How is computer literacy measured?

How does she want to expand definition of writing?

The definition of writing expands to include

There is a return of orality. The triangle of writer, reader, message has a new shape, that includes the performative relationships where writing favors immediacy, quickness, associative leaps, and a fluid flexible sense. These different ideas about the definition of writing, and the shift in what we know as literacy leads to a different idea of literacy. Literacy no longer means what it used to, so the terms discussed in Dr. dissertation letteracy, prosodacy, spriting, talkument, should be applied, used, thought about.

Assignment model p. 172?

Translating texts. 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?

This occurs in RWS 1302. 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.

Is there an advantage to adapting a more literal translation?
 Scaffolding not to a bigger assignment.

**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?

 H: 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

Where does the mindset come from? Why would you not want one, or have one and choose not to use it?

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?

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. To read and write does not mean what it once did, because of there is a return of orality. This return 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.