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Sabrina Student Led Seminar Notes

The definition of writing must now include epistemic, multivocal, multimodal, and multimediated practices in computers and writing classrooms. Ultimately this leads to a different idea of what literacy means. The meaning of reading and writing has changed. The return of orality, performance, and delivery account for the shifting of meaning not only in context, but also in physical location, and that alters the shape of the writer, reader, message, triangle. The triangle, though still important, now has a shape that includes, or at least accounts for, the performative relationships where writing favors immediacy, quickness, associative leaps, and a fluid flexible sense. This favoring of immediacy gives us the opportunity to redefine writing. The terms coined by Dr. Shankar in her dissertation assist in giving us a more critical vocabulary to work with when redefining writing. Letteracy, prosodacy, spriting, and talkument give us a framework for how to shape our assignments, or ways in which to improve our assignments, that makes use of these skills that students have, or will need. This brings about the educational goals of a composition class, and what role translating does or does not have. Ultimately this leads to Selber and the multiliteracies students need to be taught.

**What assignments, or how can assignments include translating from one form to another? Where can we put translation in an assignment to include the four educational goals on p. 172?**

In class we discussed the ways in which the current curriculum at UTEP attempts to reach some of those goals. Specifically, the Genre Analysis looks at how the message is shaped, the Lit Review looks at the content, and the film doc and op-ed are similar assignments, but students present the information to their audience in different mediums. The translation isn’t direct. In 1302 students don’t take a paper they wrote, and compose it as a video, but they take information they obtained, and in some cases pieces of what they wrote to compose a documentary.

**Computer Literacy**

**How is computer literacy measured? Do you think that these four points has been realized?**

The points haven’t likely been realized, but a lot of students have these skills. They know how to do many different things on a computer, but they don’t think about what they’re doing. They aren’t pressured to continue to develop the skills, unless they go in to a more specific field at the university level that requires that these skills become more refined.

Ch. 2 Functional Literacy

**What other parameters need to be added to the list?**

The parameters need to include different qualities, because the technological parameters have changed in ten years. So, the educational goals, social conventions, specialized discourses, management activities, technological impasses, still apply, but they need to include technological advancements, or consider them. The qualities of a functionally literate student are general enough that they still apply today.

**In a classroom where there is an approach to writing using different measures, why would the current age deflect from incorporating computers into the classroom?**

Not every English class has computers in the classroom. It’s very necessary to have access to computers, and to be able to effectively use them to communicate, etc. Instructors need to be comfortable using the computers, and those that want to use them in the classroom, or incorporate their use with assignments. In 2004, perhaps there were more backlashes against using computers, and using them for more than writing a paper.

**Is there that same reluctance today? Is it possible to imagine that someone will be educated without technology being a factor?**

**What if you do have a computer classroom, and they don’t get used? What if they get used in other ways?**

Instructors that don’t use the computers may be concerned that they will distract students. Instructors need to let go of that fear that students will be on Facebook. Instructors should be able to give students ways in which to use the computers, if they are in the classroom. This can be as simple as explaining that they can print slides, and write on them, or print them, and type on them. This goes back to the ways in which students should learn how to use the computer in more than one way to serve them.

**How does one measure or assess literacy, if literacy is supposed to be looked at as an ability to read and write, and nothing more?**

Assignments that touch on each of the parameters in Selber, if you are using Selber as a guide, can be used to assess their literacy, and possibly using that to show improvement over the duration of the semester. With an expanded definition of writing students can learn that writing isn’t only what they have been told it is, and that it is more than typing a paper. The hope is that with this broader definition students will see the importance of assignments that incorporate different types of composing.

There is Minecraft as an example of research. Research that they are then doing something with, which in this example is to build or create something within Minecraft that they didn’t know how to do previously. This use of research and the process of using it could be built upon. Whether people view that as research or not, it is a skill that many students will have acquired due to their exposure, or use of, apps. Moving forward, or thinking ahead, this may mean that instructors may have to think of ways to incorporate these skills in assignments.

The final thoughts on these chapters focus, and the article focus on the openness to technology instructors should have, so that they can approach their assignments with multiliteracies in mind. An instructor embraces a broader definition of writing, should also be as adaptable to using technology.