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Digital Humanities

Critical Digital Literacy and G.E.: Reimagining  
Rhetorical Education @ SDSU

Chris Werry, Rhetoric & Writing Studies

## Project Overview

1. Map SDSU students' digital literacy practices
2. Integrate critical digital literacy (CDL) instruction into G.E. writing courses
3. Develop online infrastructure for teaching, publishing, and sharing CDL resources
4. Build an “ecosystem” of open education resources to support G.E. writing programs



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## Critical Digital Literacy and G.E.: Reimagining Rhetorical Education @ SDSU

### Project Goals

- Revise G.E. writing curricula for the digital age
- Lower instructional costs for students
- Develop open, modular, faculty-produced texts and resources for sharing regionally/CSU
- Collect data, research, and assess these initiatives



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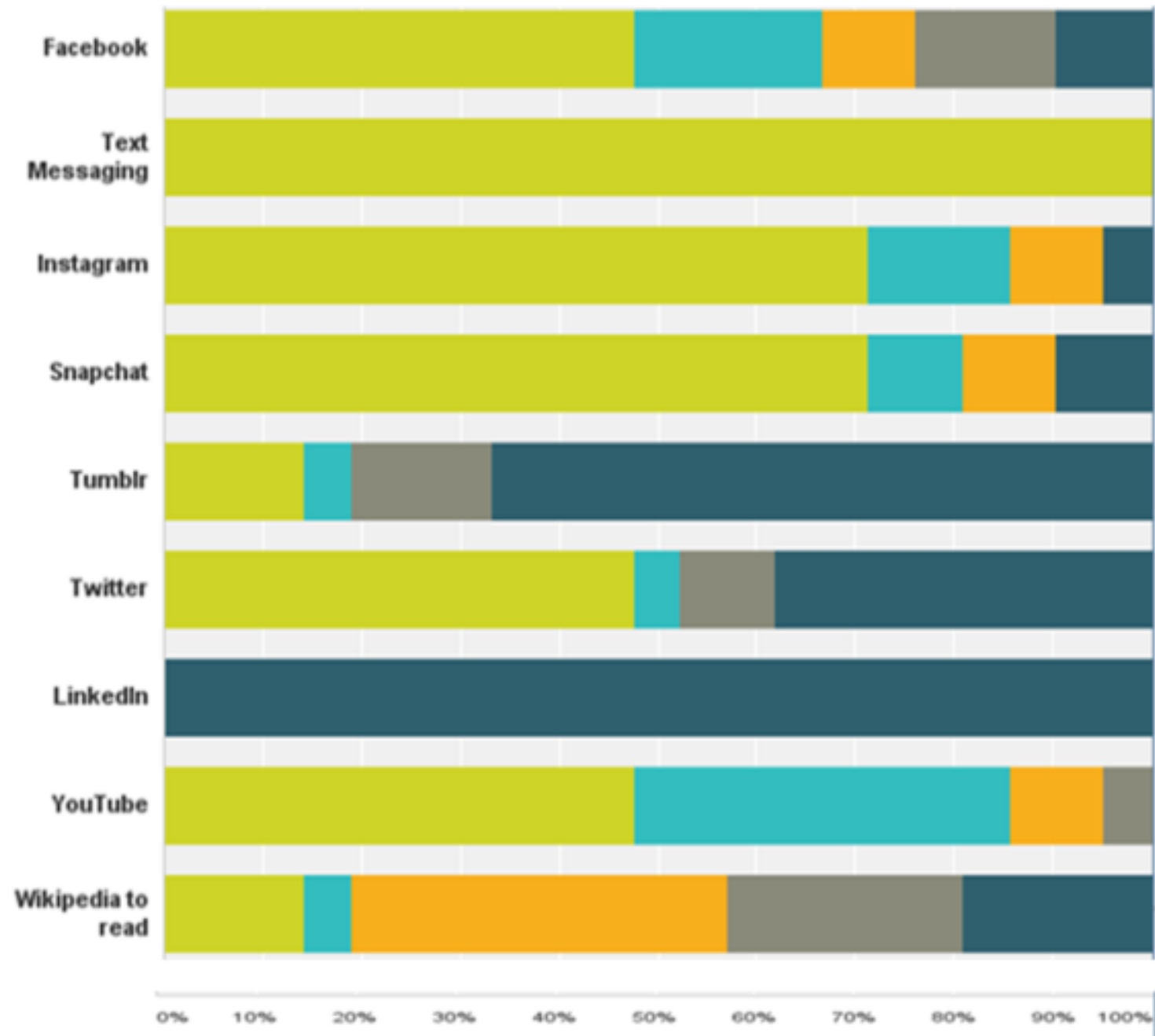
Digital Humanities

## Mapping Digital Literacies & Piloting Critical Digital Literacy Instruction in RWS Writing Courses

### Student Surveys

1. What are **common forms of engagement** with social media resources?
2. **What purposes, attitudes and assumptions can be identified?**
3. To what extent are **our students'** digital literacy practices **similar to those documented in recent research studies?**
4. **Differences between first year students' and older, more experienced, "sophisticated" students?**
5. Can we identify **"bridging" opportunities**, ways of leveraging existing practices to support key academic writing/reading/research/thinking skills?

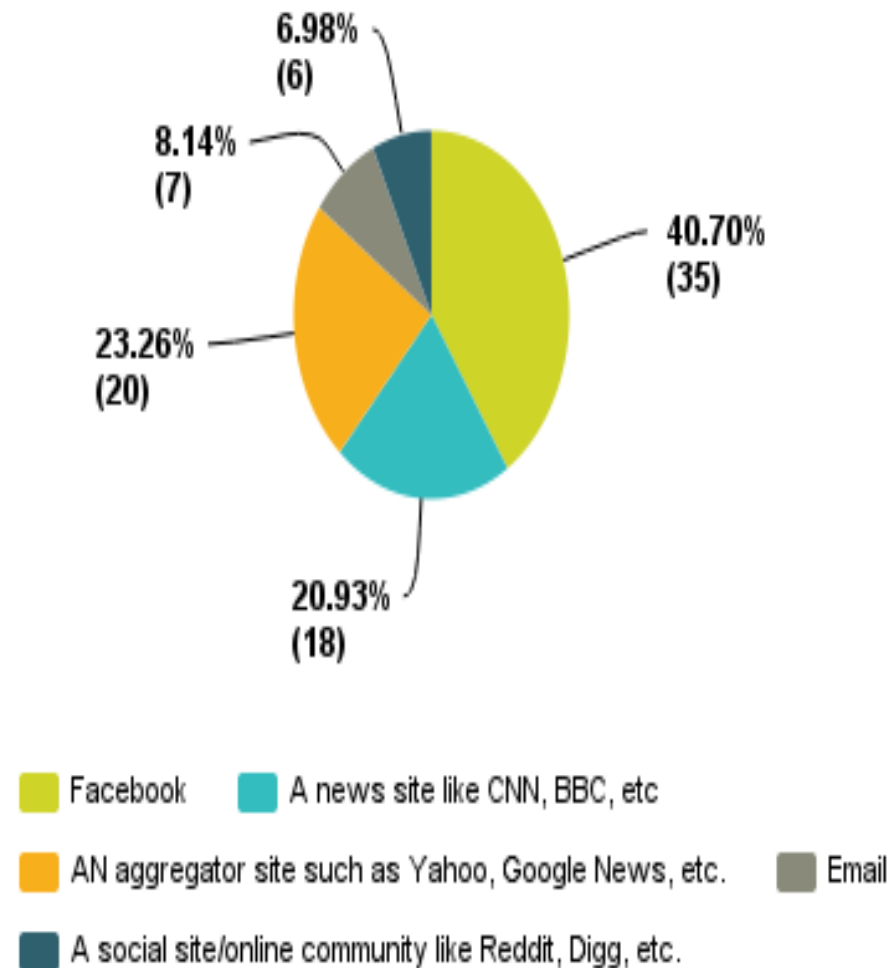
# Q6: HOW OFTEN DO YOU USE THE FOLLOWING SITES AND SERVICES?



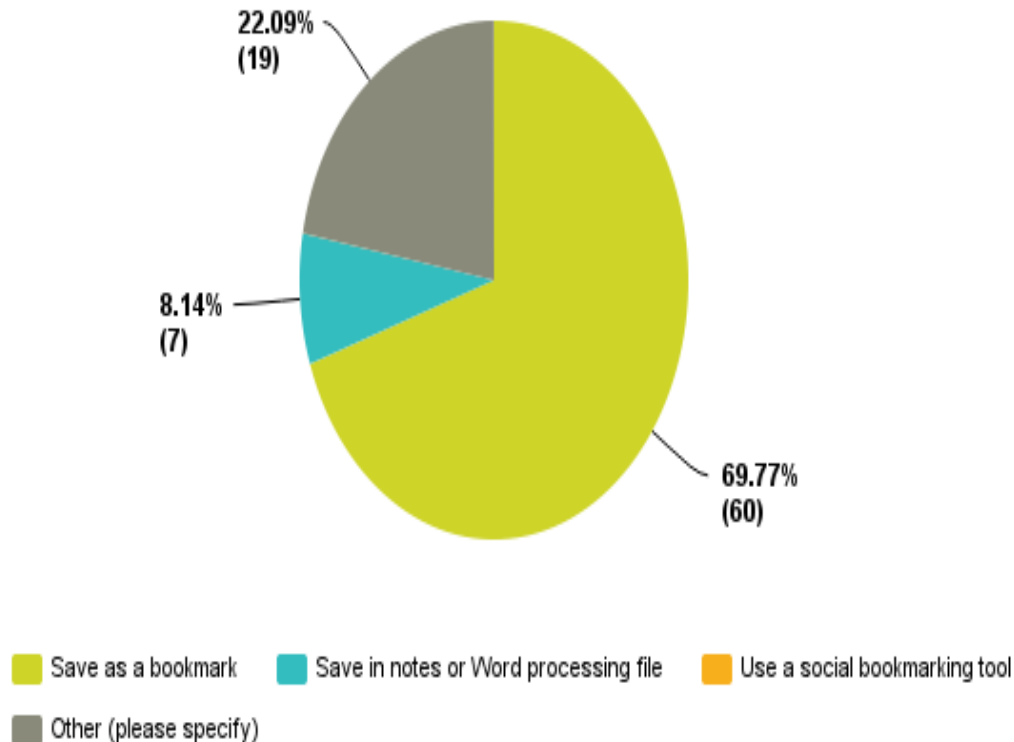


**Q11: When you read news stories online, what is the most common way you access them (e.g. via a Facebook link, Instagram, Yahoo, email, visiting a news site like CNN, some other site.)**

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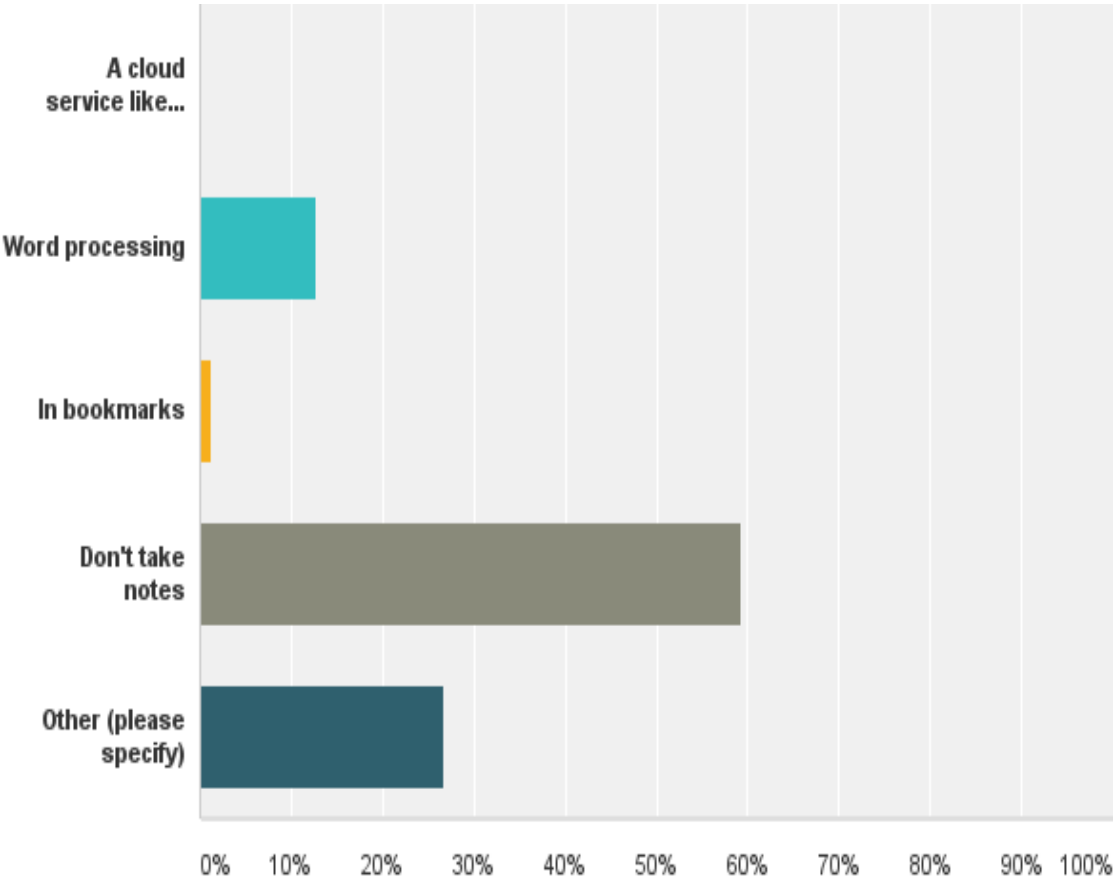


**Q31: When you are searching and surfing web pages, for fun or as part of school, how do you store and organize links to what you find so you can go back and retrieve them later?**

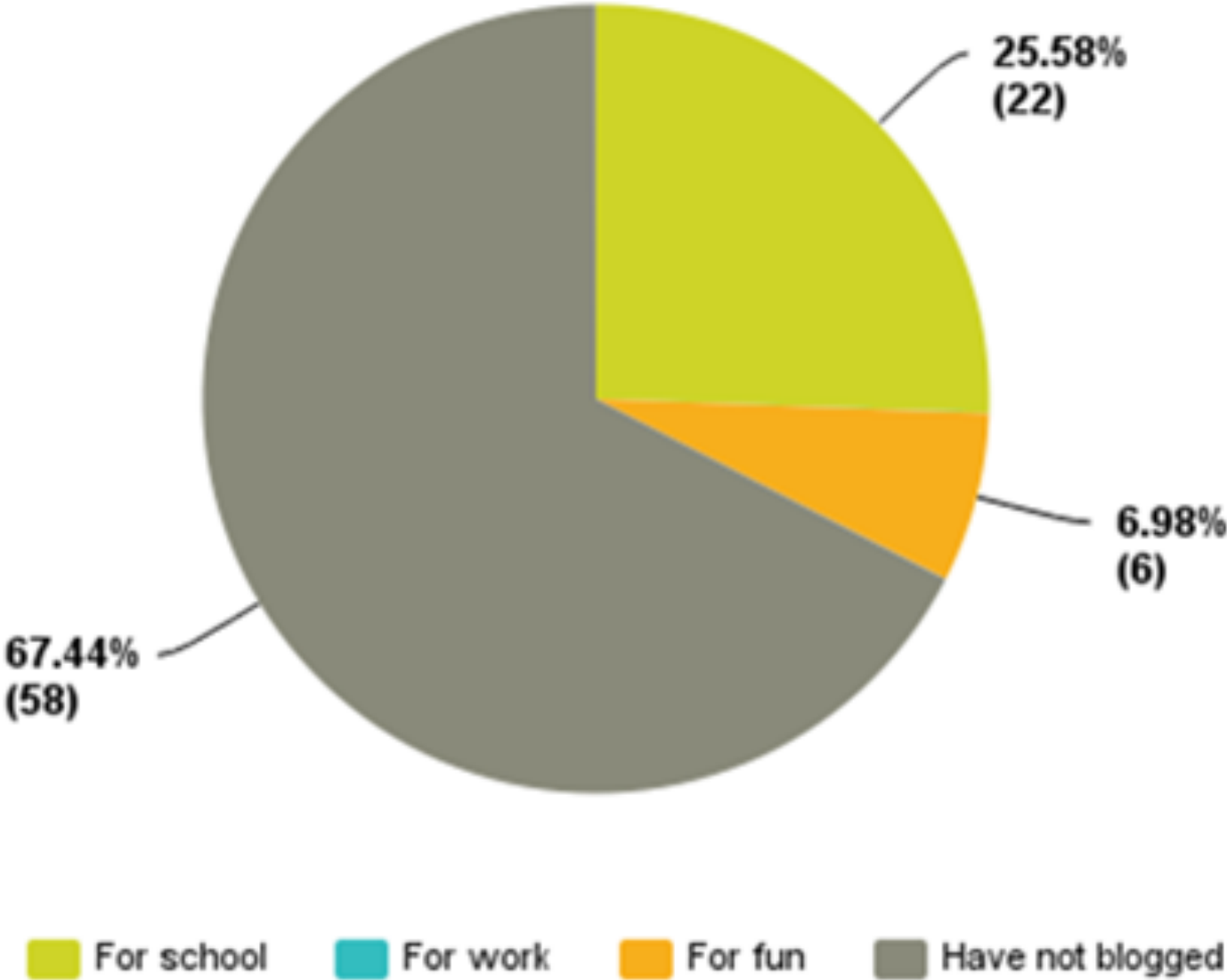


# Q33: If you do take notes on the web pages you find, how do you do this?

Answered: 86 Skipped:0

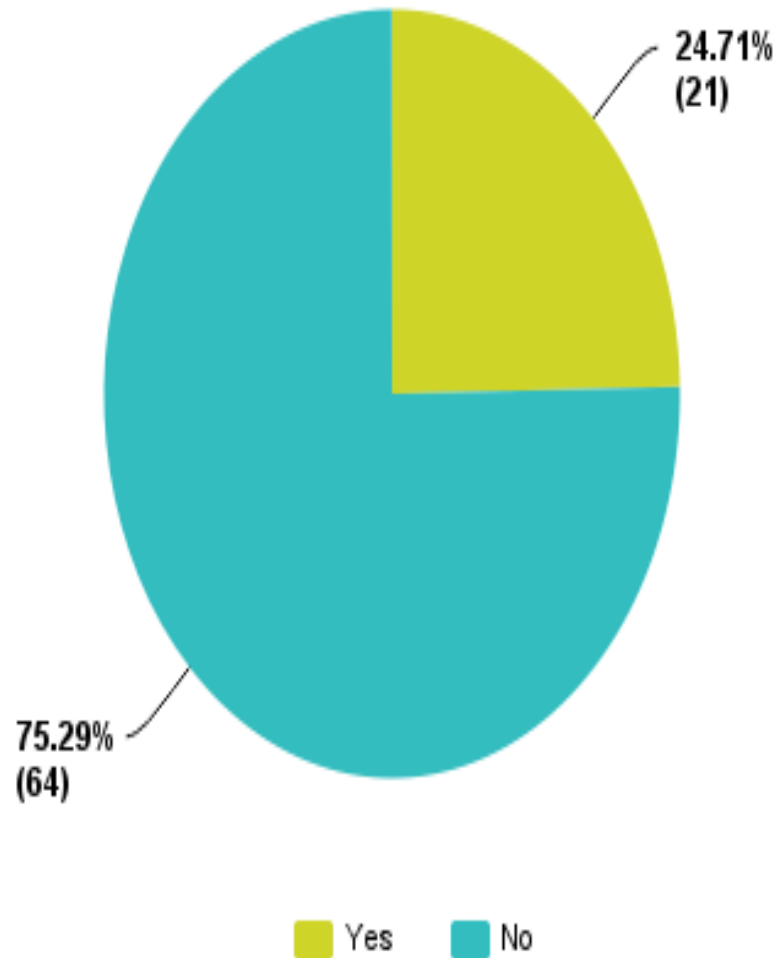


# Q7: Describe if/why you have blogged

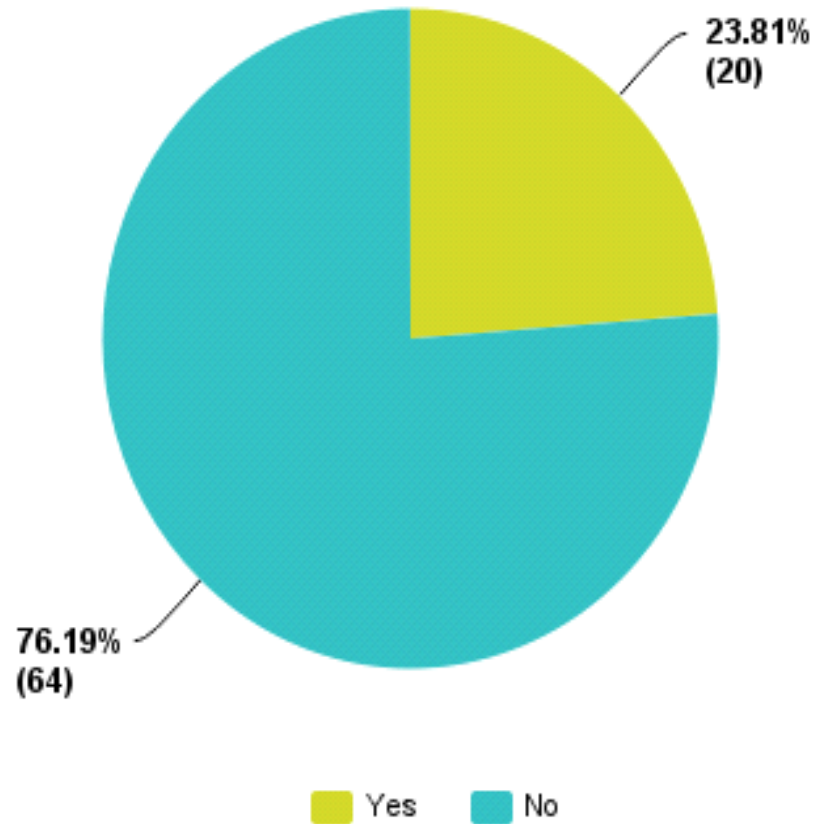


## Q23: Did you know you can search web pages by date range

Answers: 85    Responses: 1



**Q36: Do you ever search “socially,” i.e. by asking groups you are part of, email lists, social networks, Facebook friends, etc., to help you find things?**





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## Mapping Digital Literacies & Piloting Critical Digital Literacy Instruction in RWS Writing Courses

### Sample Findings

- FY students **use small number of social media tools and services often** (c.f. experienced, “power users.”)
- **Rarely blog, comment, create content, web sites, etc.**
- **Limited familiarity with key digital literacy skills** such as search, annotation, tagging, bookmarking, curation, web site analysis, etc.
- See **no connection** between experiences online and academic lives except coordinating work, discussion, or as “backchannel.”
- Most (87%) say **undergraduate education should include instruction** in use of digital tools to search, navigate, research, evaluate, bookmark and annotate texts.
- Access **news primarily through Facebook** (40.7%), aggregator sites (23.26%) or specialized news sites (20.9%).



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## The 8 Habits of Highly Effective (Digital) Students

1. **Contextual/Rhetorical understanding** (knowledge of online genres, conventions, technical formats, rhetorical situation, etc.)
2. **Search** – from basics, to “lateral” and advanced search, to “reflexive” and “social search”
3. **Annotate**, store and share digital text
4. **Tag, sort, archive and curate** (read to write, research, contribute and publish)
5. **Analyze, evaluate, critique and reflect** (rhetorical knowledge)
6. **Network** – map, cultivate and leverage connections
7. **Stream, feed, filter, follow and remix**
8. **Manage Personal Learning Networks**



# CDL Modules and Course Wikis

- Developed modules for teaching CDL
- “Pre-loaded” course wikis contain CDL modules, OER textbook, and teaching materials
- Wikis can be “mass-produced” and sent to teachers

## ☆ FrontPage

last edited by [Chris Werry](#) 1 year, 3 months ago



### Welcome to the RWS 100 Class Wiki

Key information will be posted here - homework, readings, links, etc. I'll also post announcements and updates, so check this page regularly. This will be a place for us to experiment with a simple wiki (a particular flavor known as pbworks). It will also let us share material, coordinate group work, and manage class presentations.

You can't break anything, and everything you do can be rolled back if there's a problem. You are invited to use it share resources, draft materials, add links, think out loud, introduce yourself, etc.

#### Course Materials

[Syllabus, assignments, schedule](#)

[Texts and Links](#)

[Homework](#)

[Unit 1 Analysis of Thompson](#)

[Unit 2: Boyd & the Sources Assignment](#)

[Unit 3: Carr & the Strategies Assignment](#)

[Unit 4: Entering the Conversation](#)

#### Resources & Tools

[Writing Resources](#)

[Digital Literacy Resources](#)

[Research & Writing Tools](#)

**Groups:** [1](#), [2](#), [3](#), [4](#), [5](#)

#### Contact Info & Blogs

[Student Info](#)

[Student Blogs](#)

#### Meetings & Announcements

[Conferences](#)

[Announcements](#)

#### HELP

[How to change email notifications](#)

[Guide to the Wiki](#)

Sarah Bentley	<a href="https://bentleysc.wordpress.com/">https://bentleysc.wordpress.com/</a>
Melissa Rivera	<a href="https://missyrivblog.wordpress.com/">https://missyrivblog.wordpress.com/</a>
Jennifer Perez	<a href="https://politicsandrhetoric.wordpress.com">https://politicsandrhetoric.wordpress.com</a>
Valentina Dangi Mabika	<a href="https://valentinadmblog.wordpress.com/">https://valentinadmblog.wordpress.com/</a>
Chelsea Beyer	<a href="https://taxidermiedmemories.wordpress.com/">https://taxidermiedmemories.wordpress.com/</a>
Ryan Ratkowski	<a href="https://easyas123abcblog.wordpress.com/">https://easyas123abcblog.wordpress.com/</a>
Michelle Starrett	<a href="https://michellecanary.wordpress.com/">https://michellecanary.wordpress.com/</a>
Jennifer Yun	<a href="https://jenniferyunblog.wordpress.com/">https://jenniferyunblog.wordpress.com/</a>
Kevin Kerr	<a href="https://kkerr13blog.wordpress.com/">https://kkerr13blog.wordpress.com/</a>
Joseph Gill	<a href="https://joespired.wordpress.com">https://joespired.wordpress.com</a>
Christian Hansen	<a href="https://cpacostacos.wordpress.com/">https://cpacostacos.wordpress.com/</a>
Jason P	<a href="https://jasonrws411.wordpress.com">https://jasonrws411.wordpress.com</a>
Kristina	<a href="https://kristinaferrari.wordpress.com/">https://kristinaferrari.wordpress.com/</a>

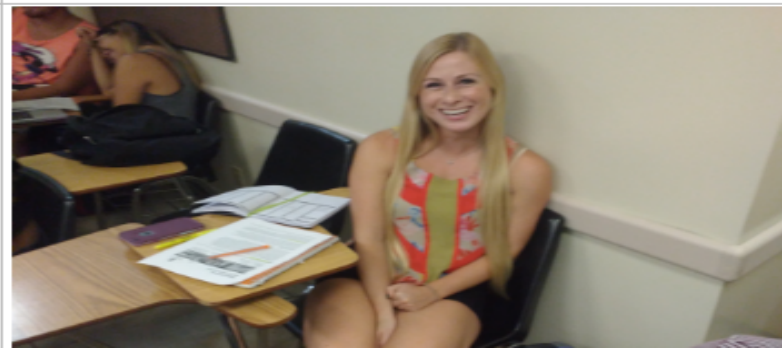
## Class Photos



Erica Jenna Jackie Chelsie




Tina Sarah Edreanne Michelle





# CDL Modules

last edited by  Chris Werry 1 year ago

 Page history



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2. [Modules for Teaching Critical Digital Literacy in First year GE Courses](#)
  - i. [Module: Using Hosted Wikis to Teach GE Classes and Digital Literacy](#)
  - ii. [Module: Using Wordpress Blogs for Homework, Class Discussion and Portfolios](#)
  - iii. [Module: Using Hypothesis for Annotation, Social Reading, Peer Review & Feedback](#)
  - iv. [Module: Fake News](#)
  - v. [Module: Search Literacy](#)
  - vi. [Module: Web Site Analysis](#)
  - vii. [Module: Social Bookmarking, Annotation and Personal Learning Networks](#)
  - viii. [Digital Literacy Teaching Resources](#)

## Researching, Teaching & Integrating Critical Digital Literacy @ SDSU

In RWS we are working on a Digital Humanities project centered on researching SDSU students' digital literacy practices, attitudes and skills to help guide the integration of critical digital literacy into our general education classes. The work is ongoing and divided into 4 main areas:

1. Mapping Student Digital Literacies @ SDSU via surveys, student reflections, interviews, and analysis of student writing.
2. Creating & Sharing Modules for Teaching Core Digital Literacy Skills
3. Training Teachers to Integrate Critical Digital Literacy into their Courses
4. Building Infrastructure for Teaching, Researching & Sharing Critical Digital Literacy Resources

The modules in the sections below were developed after gathering data from SDSU students. We plan to continue collecting data,

sibilities you are too cowardly to confront yourselves. In our world, all the sentiments and expressions of humanity, from the debasing to the angelic, are parts of a seamless whole, the global conversation of bits. We cannot separate the air that chokes from the air upon which wings beat.<sup>3</sup>

Barlow was probably not the first to suggest that the young are native to the emergent digital landscape, but his poetic framing highlights the implicit fear that stems from the generational gap that has emerged around technology.<sup>4</sup> He intended his proclamation to provoke reaction, and it did. But many people took this metaphor literally. It has become popular in public discourse to promote the idea that “natives” have singular technical powers and skills. The suggestion that many take from Barlow’s proclamation is that adults should **fear children’s supposedly natural-born knowledge.**

Following a similar line of thinking, Douglas Rushkoff argues in his 1996 book *Playing the Future* that children should be recognized for their ingenuity. **He metaphorically describes the differences in linguistic development between older immigrants and children who grow up in a society whose dominant language is different than their parents’ native tongue.** He uses the concepts of immigrants and natives to celebrate children’s development in the digital age.

In describing youth as natives, both Barlow and Rushkoff frame young people as powerful actors positioned to challenge the status quo. Yet **many who use the rhetoric of digital natives position young people either as passive recipients of technological knowledge or as learners who easily pick up the language of technology the way they pick up a linguistic tongue.** These notions draw on the frames that Barlow and Rushkoff put forward but twist them in ways that are far from their intention

kdonahuekpbs

Sep 22

RWS411

Whether in school or in informal settings, youth need opportunities to develop the skills and knowledge to ei ... More

We cannot expect children, or anyone, to automatically know something that they have not been taught. Just like we cannot assume that a child who has never been taught to read is literate, we can not assume that an individual with no experience using computers will be digitally literate.

ericamosley

Sep 23

RWS411

fear children's supposedly natural-born knowledge.

I don't think knowledge of the internet will ever be innate, but it is fearful how a small child (age 2-4) can become savvy of apps and devices within a short amount of time.

kdonahuekpbs

Sep 22

RWS411

He metaphorically describes the differences in linguistic development between older immigrants and children v ... More

I find this interesting. I wouldn't assume that digital literacy is a completely different language as much as it is an alternate form of communication.

taxidermiedmemories

Sep 25

RWS411

many who use the rhetoric of digital natives position young people either as passive recipients of technological ... More

This rings very true for me, growing up with bilingual parents and grandparents, yet with nobody ever actually teaching me how to speak Spanish. I grew up with the ability to understand Spanish, but I was always too bashful to speak it. This is a direct reflection of a young person who grows up knowing how to navigate various forms of technology, but without the proper instruction and training and help, it will be nearly impossible for





**16TH-CENTURY INTERNET:** The "book wheel," invented in 1588, was a rotating reading desk that allowed readers to flit among texts by giving the wheel a quick spin.

Wikipedia

A thousand years later, critics fear that digital technology has put this gift in peril. The Internet's flood of information, together with the distractions of social media, threaten to overwhelm the interior space of reading, stranding us in what the journalist Nicholas Carr has called "the shallows," a frenzied flitting from one fact to the next. In Carr's view, the "endless, mesmerizing buzz" of the Internet imperils our very being: "One of the greatest dangers we face," he writes, "as we automate the work of our minds, as we cede control over the flow of our thoughts and memories to a powerful electronic system, is ... a slow erosion of our humanness and our humanity."

There's no question that digital technology presents challenges to the reading brain, but, seen from a historical perspective, these look like differences of degree, rather than of kind. To the extent that digital reading represents something new, its potential cuts both ways. Done badly (which is to say, done cynically), the Internet reduces us to mindless clickers, racing numbly to the bottom of a bottomless feed; but done well, it has the potential to expand and augment the very contemplative space that we have prized in ourselves ever since we learned to read without moving our lips.



#### ALSO IN NEUROSCIENCE

How Jocks and Mathletes Are Alike

By Sarah Thorne

jeremydean

Jan 20

Purchase This Artwork

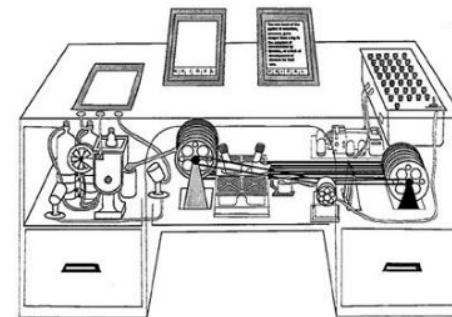
Never seen this before. What a great idea for designers to share their work! New Yorker and New York Times should do this.

jeremydean

Jan 20

16th-CENTURY INTERNET

This really is a wonderful analog analog to the Internet. One might even juxtapose it to that other proto-Internet machine, the Memex:



alicaastro

Feb 1

The Internet's flood of information, together with the distractions of social media, threaten to overwhelm the ... More

Both Katherine Hayes (Hyper and Deep Attention) and Cathy Davidson (Now You See It) write about the benefits of "flitting from one fact to the next," in that it enables us to see connections and patterns across texts.

jeremydean

Jan 20



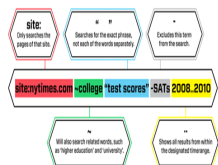
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# Integrating Critical Digital Literacy Into GE Writing Courses

## Excerpts from the Search Literacy Module

### Becoming a search ninja

- You can search by site, date range, exact words in a phrase, file type, "exclusions," etc.



### Google Scholar

- Google scholar <http://scholar.google.com>  
Provides a simple way to search broadly for scholarly literature, including articles, theses, books and more from academic publishers, professional societies, online repositories, universities and other web sites.
- See the "advanced settings" option.
- Click **Cited by** or **related articles** to find related research or research that cites texts you find.
- Can specify date, save results, get citation information for your works cited page, etc.
- For more on google scholar see handouts, wiki resources, and <http://www.powersearchingwithgoogle.com/>

### The "Cited By" link

Clicking **Cited by** takes you to the list of all the documents in Google Scholar that Google has seen that cite this document.

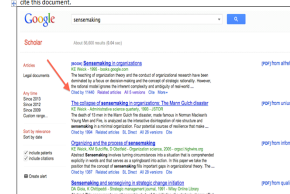
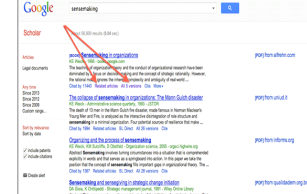


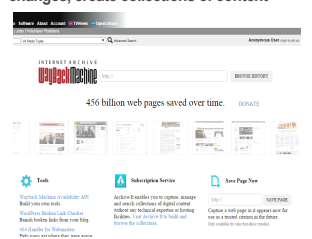
Figure 6: In the image above, you see that the article by K. J. Gimpel has been cited by 1,448 other scholarly papers. If you click on that the you can see which papers are included in that set of 1,448.

### Related Articles and All Versions

To see similar articles to the one you just found, click on **related articles** to find other versions of this article, click on **all versions**.



### Archive.org – search the web's past, analyze changes, create collections of content



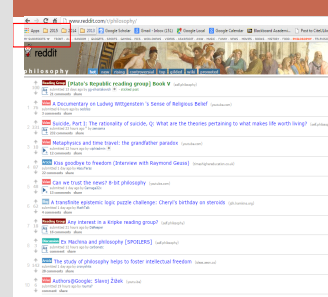
### Joining and Searching Academic Social Networks



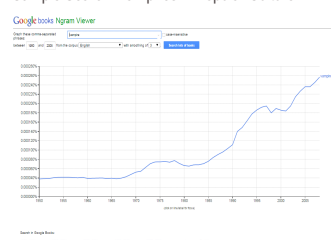
### Social Search

- Reddit** is an online community with many "sub-reddits." Some sub-reddits discuss academic subjects. You can join, ask questions, answer questions, search previous questions and answers, discuss issues related to your field, etc.

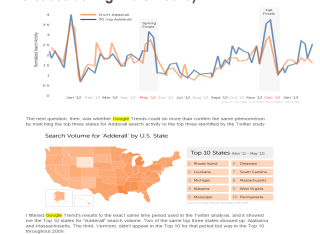
- Many sub-reddits focus on science, engineering, and professional fields. But there are also humanities sub-reddits. E.g. <http://www.reddit.com/r/philosophy/>



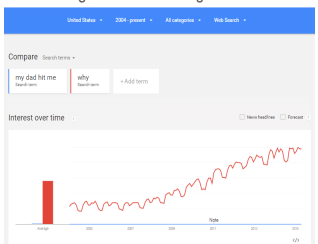
### Sample Search: Vampires in Popular Culture



### Patterns in searches for drugs (Adderall increases during finals weeks)



### Search Google Trends to Investigate Child Abuse



### Social Search, Personal Learning Networks & Curation

- Social bookmarks
- RSS Feeds
- Twitter
- Blogs
- Evernote
- "Dashboards" to organize data flows and collections

### Critical digital literacy

- Who owns a site?
- The WHOIS Lookup <https://www.whois.net/>  
"WHOIS" is the utility that is used to check or find out the information of a domain name. This gives not only the information of the registrant but also the administrative contact, billing contact, technical contact, domain expiration date and original registration date.
- <http://www.online-tech-tips.com/cool-websites/find-out-who-owns-a-website/> (Note – it's possible to pay to keep some information private – yet that itself may be revealing)
- Video: "Find, Check, Search, Look Up Who Owns A Website"



# INVASION OF FAKE NEWS!



IN THE LAST 3 MONTHS THERE HAVE BEEN  
**8,711,000**  
FACEBOOK REACTIONS, SHARES, AND COMMENTS  
GENERATED BY THE TOP 20 FAKE ELECTION STORIES

Source: BuzzFeed News

## Top 5 Fake Election Stories by Facebook Engagement (three months before election)

**"Pope Francis Shocks World, Endorses Donald Trump for President, Releases Statement"**  
(960,000, *Ending the Fed*)

**"WikiLeaks CONFIRMS Hillary Sold Weapons to ISIS... Then Drops Another BOMBSHELL! Breaking News"**  
(789,000, *The Political Insider*)

**"IT'S OVER: Hillary's ISIS Email Just Leaked & It's Worse Than Anyone Could Have Imagined"**  
(754,000, *Ending the Fed*)

**"Just Read the Law: Hillary is Disqualified From Holding Any Federal Office"**  
(701,000, *Ending the Fed*)

**"FBI Agent Suspected in Hillary Email Leaks Found Dead in Apparent Murder-Suicide"** (567,000, *Denver Guardian*)

## Top 5 Mainstream Election Stories Stories by Facebook Engagement (three months before election)

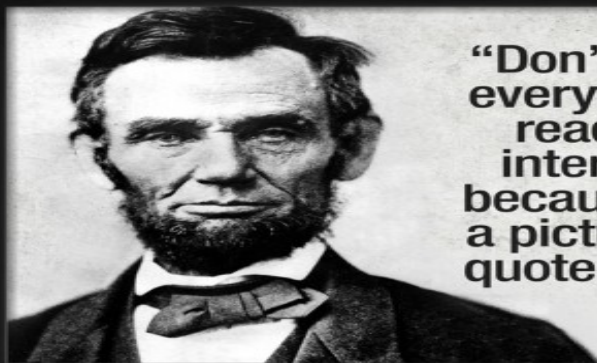
**"Trump's History of Corruption is Mind-Boggling. So Why is Clinton Supposedly the Corrupt One?"**  
(849,000, *Washington Post*)

**"Stop Pretending You Don't Know Why People Hate Hillary Clinton"**  
(623,000, *Huffington Post*)

**"Melania Trump's Girl-on-Girl Photos From Racy Shoot Revealed"**  
(531,000, *New York Post*)

**"Ford Fact Checks Trump: We Will Be Here Forever"**  
(407,000, *CNN*)

**"I Ran the C.I.A. Now I'm Endorsing Hillary Clinton"** (373,000, *New York Times*)

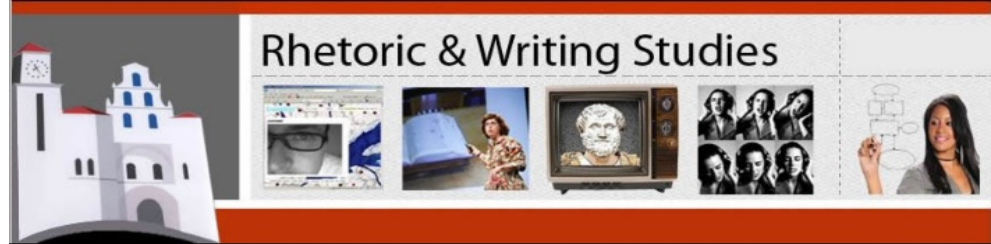


**"Don't believe everything you read on the internet just because there's a picture with a quote next to it."**  
~ Abraham Lincoln





- Open source, shareable, re-mixable, customizable
- Teachers anywhere can use for free
- Modular; can be combined with readings assembled by teachers, then re-published



Rhetoric & Writing Studies

DIGITAL TEXTBOOK

RWS100

**READING, WRITING &  
EVALUATING  
ARGUMENT**




## Reading, Writing and Evaluating Argument

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 Department of Rhetoric & Writing Studies, San Diego State University, 2018.



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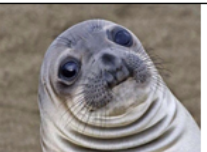
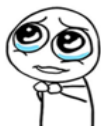
# 1.0 The Main Elements of an Argument



## Introducing the Study of Argument

Scholars, professionals, writers, and people in everyday conversation use a variety of terms to describe arguments. This can be confusing as these terms often conflict or overlap. Thus it is useful to start by outlining the terms we will use to describe the main elements of an argument. Once we have established this common vocabulary we can then consider how the parts of an argument fit together, how we can generate analyses of arguments, and how we can evaluate strengths and weaknesses.

### Pathos



*Pathos* refers to the way an author connects to an audience's feelings, values, and imagination. Humans experience a familiar spectrum of emotions - pity, sympathy, fear, joy, hope, love, pride, humor, outrage, resentment, anger, shame, and envy. Skillful writers will use language that cultivates one or more of these emotions. Note that to connect to an audience's emotions, authors tend to use vivid, descriptive, concrete language, rather than abstract, complex, or technical language. When examining how an author connects to our feelings, look for words with emotionally charged connotations. Stories, cases, examples and personal accounts can take an audience inside a particular experience, revealing the emotional dimensions of an issue.

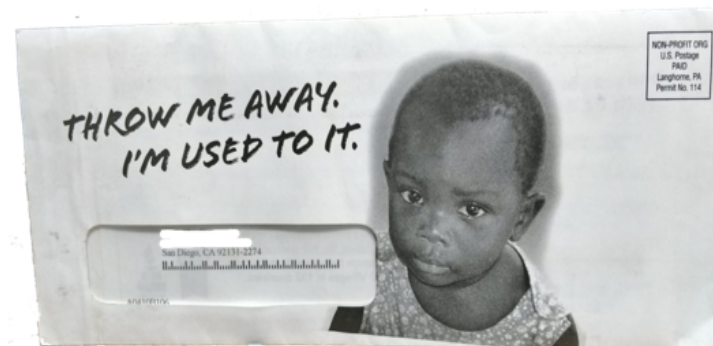
### Some questions to guide analysis of *pathos*

1. What emotions does the author express?
2. How do word choice, examples, stories, categories, and descriptions express emotions?
3. What emotions does the author aim to cultivate in her audience in particular parts of the text?
4. How does she try to make us feel? How does this advance her purpose and her efforts at persuasion?

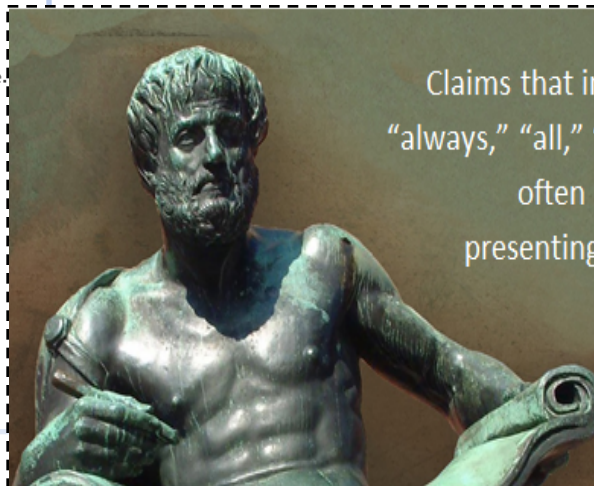
Examples of pathos are everywhere, although they are generally less frequent, or more muted, in academic writing. Pathos-based appeals are particularly common in advertising, political speeches, and emails to parents asking for extra money to get you through the end of the semester.

Examples of pathos are everywhere, although they are generally less frequent, or more muted, in academic writing. Pathos-based appeals are particularly common in advertising, political speeches, and emails to parents asking for extra money to get you through the end of the semester.

Consider the example below. Many years ago I signed up to donate to a couple of charities and then began receiving requests for donations from other organizations. This letter appeared in my mailbox ten years ago. It is a simple, powerful argument that draws heavily on a pathos appeal. What do you notice about this?



Claims that include terms such as "always," "all," "never," and "only" can often be refuted by presenting a single example





### 3.0 Close Reading Tips and Drafting Resources

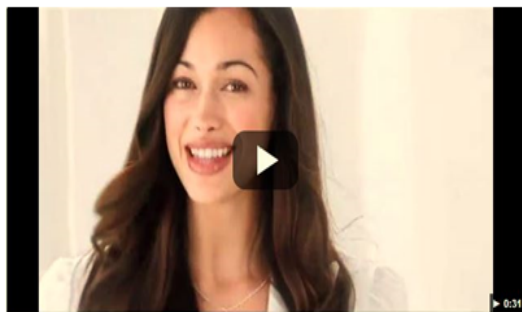


#### Close Reading, Analysis, Drafting

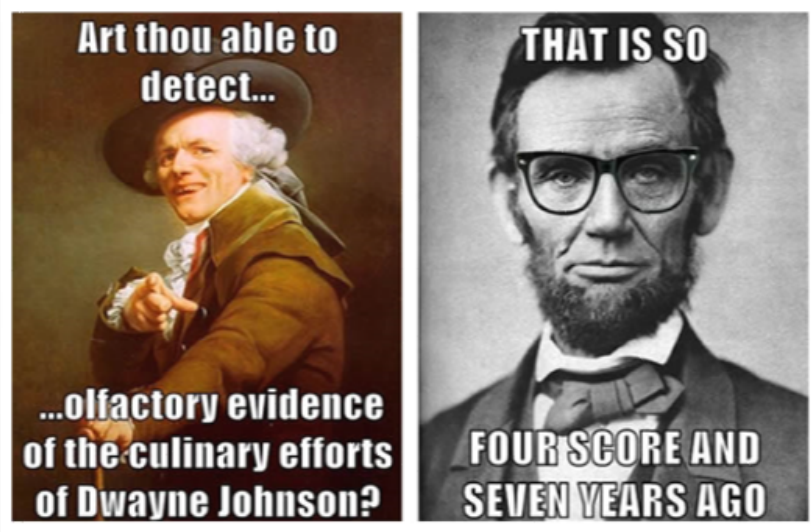
In the sections below we will introduce some close reading tips and techniques. These will help you identify persuasive choices and intended effects. There are also exercises, examples, and templates to help you analyze and compose arguments.

#### Example: Saying vs. Doing in Advertisements and Email Messages

**Exercise 1:** Watch the advertisement “[So Obnoxious.](#)” This is an example of a self-referential, or “meta” advertisement that is about how advertising works. In this video the actor reveals what advertisers are doing when they try to persuade young women to buy tampons. How does this video represent what other advertisers “do”? What is *this* advertisement doing? Come up with other examples of advertisements or video texts you have seen that similarly reveal the tension between what a text says and what it does.



Linguists and rhetoricians will sometimes begin their analysis of a text by calculating the proportion of words from these different layers of the lexicon. It is worth noting that the boundaries between these three levels are somewhat fluid, and people can play with them in creative ways. For example, in 1980s surfing culture the words “heinous” (Old French) and “tubular” (Latin) were used, but one suspects part of the appeal was using elevated, “high culture” words to describe an everyday, popular sport. Comedians sometimes play around with these different sources of language for humorous effect. The comedians Key and Peele wrote a series of skits that feature president Obama’s “[anger translator](#).” A speech by president Obama was followed by Obama’s anger translator, who restates in far more direct, concrete, colloquial terms what the actor playing the president had just said. Many internet memes also attempt to amuse by substituting colloquial language full of Old English words, with highbrow, Latinate or Norman French words (or vice versa). Consider the two examples below:



In the first image the phrase “Can you smell what the Rock is cooking?” (Dwayne “The Rock” Johnson’s catchphrase when a professional wrestling star) has been translated to “Art thou able to detect...olfactory evidence of the culinary efforts of Dwayne Johnson?” The original phrase consists entirely of Old English words, while the translated version features Latinate and

#### Metaphor


**METAPHORS  
BE WITH YOU**


“Are we not coming to see that whole works of scientific research, even entire schools, are hardly more than the patient repetition, in all its ramifications, of a fertile metaphor?”  
Rhetorician Kenneth Burke.

- The textbook could be sold for ~\$20
- Fund CDL materials, textbook, student journal, student writing prizes, etc.
- Perhaps fund advisory board and collaborative projects with other departments/CSUs




# Handbook Substitute

[Excelsior College Home](#) [Writing Lab](#) [Reading Lab](#) [Educators](#) [Our Blog](#) [About](#) [Register](#) [Login](#) 
















## Excelsior Online Writing Lab

[WRITING](#) | [READING](#) | [EDUCATORS](#) 

[Writing Lab Navigation](#)


open all | close all

-  [The Writing Process](#)
-  [Research](#)
-  [Citation & Documentation](#)
-  [Rhetorical Styles](#)
-  [Argument & Critical Thinking](#)
-  [Online Writing & Presentations](#)
-  [Grammar Essentials](#)
-  [Avoiding Plagiarism](#)
-  [ESL Writing Online Workshop](#)
-  [Writing in the Disciplines](#)
-  [Writing Refresher](#)
-  [Paper Capers, the OWL Video Game](#)




### The Writing Process

Explore the steps necessary to write essays.




### Research

Find, evaluate, and integrate sources.




### Citation & Documentation

Cite & document sources for research papers.




### Rhetorical Styles

Understand different essay structures assigned in college.




### Argument & Critical Thinking

Learn how to think critically about argumentative writing.




### Online Writing & Presentations

Write for the web and create digital presentations.




### Grammar Essentials

Practice grammar skills to help you write clearly.




### Avoiding Plagiarism

Learn to avoid plagiarism when you write with sources.




### ESL Writing Online Workshop

Learn about the writing process from an ELL perspective.




### Writing in the Disciplines

Practice writing for specific disciplines and careers.




### The Writing Refresher

Practice your writing skills.



### Paper Capers! Game

Test your writing skills with the OWL's writing game.




### New Online Reading Lab

Hello!

Welcome to the Excelsior Online Writing Lab (OWL).

Watch this video to learn more about the OWL.

 owl.excelsior.edu

Learn about [what's new on our site](#).

# Online Journal of Student Writing

- Worked with designer to create writing journal using “Commons in a Box” platform
- Simple workflow; easy for students to learn
- Students practice editing/publishing
- Give students an audience at SDSU and provide material for OER textbook
- Published on Github




LORE Journal | Presented xNew Tab x

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LORE Journal

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Storm Hall

### Welcome

LORE is an electronic journal (formerly traditional print) edited by a few brave souls in the Rhetoric and Writing Studies Department at San Diego State University. The journal's focus is on rhetoric, writing, teaching, and culture.

LORE publishes essays, research projects, discussions of teaching strategies and practices, creative writing, reviews of books, software, web sites, and interviews. The journal will publish short, informal pieces, as well as longer, more polished works. Basically we are a smorgasbord of written and analytical precision.

### Recent Issues

Spring 2011

### Recent Articles

Searching For Russell Crotty

testaug14

### Recent Posts

Hello world!

### Contact Us

Put your contact information in this widget.

### About

LORE is an electronic journal (formerly traditional print) edited by a few brave souls in the Rhetoric and Writing Studies Department at San Diego State University. The journal's focus is on rhetoric, writing, teaching, and culture.

### Sitemap

- About LORE
- Activity
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Published in 2004 Test Issue

2004 Test Issue's Articles. ▶ ▢ 'It's Kind of a Family Values Movie': A Multimodal  
Lisa Cholodenko's Film 'The Kids Are All Right'

Fox, Nancy, University of Washington, Seattle

Group:  2004 Test Issue

Access: Limited

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LORE 9.1 spring 2011

'It's Kind of a Family Values Movie': A Multimodal Critical Discourse Analysis of Lisa Cholodenko's Film 'The Kids Are All Right'

Fox, Nancy, University of Washington, Seattle

*Time passes and a new generation discovers new and exciting things in the old stuff. Frantic picking and gleaning goes on, and creative editing. This is one way tradition moves forward, by moving an old idea into a new context and discovering that it can do the work of a new idea."* – William Grimes, Media Journal

*"They're all right. The kids are all right." The Who*

# Articles published as html and pdf

1 / 25

L O R E 9.1 SPRING 2011

## **'It's Kind of a Family Values Movie': A Multimodal Critical Discourse Analysis of Lisa Cholodenko's Film 'The Kids Are All Right'**

Fox, Nancy, University of Washington, Seattle



Figure 1. Nic (left) and Jules Allgood. *Feminist Spectator*. Web.

*Time passes and a new generation discovers new and exciting things in the old stuff. Frantic picking and gleaning goes on, and creative editing. This is one way tradition moves forward, by moving an old idea into a new context and discovering that it can do the work of a new idea." – William Grimes, Media Journal*

*"They're all right. The kids are all right." The Who  
"It's kind of a family values movie." Lisa Cholodenko*


## Next: Develop Community Site for Writing Teachers

- “Commons in a Box,” an open source, faculty-driven platform for organizing communities of practice (“Facebook for Faculty”)
- Host discussion, share teaching materials, and publish texts.
- Supports academic communities, public-facing, supports work across institutions (unlike Blackboard).

# CUNY ACADEMIC COMMONS

Google Custom Search Search

Home People Groups Blogs Wiki Forums News About Help



**Our Communities. Our connections.**

Groups are the primary basis of connection on the Commons. **Browse the groups** that have already formed (or click "Groups" in the navigation bar) or create new groups from your profile page.

## Getting Started

JOIN or LOGIN

TAKE A TOUR

## Featured Group



### New Media Lab

Integrating new media into traditional academic practice and challenging scholars to develop fresh questions using the tools of new technology.

Public | 29 Members

## Who's Online



[Darrow Wood](#)

active 3 seconds ago



[Steven Ovadia](#)

active 4 minutes ago

## Groups

[Newest](#) | [Active](#) | [Popular](#)

## Members

[Newest](#) | [Active](#)

## Recent Blog Posts

Site Wide



[Alumni Spotlight – Jose](#)

feedback





# COMMONS IN A BOX

Google™ Custom Search

[Home](#) [Blog](#) [About](#) [Showcase](#) [Documentation](#) [Community](#) [Demo](#) [Download](#)

## Ready to Get Started?

[Download CBOX](#)

## Eager to Learn More?

Our [documentation](#) shows how each component of CBOX contributes to an organizational "Commons." Find out what the plugins do, understand how to customize the theme, and learn about the sitewide wiki.

## Join our Community



Become a registered member of this site and receive email notifications about the project. And follow us on Twitter.

## About the Project

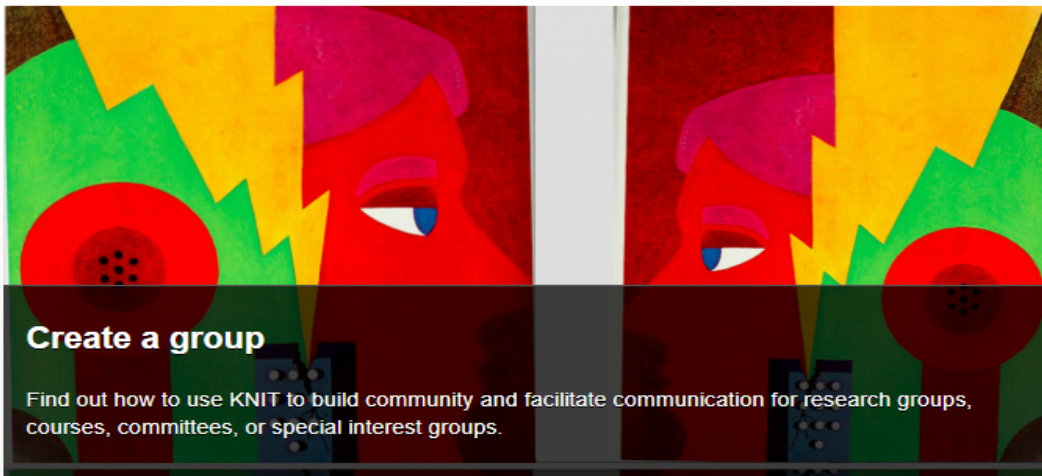
**Commons In A Box (CBOX)** is a free software project aimed at turning the infrastructure that success [Academic Commons](#) into a free, distributable, easy-to-install package. **Commons In A Box** is a project of [New York](#) and the [Graduate Center, CUNY](#) and is made possible by a generous grant from the [Alfred P. Sloan Foundation](#).

**CBOX** takes the complexity out of creating a Commons site, helping organizations create a space where they can discuss issues, collaborate on projects, and share their work. CBOX also provides:

- Out-of-the-box functionality with an intuitive set-up that guides site administrators through each step.
- A powerful, responsive, highly customizable theme developed for community engagement, based on the [Infinity Theming Engine](#).
- Responsive design for easy viewing on many devices, including tablets and smartphones.
- Collaborative document creation and file sharing.
- Reply-By-Email functionality for quick, on-the-go communication.
- Compatibility with many other WordPress and BuddyPress themes and plug-ins.
- Expansive wiki options.

**CBOX** will be useful to any organization that is looking for a shared space in which to build an engaged community of developers.

[Download](#) our code, peruse our [documentation](#), check out our [project demo website](#), and join our community. Please [follow us on twitter](#) and [join our mailing list](#) to receive updates on the project.



## Welcome!

Welcome to [KNIT](#), a digital commons for UC San Diego! Log in with your Active Directory credentials and get started [building websites](#), [joining groups](#), and [networking](#) with other campus members!

Members experiencing login issues should write Erin Glass at [erglass@ucsd.edu](mailto:erglass@ucsd.edu)

USERNAME:

☐ REMEMBER ME

Log In

## Groups

[NEWEST](#) | [ACTIVE](#) | [POPULAR](#) | [ALPHABETICAL](#)



**PATH**

active 2 weeks, 1 day ago



**Patrolling the Past**

active 2 weeks, 2 days ago

## Members

[NEWEST](#) | [ACTIVE](#) | [POPULAR](#)



**Claire Mizumoto**

active 7 minutes ago



**maggie**

active 13 minutes ago

## Recent Blog Posts



Jennifer wrote a new post, [Hello FYE Class of 2018!](#), on the site [Welcome to Ucsd!](#) 6 days, 11 hours ago

Welcome to KNIT and to Muir 1!

Lecture: Mondays 4:00-4:50pm

Discussion: Wednesday 6:00-6:50 pm

Please feel free to browse around and find out more

# An “ecosystem” of sites, platforms, resources and texts for G.E.

- GE programs are being asked to adapt to digital age, but get few resources.
- We must use tools like Blackboard, with limited value. Or we have to look to the “open web,” which is deeply commercial and always in flux.
- But with resources such as CBox, Hypothesis, Diigo, Zotero, Wordpress, etc., we can perhaps knit together tools and platforms that work.



# An “ecosystem” of sites, platforms, resources and texts for G.E.

- CSU could be major producer of writing program resources, and play key role integrating critical digital literacy and OER into G.E. programs
- Save students money; open up and share teaching resources
- Advance critical digital literacy; give teachers and students a suite of open source tools. Showcase student writing.
- Seeking advice, feedback, collaborators