Literacy –Jan 9, 2013

* Materiality- the things you use to read and write. Also the things around you that help you read and write.
* Include material aspects in lit assignments. Including journals.
* Literacy- the appropriate behaviors around reading and writing in a specific knowledge area toward some goal. Must be teachable and have artifacts (things that can be used to teach someone the literacy.)

Literacy- Jan 11, 2013

* What makes you sound more credible? Vocabulary, research, citing…

1. The moment I learned how to read and write in English
2. Coming to class and not knowing what people were saying
3. Wanting to get out of ESOL classes and fitting in with the rest of the students
4. Writing stories and short passages in first grade
5. Reading to my mom in English even though she didn’t understand

* Digital archive of literacy narratives.
* I learned how to read and write in Spanish, it was my first language so when my parents decided that we were going to move to the U.S I was scared. I got here and I went to school and it felt like a complete different universe not only was the school different but the simple fact that I couldn’t understand anything definitely made things that much harder. I remember my mom making me and my sister sit down and she would makes us watch t.v. in English and to me it was horrible. I felt like I couldn’t be happy in any place.
* Literacy January 14,2013
* Bring 4 paper copies of the literacy narrative to next class.
* Default MLA style
* Rubric for literacy narrative

1. Introduction
2. Use of concepts discussed in class (materiality, literacy sponsors, institution)
3. Discussion of a significant event
4. How terms, discussion and events relate back to the class, organization
5. So what?
6. If you use citations/ proper MLA format/ grammar

* Literacy January 16, 2013

Terms discussion and event relating back to class:

* Using the rubric and filling in the rubric. Writing a letter to each of the people that I get the essays from and write a letter to them explaining what they did wrong and how they can improve.

January 23, 2013-swales

**Discourse community**

* Criteria for what makes a discourse community
* Lexis (specialized vocabulary)
* Genre
* Shared goals (publicity understood)
* Levels of expertise (novices, experts)
* Participation, information, feedback (mechanism)
* Methods of communication between members

In five years I will hopefully be a college graduate with a degree in ad-pr, I hope to be working for some big time company handling all of their public relations affairs and communicating with people from all sorts of background. I hope that my job requires me to travel and it pays well. I hope I can move to Washington DC and make a career over there.

* Is this a discourse community?
* Would swale say this is a discourse community (PR agents??)
* Why would this be worth spending the whole semester studying?

January 28, 2013

* Genre- text types resulting from repeated rhetorical situations.
* Genres create rhetorical situations themselves
* An example is a syllabus
* Content, organization, values (class work)
* Its inviting faculty to attend a meeting about the college of arts and humanities, it’s not mandatory
* Concise, straight to the point
* The Pegasus at the top means its official, since president is going to be there the time is extremely enough
* Read the introduction and the first article for Wednesday.

February 2, 2013

* Are there any types of meetings that occur during the year where they physically come together? (come up with at least two)
* Are there any articles or journals that they publish that are not given out at the physical meetings.
* Are there any types of forms or texts that they use on a day to day function (two of them)
* Two other types of text.
* Bring in three texts-electronically or on paper and read Devitt
* 2012 critical issues forum/council of PR

February 11, 2013

Rubric: Genre analysis

1. Discussion: why structure and content is how it is. \*\*
2. Talk about at least three texts (use specific examples from your texts)\*\*
3. Works cited (MLA style, or citation style of the genre you are studying)
4. Background information about the rhetorical situation/genre/discourse community and its goals
5. Reference readings from the unit (Devitt, Bawarshi, Reiff) particularly to explain their use of/ definition of genre
6. Patterns

* What keeps people out/ hoe it participation invited?
* Who’s in charge (and how can you tell); authority evidence

1. So what? Analysis

February 18, 2013

Framing:

* Framing encourages you to name your position, distinguishing the way you think about the world from the ways others do.
* Framing also forces you to offer both a definition and a description of the principal around which your argument develops.
* Framing specifies your argument, enabling, others to respond and generate counterarguments.
* Framing helps you organize your thoughts, and reader’s in the same way that the title for an essay, song, or painting does.

Bring a 1 to 2 paragraph about the conversation, bring one annotation.\*\*\*\*

February 27, 2013

* Scope: what you are and what you aren’t going to talk about that your topic is automatically associated with.
* What time period is relevant to your annotated bib? Are you trying to summarize conversation from the beginning?
* What are valid sources in your conversation and why?
* Who would benefit from reading your bib? Who are they? Would it be helpful to state that in the intro?
* Are you attempting to give a broad overview? Brief history? What kind of understanding of this topic do you want the reader to walk away with?

March 20, 2013

Literature Review:

* Show major themes in the conversation, separate into paragraphs.
* Bring ideas together
* Finding the research gap: what is known? What is not known? What are you interested in knowing?

Has there been any type of solid solution to the problem?

Why not do more studies if it is such a big deal?

* Different types of gaps: Something is totally missing, something merits more discussion, and a combination of traditionally separate fields might lead to knowledge, a new perspective. You might also just identify the problem. It might also be a translation gap.
* Do you see how the research gap leads to the project proposal?

1. Why is it that every time ethics in public relations is discussed they consider the same reasons as to why it is that the issue is so big?
2. Instead of talking so much about it why don’t they do more studies to figure out the source of the problem?
3. Instead of blaming the school systems for not educating the students on how to be moral why don’t they just blame society and the field itself for those immoral acts? I mean I’m sure those people come into the field wanting to be moral but something causes them to change.

March 25, 2013

Lit review workshop:

In the workshop I worked with Shannon larmond we came to the conclusion that we need to work on connecting the different ideas, I need to define some of the terms that are specific to my field a little better so that people that don’t necessarily know about the topic can relate to the problem. I need to come up with a research gap because that was absent from my lit review.

April 8, 2013

Metaphors for writing:

Writing is like learning to dance: before you can learn a routine and perform it you would first need to learn the parts of the routine and even before that if you don’t know the basics of how to dance then you can’t learn the parts that will eventually become a routine.

For example if you have a person who doesn’t know how to dance salsa you can’t just jump right into learning a dance routine. Same with writing if you don’t have the fundamentals of writing then you can’t have a good final draft.