

New Submission from Course Architecture Tool

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Title of Your Course

Writing the University

How would you phrase your course inquiry as a question or questions?

How do we write within and about the university? How does the university write us? How does composed knowledge circulate within and beyond the university?

How will this question connect to writing as a practice?

Writing is one of the ways scholars, students, staff, the public engage with and represent the university. We will study and participate in those engagements and representations.

What are the stakes for your students in writing about this question?

Students will write a lot over the course of their time in the university, so exploring and critically examining how writing works (and how the university works) inside and outside the university is crucial to their education. It also makes thinking through questions about writing in the university all the more important. Students will consider what the purpose of writing is as well as the purpose of education itself -- if they understand the ways writing in the university occurs, they'll also have more agency to engage the university and their own education.

Course Learning Objectives

Learning Objective: Approach Composition as a Complex Process

Students will need to enter into a variety of disciplinary conversations and genres as they move through the university. This inquiry can help demystify this movement by showing how writing processes are transformed by the demands of the environments one writes within. We can also consider the university as a site of the production of writing and examine the distributed processes by which knowledge gets made by problematizing the genres and communities of the university. Students will have the opportunity to actively engage this learning objective through thinking metacognitively about process through cycles of research, revision, peer review, and publication as they produce projects for the class.

Learning Objective: Identify Yourself as a Writer

This inquiry will ask students to consider the relationship between writing and the university, and, crucially, their own personal relationship to those constructs. Students will need to consider their own position as writers (rather than someone who is simply completing required tasks in a course) by engaging publicly with academic conversations. A potential assignment might include assembling collages of words, items, images, and symbols that represent their experiences in educational contexts and juxtaposing it against what other scholars are saying about education as a construct.

Learning Objective: Engage with a Conversation

One of the main ideas under study this semester will be writing as a conversation: How do scholars communicate? Students will be asked to read some scholarly writing and *synthesize* it by putting texts in conversation with each other. They'll also look at some of the wider conversations happening *about* university education -- which takes place in popular culture representations,

government policy, social media, university websites, and scholarly publications -- and students will be asked to enter these debates by developing a theory about a topic of their choice and choosing the appropriate way to circulate that argument.

Learning Objective: Critically Examine Ways of Knowing

There's a multitude of epistemologies embedded in university disciplines that we'll work to deconstruct and pick apart in this course. For example, scientists don't think about or write about climate change the same way humanists do. And within the sciences, a health science professional will talk about the same problem very differently than a chemist would. And of course, the university often presents a rather narrow way of composing knowledge about an issue; we'll consider the pros and cons of academic structures in understanding and making interventions into complex problems. Students will be asked to analyze these discourses and determine the ways of knowing they will be using to theorize their own projects.

Learning Objective: Use Technology Rhetorically

Increasingly, technology is becoming a more obvious mediator in the ways we communicate. This includes university discourse. We'll look at genres such as university websites, syllabi, recruitment advertisements, and social media to understand the ways universities (and those who engage with them) use writing. Students will also be asked to leverage online platforms such as Wikipedia and blogs to "write back" to and within the university.

Assignment 1

Please describe the assignment as best as you are able to at this time.

Educational Ephemera Assignment: Students collect and curate educational "ephemera boxes" either digitally (i.e., websites, Prezi, slideshows) or with analog technologies (collages, dioramas, boxes of ephemera) using some of the following categories: college recruitment materials, UConn website materials, photographs from around campus, their own educational experiences, and assigned text(s). Students will go to the Dodd Research Center by the library to look at some examples of students' ephemera boxes from throughout UConn's history. Students will then remediate these pieces, writing essays that put their collections in conversation with assigned scholarly text(s). In these essays, students will craft an argument about how universities are represented rhetorically and discursively through *things.*

Assignment 1 Arcs

- Grounding

Assignment 1 Move

Engaging and Entering a Conversation

Students will engage with this course move by...

Students engage with conversations about educational and the university rhetoric by creating their own ephemera boxes, which "characterize" universities (their goals and purposes) in some way. Then they enter critical conversations about the university (which includes the scholarly arguments of the assigned text(s)) by using their boxes to make an argument about university representations and rhetorics.

Other Course Moves

- Collecting and Curating

Learning Objectives

- Approach Composition as a Complex Process
- Identify Yourself as a Writer
- Engage with a Conversation

Modes, Tools, and Technologies

Students determine the modes they would like to work in, but it will involve assemblages of collected artifacts; students will use word processors for their remediated essays.

Scaffolding for Assignment 1

They'll first be constructing the ephemera box, which will involve collecting the ephemera itself out of the 3 categories they've

chosen to work with and then curating it into an ephemera box. They will look at some examples of ephemera and read a theoretical text that situates ephemera or assemblages.

How will students revise throughout the scaffolding and major assignments?

They will revise and remediate their boxes into an argument about university rhetorics in the second half of assignment, which will also itself be revised once. Students will review each other's ephemera boxes in order to reflect on their own, and there will be peer review for the essay portion of the assignment, which is where the bulk of feedback will occur. There will be structured in-class workshops to facilitate peer review.

How will reflection be built in?

As students remediate their collections into a more traditionally "academic" genre, students will be invited to consider the conventions of scholarly conversations, including the affordances and expectations of the essay genre compared against the genres of texts students collected in their ephemera boxes.

Assignment 2

Please describe the assignment as best as you are able to at this time.

Wikipedia project: Students will create Wikipedia pages (such as where there are red links on Wikipedia) or expand stub pages related to the course inquiry (writing the university). They would research the topic of the page and then write it through the Wikipedia educational platform.

Assignment 2 Arcs

- Connecting

Assignment 2 Move

Circulating

Students will engage with this course move by...

...creating or contributing to Wikipedia pages that are dynamic and open to the public. They will need to leverage the tools for circulation that Wikipedia offers and contribute to the conversations that their Wikipedia pages are linked to. Students will also need to engage with the ethics of sharing information. Students will need to think carefully about the audience for their pages as well as the ways their pages may circulate or interact with other texts through hyperlinking.

Writing a Wikipedia page will also help students contextualize information through sources and understand the contested nature of knowledge; students will be able to author their own knowledge, but Wikipedia will not allow them to publish pages without appropriate citation.

Other Course Moves

- Contextualizing

Learning Objectives

- Engage with a Conversation
- Use Technology Rhetorically

Modes, Tools, and Technologies

Wikipedia (education platform), word processor for the annotated bibliography

Scaffolding for Assignment 2

Students will be asked to research and brainstorm their Wikipedia projects and then draft a brief proposal for the page they plan to create/expand. Part of the goal of the proposal will be to help students narrow the focus of their projects. They will then be asked to produce an annotated bibliography of the references they will use in the Wikipedia project.

How will students revise throughout the scaffolding and major assignments?

Students will workshop their proposals and be asked to revise during instructor-student conferences. Once the Wikipedia project

drafts are finished, we will spend one class period to engage in peer review, as a class, in much the same way that Wikipedia pages are monitored to ensure they meet the website's standards. Students will then revise their projects as they work on the next assignment.

How will reflection be built in?

The next assignment is in large part reflective in nature and will ask students to analyze their processes in writing a webpage.

Assignment 3

Please describe the assignment as best as you are able to at this time.

Research Portfolio and Circulation Analysis: Students will use a blog to present a research portfolio and make an argument about how knowledge is composed and disseminated both within the university (as in the academic sources they gathered and analyzed for assignment 2) and beyond it (as in the Wikipedia page they created). Students will draw on their research logs to incorporate their own reflections on research and the production of knowledge. This assignment asks students to do three main things: 1) compare two genres of composed knowledge, an academic article and Wikipedia pages; 2) track and analyze how these texts are circulated through hyperlinks and citations; 3) reflect on their own practice of designing a researched text (their Wikipedia page) for circulation.

Students will work on this project parallel/concurrently with their Wikipedia projects.

Assignment 3 Arcs

- Connecting
- Opening Out

Assignment 3 Move

Circulating

Students will engage with this course move by...

Engaging conceptually with how circulation *works.* Students will be asked to explicitly and metacognitively monitor the circulation of a project they are creating. They'll also have to develop a theory of how circulation works.

Students will contextualize in this assignment by describing the features of two genres and examining how knowledge builds on other pieces of knowledge. They'll also be asked to contextualize and document their own research and writing process.

Other Course Moves

- Contextualizing
- Theorizing

Learning Objectives

- Critically Examine Different Ways of Knowing
- Use Technology Rhetorically

Modes, Tools, and Technologies

Blog/website software; word processor; Wikipedia editor and site analytics

Scaffolding for Assignment 3

Scaffolding for this project will take place as students work on the Wikipedia project (assignment 2). The final project will bring together the texts students create during this scaffolding.

First, students will keep a research log, due weekly while students are working on their Wikipedia projects. These logs will be used when students reflect on the process of creating a Wikipedia page. Logs may be written or recorded via video/audio.

Students will also be asked to conduct a genre analysis comparing the differences between an academic source they will be using for their Wikipedia projects and a Wikipedia page on the same topic. (This genre analysis will also serve as scaffolding for assignment 2, as it will push them to consider the ways they will need to remediate their research for the genre of a Wikipedia

page.)

The final project will ask students to combine both of these scaffolding assignments on an online platform.

How will students revise throughout the scaffolding and major assignments?

Genre analyses will receive feedback from the instructor after being turned in and revised before being published online.

Drafts of analyses will be workshopped in small-group conferences along with the Wikipedia pages (assignment 2) before a final draft is turned in.

How will reflection be built in?

The entire project asks students to reflect on what it means to create and publish knowledge. Research logs provide the opportunity for students to reflect on assignments 2 and 3 as they compose.

Assignment 4

Please describe the assignment as best as you are able to at this time.

Students will theorize about and intervene into the topic they chose for their second assignment. In that assignment, they contextualized and circulated information and conversations surrounding the topic; in this assignment, they will be asked to make connections between several of their sources in order to then intervene into the conversation and develop a new line of inquiry in a video essay.

Assignment 4 Arcs

- Opening Out

Assignment 4 Move

Theorizing

Students will engage with this course move by...

Creating connections between multiple texts and determining the limits of those texts in order to then make an intervention. They will also take the information and contexts they researched for assignment 2 and begin questioning the assumptions behind those texts - they will question the distinction between gathering and contextualizing information and making contributions to the conversation.

Other Course Moves

- Collecting and Curating
- Engaging and Entering a Conversation

Learning Objectives

- Identify Yourself as a Writer
- Engage with a Conversation
- Use Technology Rhetorically

Modes, Tools, and Technologies

Prezi, video manipulation software, microphones, any images/footage they may like to use

Scaffolding for Assignment 4

Students will create a Prezi as a scaffolding assignment, where they visually link together at least 3 sources from their second assignment, do brief rhetorical analyses of each and discuss how they are in conversation with one another, and then describe limitations to each/where the student might intervene. In class, there will be workshops in which students will develop a line of inquiry/argument/intervention. Afterward, in class and out of class they will collect, produce, and/or curate footage, images, etc. that they may like to use in their video essays.

How will students revise throughout the scaffolding and major assignments?

Remediating the conversation and their interventions from Prezi into a line of inquiry will cause them to revise and narrow their initial thoughts into an argument. In-class workshops will provide studio time for students to consider the affordances of video essays for presenting theories.

How will reflection be built in?

After in-class workshops, students will engage in reflections on the workshop activity and their thoughts on both the mode and their line of inquiry/argument.