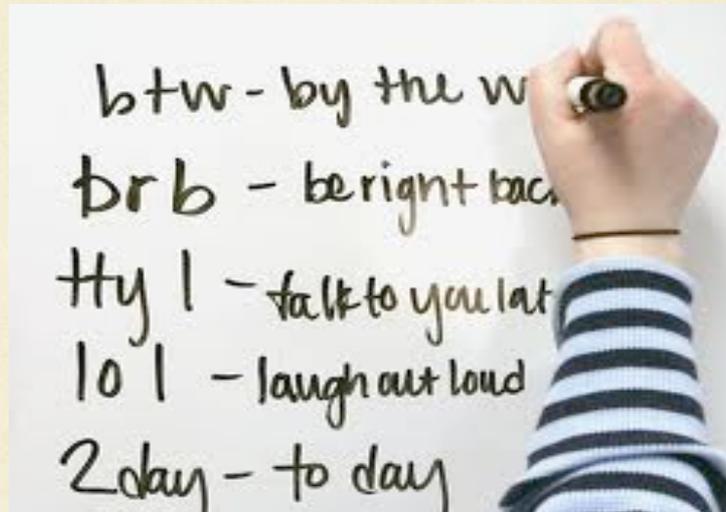


# Emerging Convergence: Developmental Writing and Web 2.0



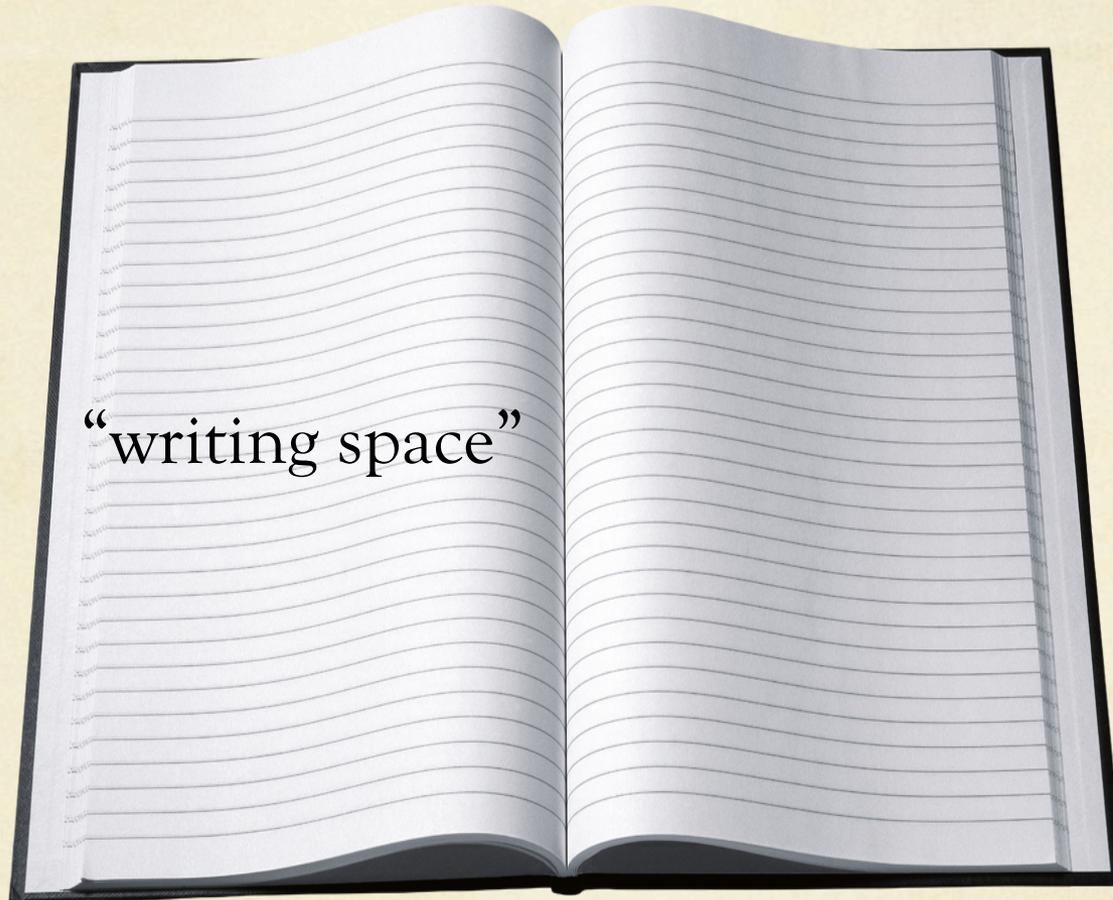
Debi Martin  
English 5383  
Rhetoric Mid-Length  
Your Choice

These days, college students must love to write

They do it all the time!



This is becoming a much less common

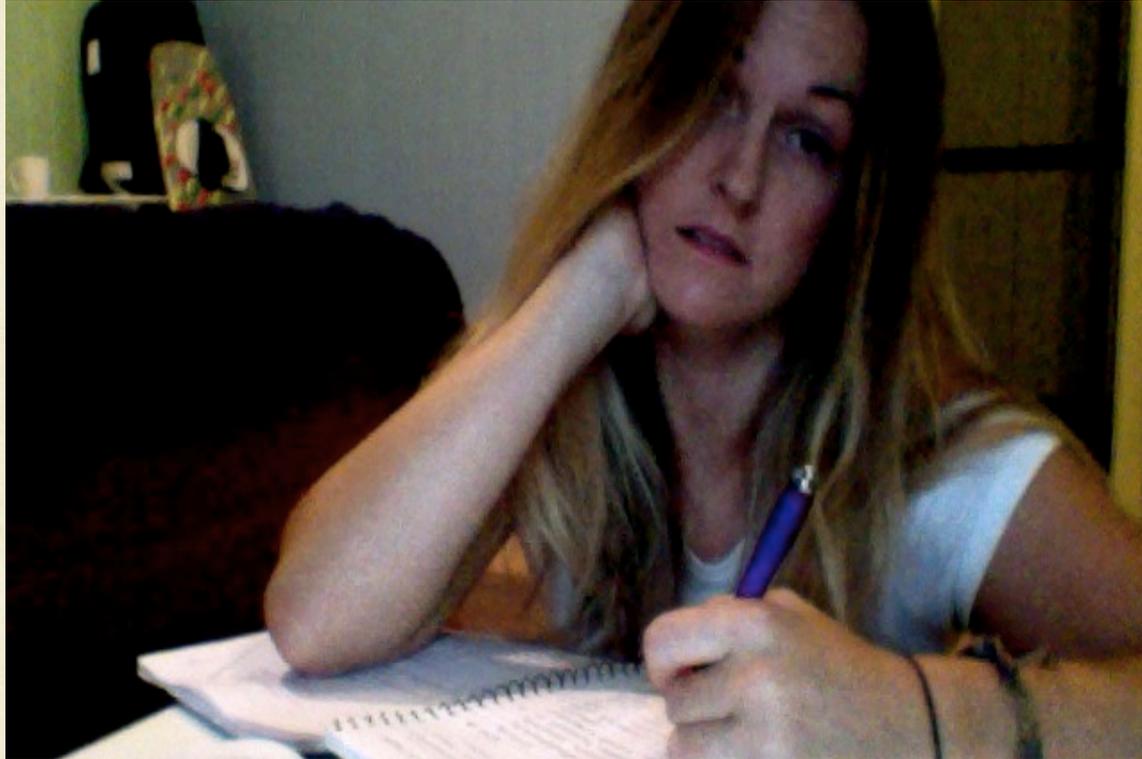


“writing space”

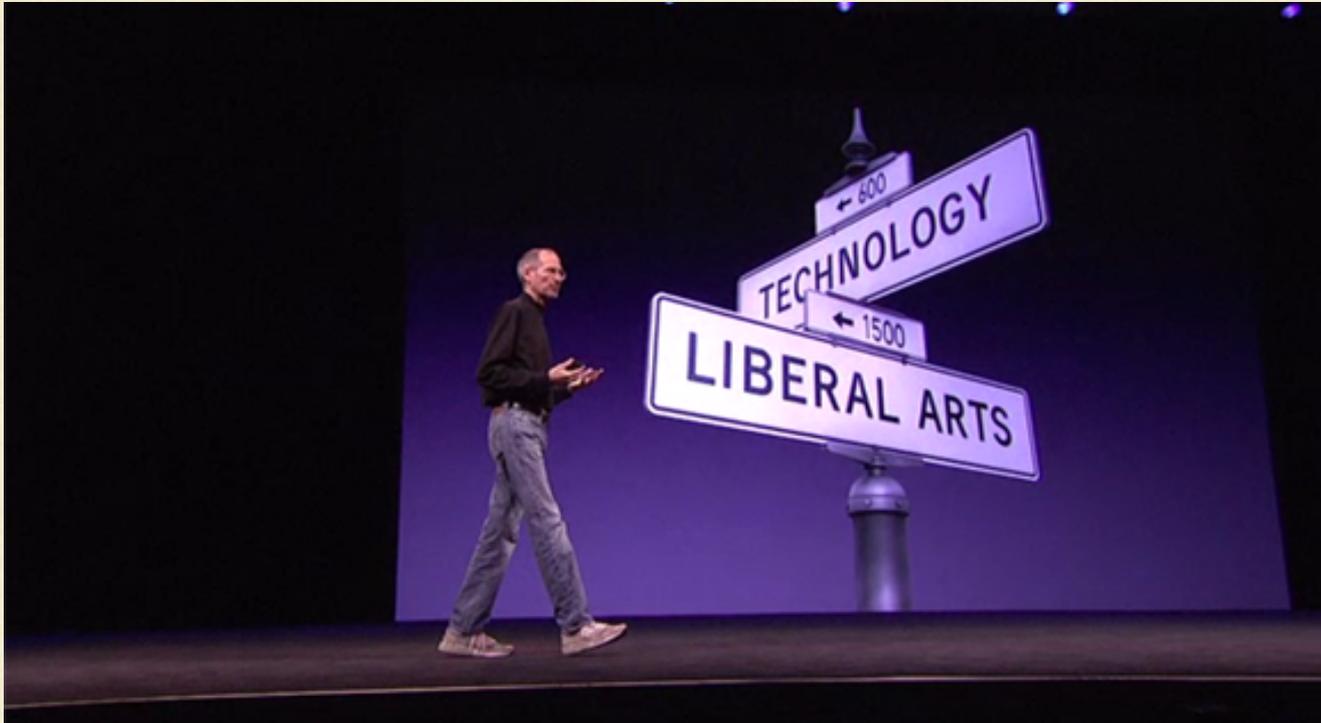
This is a more common  
“writing space”



And ... this is the typical “writing space” for developmental writing students



Words and pictures and video and technology have merged in academia and the “real world”



Developmental Writing courses  
*at the very least*  
prepare students to write papers in English Comp I



But any good teacher *really* wants:

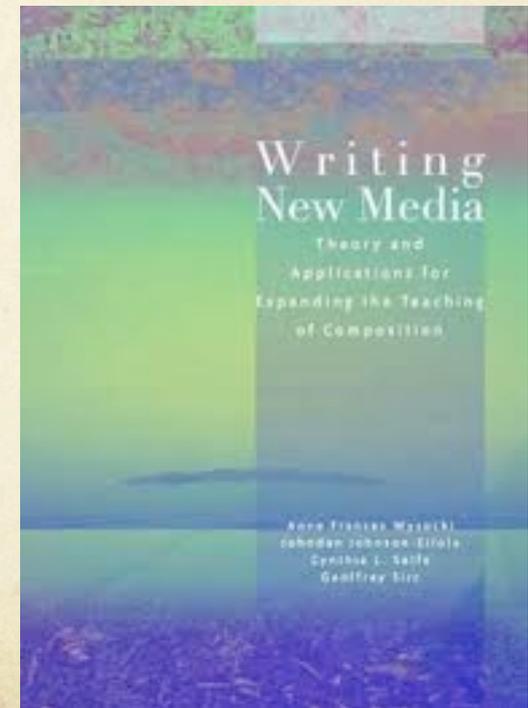
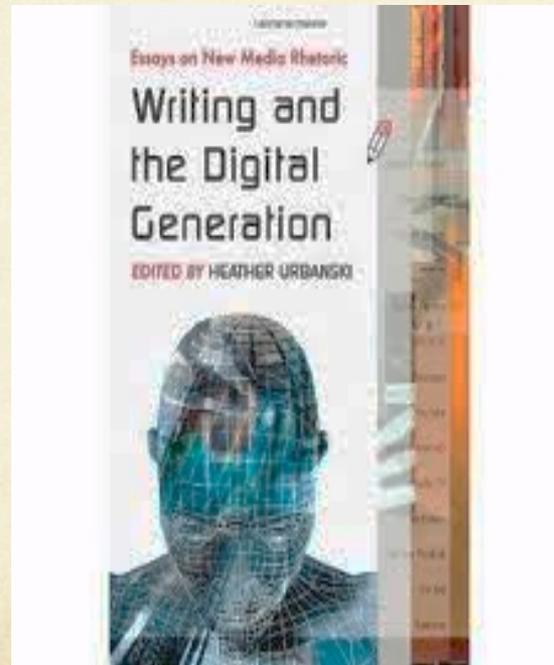
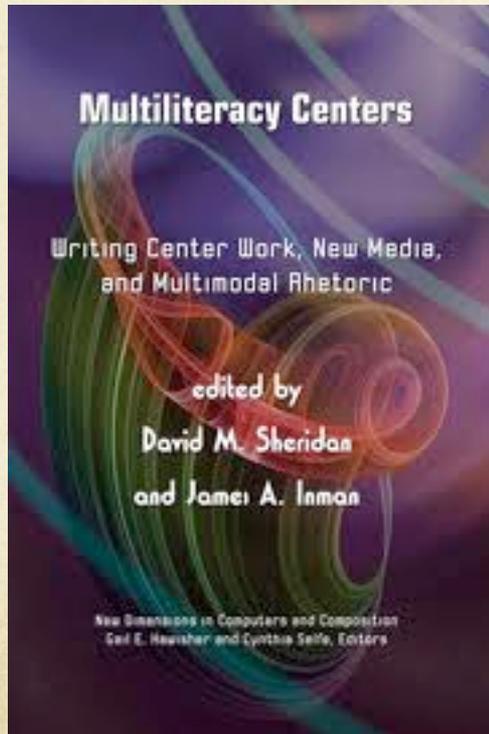
To *develop* the student not just the “basic writer”

Not only for academia

The “real world” too



The discussion over whether and how to incorporate digital literacies has been well underway in English studies since before the turn of the century.





# Digital Composing: Remaking Stories of Literacy, Research, And Life



Stories From a 2009 CCCC  
Feature Presentation Given By:

Sondra Perl,  
Gail Hawisher, and  
Cynthia Selfe



Designed by  
Joe Erickson

# My Research Question:

What is the state of the conversation in the “basic writing” community?



# It has only just begun:

“Without significant work in digital literacies ... basic writers face double jeopardy. They will have the traditional markers and challenges of basic writers coupled with an inability to critically engage and produce in the digital medium. Just as literacy has always been linked to social, cultural, and economic power, so too does this new digital literacy mean access to our newest forms of cultural power. The digital divide is no longer about access to technology, but rather a more complex divide of those who have had the educational access, training, and critical engagement to use technology well as literate cyber-citizens.”

- Klages, M.A. & Clark, J.E. (2009). New Worlds of Errors and Expectations: Basic Writers and Digital Assumptions. *Journal of Basic Writing*, 28 (1) 32-49.

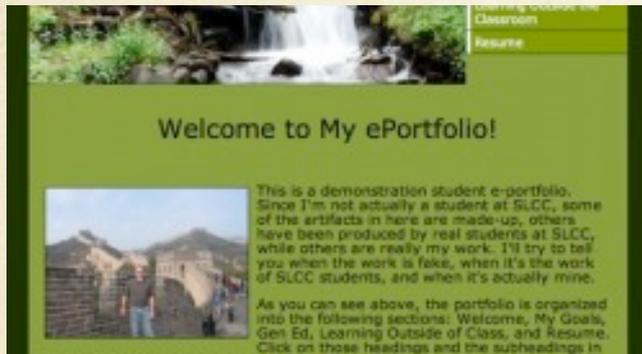
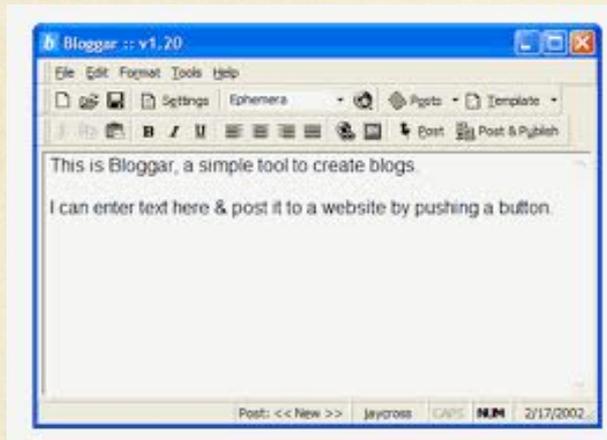
## Distinguishing features of this emerging discussion:

- Acknowledge that “the printed word” has undergone a radical redefinition in English studies and society at large
- Appear more in online teacher-to-teacher forums than in research journals and often include practical tips and lesson plans
- Frame or situate as a way to engage and improve critical thinking and questioning strategies
- Identify one barrier to including Web 2.0 in developmental writing classrooms may be teacher discomfort with the new technologies

# Which digital literacies?



Blogs, digital storytelling and ePortfolios were the most often mentioned Web 2.0 formats



Blogs are mentioned most often



# Blogs

Create a participatory, common space where multimedia can be shared, discussed, and manipulated with little or no digital programming sophistication.

Allow students to contribute embedded hyperlinks and multimedia to support their conversations

Allow dialoguing with others about ideas, reflecting on one's experiences, and developing a sense of community

Provide a forum for engaging and scaffolding students' critical examinations of current issues and their formulation of evidence-supported position

“Although there is little research on the effectiveness of blogs with developmental students... The potential for blogs is great for building on what it means to be literate in a Web 2.0 world.”

Caverly, D.C., Nicholson, S.A. Battle, J. & Atkins, C.E. (2008). “Techtalk: Web 2.0, Blogs, and Developmental Education. *Journal of Developmental Education* 32 (1).

## Blogs are compatible with the goals of developmental writing



“... a central rhetorical lesson I try to impart to basic writing students is an awareness of audience and how to write for a variety of them by developing a distinctive voice in their writing, a feature endemic to blogging.”

McCorkle, B. (2010). English 109.02: Intensive Reading and Writing II, “Reading, Writing, and Blogging” *Composition Studies*, 38 (1)

# Conclusions

The case for including Web 2.0 literacies in the developmental writing classroom to enhance critical thinking skills, although still “under reconstruction” is substantial

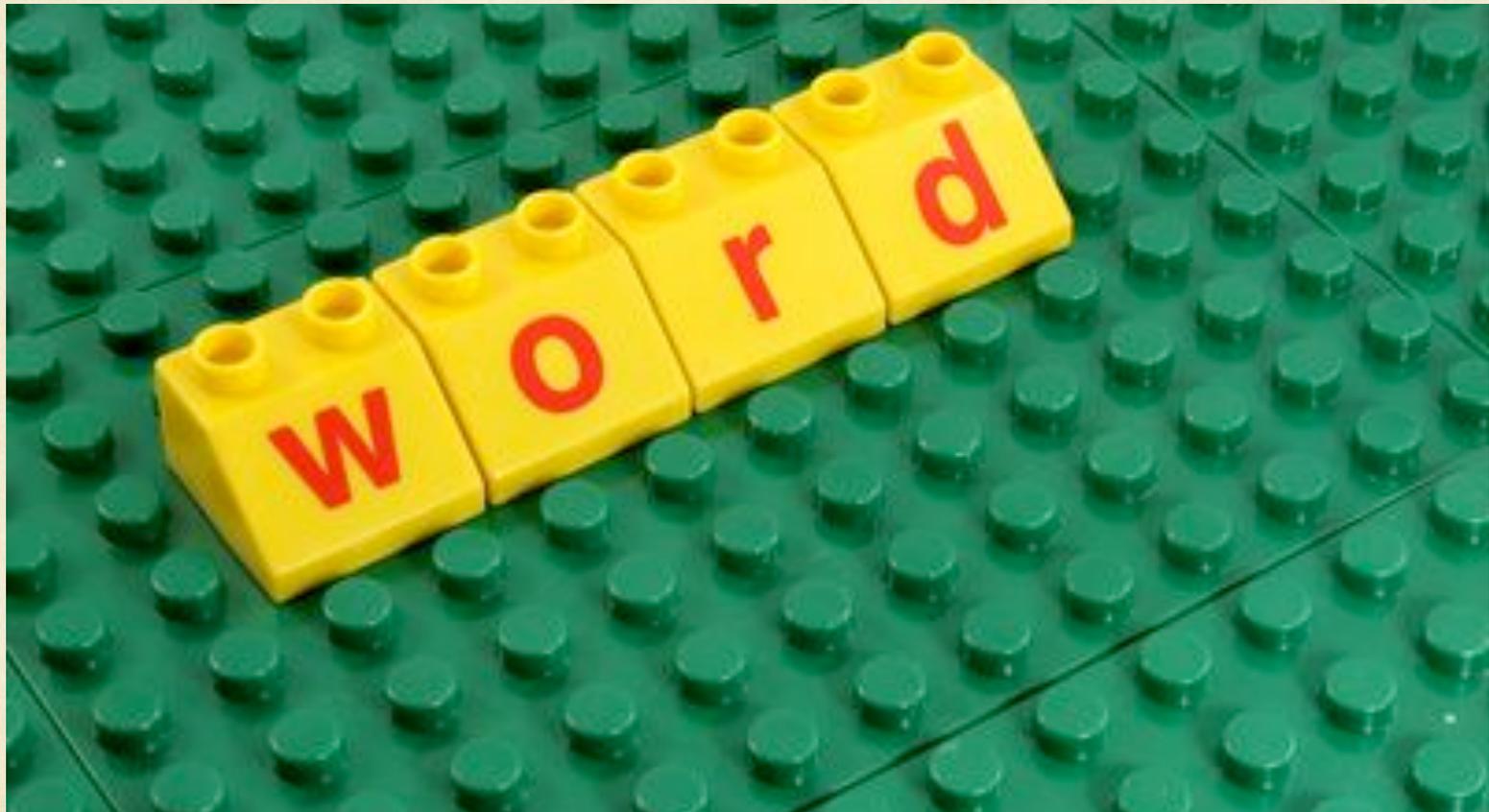
1. Web 2.0 technologies are by definition more than simply engaging because project-based learning can not be accomplished without active, self-directed and self-regulated participation
2. Writing is a skill that can not be perfected by memorization, and Web 2.0 technologies offer the opportunity to practice, practice, practice, until surface-level learning transfers to deeper and more disperse domains
3. Moreover, translating the visual into words can be so very ...

*Frustrating*



Finding the right ...

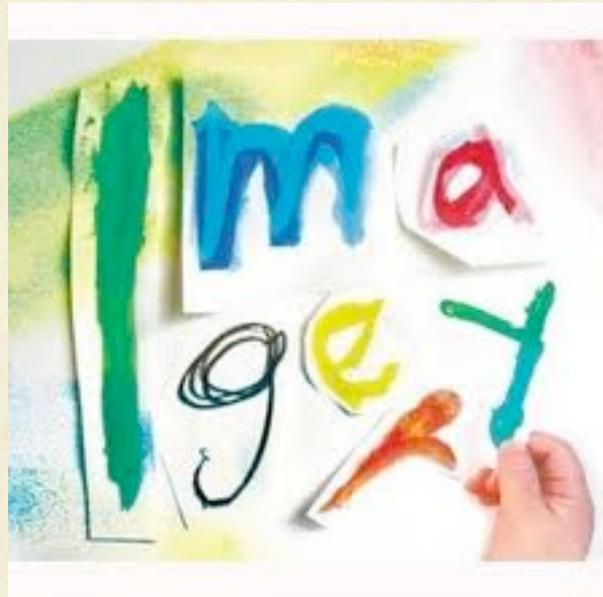




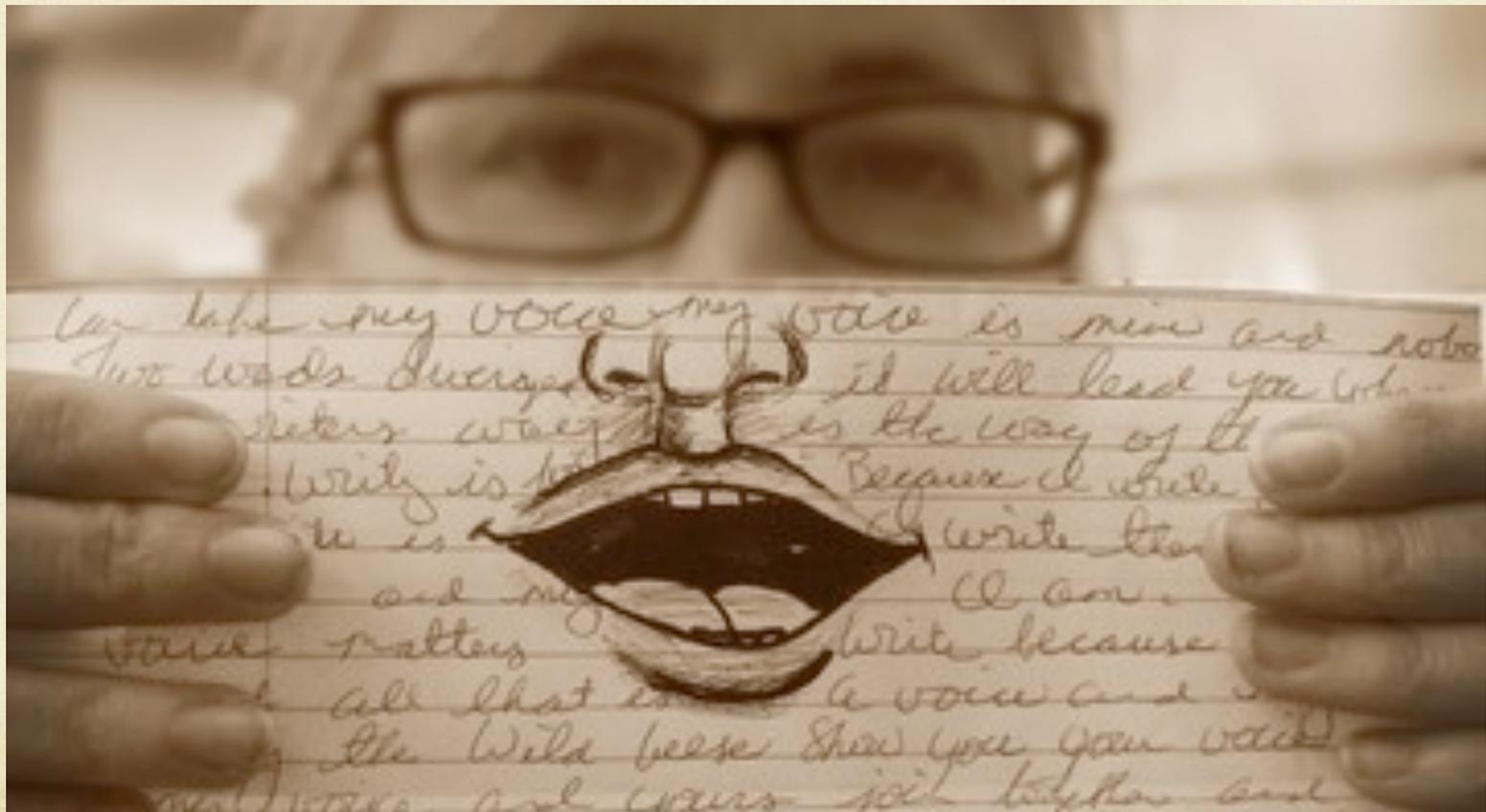
Can frustrate even professional writers  
such as acclaimed “Gonzo Journalist” Hunter S. Thompson



Maybe it's because we think in images



Maybe Web 2.0 can make it more fun to  
compose



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