in concept/role/practice. | ??? | **Yancey – Not Only Words**  Some of the delivery & invention quotes may be applicable to style, but it could be a reach. |
| The 2 circulations of composition (312) both general and within “educational culture”  “the potential of an arrangement is a function of delivery” (317) |  | “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.” (317)  Influence of technology example, technology influence on invention in digital spaces? |  |  |
| **Palmeri – Remixing Composition**  “ask them(students) to consider which modalities would best help them achieve their rhetorical goals” (37)  “teach students to engage in multimodal translation with the ultimate goal of being able to make an informed rhetorical choice about which modalities best enable them to persuasively present their thoughts to a specific audience” (38)  This can work with delivery, style and arrangement. It’s not terribly specific but does speak to abilities taught/gained through multimodal comp. | **Palmeri – Remixing Composition**  “ask them(students) to consider which modalities would best help them achieve their rhetorical goals” (37)  “teach students to engage in multimodal translation with the ultimate goal of being able to make an informed rhetorical choice about which modalities best enable them to persuasively present their thoughts to a specific audience” (38)  This can work with delivery, and arrangement. | **Palmeri – Remixing Composition**  Uses Emig to promote multimodality 🡪 “experience in composing across modalities can help teachers understand invention” (p.18)  Not the clearest quote, but can help to argue benefits of multimodal composition/embracing affordances of technology  “it makes sense to reimagine composition as a course that teaches students to discover—to choose—the modalities that best help them convey what they want to communicate.” (37)  Works with previous quote. |  |  |
| All modes of communication are codependent. Each affects the nature of the content of the other and the overall rhetorical impact of the communication event itself” (NCTE). Can work for all. |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Palmeri 🡪** Basic arguments are similar to others. Move away from only alphabetic text Affordances of multimodality in helping to teach invention, delivery,

* + - arrangement stem from what could be learned/demonstrated. Nothing terribly
    - assignment specific found in part 1. Lots of references! Overall helpful with
    - pointing to students arriving with knowledge/experience of digital world,etc. Push to “Make media rather than just consume media” (127)
* Work with other disciplines. Give students chance to “employ visual and auditory strategies of knowing in order to invent and revise their scholarly writing” (152)

Connection exists between alphabetic and multimodal comp. Teaching/Learning multimodal comp = beneficial to scholarly writing. (I think Part 1 Translation section can be helpful with this argument)

**WPA Outcomes Statement**

* Lists/bullets of expected outcomes
* Specifically mentions composing in multiple modalities and technologies
* Not assignment specific, BUT clear shift to include more than alphabetic text, and connects rhetorical knowledge to tech/multimodal

**Selber**

* “if students are to become agents of positive change, they will need an education that is comprehensive and truly relevant to a digital age” (234).

**Arroyo**

* If, as she writes, “the commands of our online world relentlessly promote participation, encourage collaboration,” then students must also know how to deliver their work in the best, or most effective way possible to promote that continued collaboration and participation
* This is from my paper. I used it for delivery, but I’m including it because 1. If you have a quote that doesn’t speak directly to the term you can weave in.
* I realize that you obvi know how to do this, but some of these ideas are repetitive/similar so this one way of using a different author/source without doing that, and it includes bigger picture ideas. (and I don’t know how to delete her comment and I’m embarrassed by it so ignore it. Ok bye)

**Hocks**

* Hocks (2003)“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)”
* Technology influence 🡪 bringing in larger audience, can access larger audience, diff/newer genres and constraints/affordances 🡪 brings attention back to delivery, style, arrangement