(Hawisher and Selfe, 1991,p. ) Hawisher and Selfe (1991)

Selfe – reliance on tech; be aware of tech

An early observation about technology in the classroom and what it means to/for literacy…..

How we teach (Hawisher and Selfe)

Aware of the tech “reinforcesthose traditional notions of educa- tion that permeate our culture at its most basic level: teachers talk, students listen; teachers' contributions are privileged; students respond in predictable, teacher-pleasing ways” (p. 55).

Need to be awareof the “negative effects of using new technology” (p. 59)

“We need to be aware of the fact that electronic classrooms can actually be used to dampen creativity, writing, intel- lectual exchanges, rather than to encourage them. We need to talk about the dangers of instructors who use computers to deliver drill-and-practice exercises to students or of instructors who promote the use of style analyzers to under- score student errors more effectively than they did five years ago with red pens” (p. 59)

“computers were being used to "share"writing, but the effect of such sharing was to make the class more teacher-centeredand teacher-controlled. Hence, describing technology as a mechanism for increasing the sharing of texts or bringing students and teachers together on a more equal basis again told only a part of the story” (p. 61)

“We must plan carefully and develop the necessarycritical perspec- tives to help us avoid using computers to advance or promote mediocrity in writing instruction. A balanced and increasingly critical perspective is a start- ing point: by viewing our classes as sites of both paradoxand promise we can construct a mature view of how the use of electronic technology can abet our teaching” (p. 62)

Despite the age of the 1991 Hawisher and Selfe (1991) piece, it continues to resonate in rhetorical and technology because we cannot, as instructors, simply respond to shifts by blindly/gullibly implementing technology without looking beyond affordances. This is important when responding to calls regarding the shift in how we think about literacy.

Yancey

Selber

Clark

Arroyo

Selber

Functional use the damn thing “systematic power” (p. 46) and proceduralist p. 43

Critical – “Students might be encouraged to recognize and question the politics of computers” (p. 75)
Aware of dangers of computers 🡪 the “power that circulates in technological contexts” (p. 133)

Rhetorical – “effect change in technological systems” (p. 182)

“reflective producer of technology” (p. 182)

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