LAE 6947: WRITING THEORIES AND PRACTICES   FALL 2013
SECTION 1142—Thursday, R 9-11, 4:05-7:05pm
Professor Laurie Gries
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Office/Hours: Turlington 2332: Thursdays, 1:30 - 3:30, and by appointment

Course Description and Objectives
This course introduces you to perspectives on writing and the teaching of writing in colleges and universities. It aims to help you imagine and invent different ways of teaching writing (in relation to reading and theory) across teaching contexts. This course also aims to help you develop different pedagogical approaches for teaching writing in relation to invention, production, and distribution of knowledge. You can expect to walk away with theories to inform your pedagogical rationale but also research and invention skills to put those theories into practice in the classroom. To assist in this learning, you will practice designing and implementing heuristics, embark on your own pedagogical research project, and design a course of your choice, all of which will help you gain experience teaching in multiple areas and at multiple levels of English education.

Course Texts
The bulk of what we read will be journal articles, book excerpts, and anthology chapters. I will indicate which journal articles are available electronically via the UF library, and I will post the rest of the articles, selections, and essays to the COURSE READINGS PAGE on our Wiki.

Course Work
There are five writing assignments that count toward your overall grade in this course. Please see Individual Pages on Course Wiki devoted to each assignment below for more information. To help you learn how to create rubrics, we will build rubrics together in class for all these assignments.

Teaching Presentation (15%): For this assignment, you will conduct a 30-40-minute classroom activity in which you implement technology to teach writing in the course you are designing for Course Design Assignment below.

Individual Blog (15%): As part of your professionalization this semester, you will create an individual blog onto which you will upload all of the writing assignments you complete for this course. This portion of your overall course grade will be constituted by your performance on your weekly writing assignments, including your mystory. You will create a link to this blog (and your mystory) on your professional web page.

Course Rationale (25%): A theoretically-informed, deeply researched rationale for designing/offering a specific course in which writing is taught as topic and practice.

Course Design (30%): For this assignment, you will present a complete writing course of your choice on a Wiki or other electronic platform of your choice. In this Course Design, you will present a Course Description, Course Objectives, Course Texts, Course Structure, Course Policies, Tentative Schedule, Formal Assignments, Homework Activities, and Course Assessment.

Professional Web Page (15%): A well-conceived and well-designed electronic platform on which to document your past and current professional activities for students, colleagues, and future colleagues. Required Pages: About; CV; Teaching. On your Teaching Page, you will include a link to your Individual Blog, Mystory, and Course Design. You are also encouraged to include a Current Research Page as well as any other Pages relevant to your scholarship.

Course Structure—The Hivemind

This semester, I want you to think of this course structure as a hivemind. According to Don Byrd and Derek Owens, we can think of as a hivemind as a "collective state of mind"—a learning experience in which we all are thinking together for the benefit of the whole course and each of us as individuals.

The phenomenon of the hivemind suggests that we collaborate as intelligent agents working with other intelligent agents (peers, scholars, technologies, etc.) to produce arc(hives) of knowledges that each of us can draw on to enrich our own distinct ideas, writing, and research projects. The phenomenon of the hivemind is generated through both collaboration and collectivity.

We generally think of collaboration as having a centripetal force; collaboration typically means several minds working on a single problem or product. The hivemind reconfigures collaboration as collectivity—a centripetal and centrifugal force in which students, acting as intelligent agents, archive diverse knowledges to generate multiple, individual scholarly products.

To generate a functioning hivemind that benefits us as a whole and as individuals, we will be producing arc(hives) of knowledge in various forms.

First, and most obviously, we will think together in class discussions. Lecture, as you might imagine, is not a standard practice in my pedagogy. Instead, I approach every course and every day of class as an act of co-inquiry. I try to incorporate material that is unfamiliar and/or difficult to me so that we have a chance to work through it together. That places responsibility on each of us to contribute, and since we have a small enrollment, that places extra responsibility on everyone. In class everyday, then, we will work together as intelligent agents and pool our thoughts to contribute to the scholarly conversations we have encountered in the readings. The course is designed so that each week's readings builds on the last; therefore, we can think of this seminar as a 15-week ongoing conversation, not a contest as to who can speak first or who can be right. We will work as a hivemind and together produce knowledge that we all benefit from, collectively and individually.

Second, each week a student will present a 20 mini-lesson, the lesson plan of which will be posted to the MINI-LESSON page on our Wiki. This archive of heuristics will be made available not only this semester but in the future. Therefore, together, we will build a pedagogical archive useful to us all.

Third, as students conduct research and stumble upon source material relevant to our course, students will contribute to the TEACHING RESOURCE page on our Wiki. On our this page, students are expected to upload links to articles, websites, books, etc. that students think others may find useful and/or interesting. This site, again, will serve as a resource students can use when working on their own projects this semester and into the future.

The rationale behind such collective efforts is simple: 12 diverse minds are stronger than 1. When we pool knowledge and work together, each of us benefits. As individuals, we benefit by enriching our own intelligences and production—by drawing on the collective efforts of the whole, we enhance our own ability to perform. Yet, perhaps most importantly, we benefit by creating, building, and sustaining a strong intellectual community and engaging in co-intelligent behavior.

Co-intelligence emerges when we draw on the collective experiences, knowledges, intelligences, and wisdoms of diverse individuals and groups in order to solve problems and come to greater knowledge and understanding. As Thomas Atlee writes, it is all the ways one can "evoke the wisdom of the whole for the benefit of the whole." Co-intelligence depends on the construction of sustainable, organized systems to circulate and build knowledge. Our Wiki, and all of its pages in conjunction with our class discussions, will

help construct our organized system. Our Wiki, in turn, will become an intelligent agent that we interact with to enhance co-intelligence as well as our own.

The success of our hivemind is dependent on the contribution of all students in this course. Therefore, students are expected to participate in the hivemind in all the ways described above. Know that I realize time is also needed to create a successful hivemind; therefore, while students are expected to contribute to the Wiki on their own time, we we also take time in class on some days to enhance our digital archive of knowledge.

While the assessment policy in this course assumes hivemind participation as a given, I hope you will find this kind of intellectual work to be rewarding and one that you carry with you into other intellectual endeavors.

COURSE POLICIES
Attendance
is expected. If you miss more than 1-2 classes, we should probably have a conversation outside of class.

Accommodations
are available; I am happy to do what I can to make this course as productive for you as possible. For this course, that may mean making our facilities available to you outside of class. Simply let me know if you'd like me to do so. Also realize, if disabilities are at play, appropriate documentation regarding a student's disability is necessary to obtain any reasonable accommodation or support service. See the statement on Student Disability Services below.

Participation
is necessary and expected on multiple levels. I do not structure my courses as lectures; instead collaboration is integral to learning. Also, I try to incorporate material that is new to me so that we have a chance to work through it together, but that places responsibility on each of us to contribute. It should go without saying that I place a high value on constructive participation—all students are expected to actively engage in classroom discussions and our collective efforts to archive our knowledge on our course blog.

Privacy
is an increasingly important issue, and I'm mindful that you may not wish to place unfinished work online. The course Wiki is private—only members are allowed to see it, much less edit it. I may occasionally invite other people to take a look (and you should feel free to do the same), but the work you place there will not be publicly available. Similarly, while I may not make these options explicit in every case, it is easily possible to submit assignments and to complete this course without doing anything that will compromise your privacy. If you are concerned about this, I encourage you to speak with me.

Grading Chart (Letter to Number Conversion):
You'll get a letter grade for each formal assignment describe above under Course Work heading. This chart is used to convert letter grades to numeric grades on all your work. The parentheses include the range of numbers that apply to the corresponding letter. This chart is also used to determine your final grade in the course:

A+ 98 (97-100)	A 95 (93-96)	A- 92 (90-92)	
B+ 88 (87-89)	B 85 (83-86)	B- 82 (80-82)	
C+ 78 (77-79)	C 75 (73-76)	C- 72 (70-72)	
D+ 68 (66-69)	D 65 (64-67)	D- 62 (61-64)	EO

Note that UF has recently instituted minus grades. As a result, letter grades now have different grade point equivalencies. For more information, see:
http: / /www.registrar.ufl.edu/catalog/policies / regulationgrades.html

Relevant University Policies

Statement on Student Disability Services
The Disability Resource Center in the Dean of Students Office provides students and faculty with information and support regarding accommodations for students with disabilities in the classroom. For more information, see:
http://www.dso.ufl.edu/drc/

Statement on Harassment
UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more about UF policies regarding harassment, see:
http://www.dso.ufl.edu/studentguide/studentconductcode.php#s4041

Statement on Academic Dishonesty
All students are required to abide by the Student Honor Code. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, see:
http: / /www.dso.ufl.edu/sccr/honorcodes/honorcode.php

Course Schedule
Following, you will find our course schedule, which is tentative and thus subject to change. Next to each date, you will find the names of scholars and readings that we will discuss on that particular day, as well as the names of guest teachers and teaching presenters.

Important Due Dates:
October 30: Course Rationale Due.
November 21: Professional Web Page Due (along with Mystory)
December 3rd (Midnight): Course Design Due.
December 12th (Noon): FINAL DRAFT OF PROFESSIONAL WEB PAGE WITH MYSTORY AND COURSE DESIGN Due.
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TH August 22: Writing as Theory and Practice (Dubinsky, Ching, Murray, Berlin, and Sanchez). Student and Course Introductions.

TH August 29: Writing as Learning (Emig, Knoblauch, Herrington, DeVoss, Eidman-Aadahl, and Hicks).

TH September 5: Writing as Persuasion (Crowley, Fahnstock and Secor, Gilyard, and Stedman).

TH September 12: Writing as Contested Practice (Boone, Mignolo, Pratt, Smitherman, and Lyons).

TH September 19: Writing as Criticism. (Graff, Benton, Boyd, Menand, Goodman, and Bahktin). Guest Lecture Brandy Kershner

TH September 26: Writing as Social Action (Freadman, Medway, Miller, Shepard, and Dean).

TH October 3: Writing as Mutimodality (Kress, Prior, and Shipka).

TH October 10: Writing as Remix (Johnson, Lessig, Johnson-Eilola, Selber, Banks, Garrett, Deital-McLaughlin, Ridolfo and DeVoss).

TH October 17: Writing as Design (New London Group, George, Hock, Kress, and Marback). MYSTORY Due.

TH October 24: NO CLASS. I WILL BE AT CONFERENCE

TH October 31 : Writing as Event. Guest Lecture Raul Sanchez. COURSE RATIONAL DUE.

TH November 7: Writing as PostProcess. Guest Lecture Sid Dobrin.

TH November 14: Writing as Electrate Invention. Guest Gregory Ulmer

TH November 21: Writing as Assessment. PROFESSIONAL WEB PAGE (with MYSTORY) DUE.

TH DEC 5: FIRST DRAFT OF COURSE DESIGN DUE. MEET IN TUR 4332 FOR GROUP REVIEW. ***We will discuss this date to see if it works for everyone. If not, we will figure out another date.