Table Of Contents

Foreword
by Andrea A. Lunsford

Preface
Acknowledgment
Poem
“Iconic Man” by Ruth Sawh

Section 1
Blogging in the Writing Classroom

The authors whose chapters are included in this section discuss their classroom experiences with integrating Twitter to assist students both in the scaffolding process and in “exploring networked, digital compositions.” Chapters in this section also include discussion on using WordPress to create electronic writing portfolios and to maintain traditional goals of the writing classroom.

Chapter 1
Networked Digital Spaces: Twitter in the Composition Classroom
   Stephanie Phillips, University of South Florida, USA

Chapter 2
Blog Love: Blogging (and Microblogging) Communities as Writing Classroom Companions
   Clarissa J. Walker, University of Rhode Island, USA

Chapter 3
Using Twitter to Scaffold English Composition
   Brian Harrell, University of Akron, USA

Chapter 4
From Expository Blog to Engaged E-Portfolio: A Student-Centered Pedagogy in Process
   Jill Darling, University of Michigan, USA

Section 2
Exploring Multi-digital Media in the Writing Classroom

In this section, authors discuss how Tumblr, Instagram, Podbean, and Twitter help to promote “Remix Writing,” which mirrors the multimodal activities that permeate present rhetoric & composition discourse.
Chapter 5
This is the Remix: Remediating Pedagogy Practices
Shannon Butts, University of Florida, USA

Chapter 6
Social Media and the Rhetorical Situation: Finding Common Ground between Students’ Lives and Writing Courses
Katherine Fredlund, Indiana State University, USA

Chapter 7
Reblogging as Writing: The Role of Tumblr in the Writing Classroom
Meg McGuire, University of Delaware, USA

Section 3
Theorizing about Social Media Networks in the Writing Classroom

The four chapters that complete this section are grounded in theoretical concepts. While each chapter offers readers ideas about how to implement social media networks into a writing classroom, they more specifically invite readers to interrogate and explore social media networks for their rhetorical characteristics and situations.

Chapter 8
Socializing Composition: Entering the Conversation of SNS in Composition
Ken Hayes, Oklahoma State University, USA

Chapter 9
Creating Meaning for Millennials: Bakhtin, Rosenblatt, and the Use of Social Media in the Composition Classroom
Erin Trauth, University of South Florida, USA

Chapter 10
Slacktivism, Supervision, and #Selfies: Illuminating Social Media Composition through Reception Theory
Elisabeth Buck, Ball State University, USA

Chapter 11
The Blogging Method: Improving Traditional Student Writing Practices
Christine Fiore, USA

Section 4
Integrating Social Media as Professional Development in the Writing Classroom

In this section, chapters explore WordPress, LinkedIn, and Twitter as vehicles for helping writing students compose themselves professionally. In this section, audience is carefully discussed as authors suggest students be aware of their professional audience so that
they can write more strategically, and therefore, “curate” a professional online identity that makes them more marketable. This section also includes a chapter Q&A between teacher and students regarding students’ responses to using social media in their Technical Writing course.

Chapter 12
Teaching Casual Writing for Professional Success with Twitter: Digital Small Talk and the New Textese
Amy Rubens, Radford University, USA

Chapter 13
Curating the Public Self: Helping Millennial Students Present an Authentic, Professional Persona via LinkedIn
Erin Trauth, University of South Florida, USA

Chapter 14
#WordUp!: Student Responses to Social Media in the Technical Writing Classroom
Kendra N. Bryant, Florida A&M University, USA

Section 6
Re-envisioning Wikis in the Writing Classroom

Although rarely referred to as a social media platform, the authors in this section invite readers to explore Wiki’s capacity for teaching students how to interact with and write for “real” audiences, while improving student writing skills, including their revising and editing practice.

Chapter 15
Using Wikipedia to Teach Written Health Communication
Melissa Vosen Callens, North Dakota State University, USA

Chapter 16
Designing A Wiki-based Course for Enhancing the Practice of Writing Skills in the 21st Century: Moving from Theoretical Grounding into Practical Knowledge
Ahmed Al Khateeb, King Faisal University, Saudi Arabia

Key Terms
Descriptions of Social Media Networks
Additional Educator Resources
Compilation of References
About the Contributors
Index
DETAILED TABLE OF CONTENTS

Foreword
by Andrea A. Lunsford

Preface
Acknowledgment
Poem
“Iconic Man” by Ruth Sawh

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The authors whose chapters are included in this section discuss their classroom experiences with integrating Twitter to assist students both in the scaffolding process and in “exploring networked, digital compositions.” Chapters in this section also include discussion on using WordPress to create electronic writing portfolios and to maintain traditional goals of the writing classroom.

Chapter 1
Networked Digital Spaces: Twitter in the Composition Classroom
   Stephanie Phillips, University of South Florida, USA

This chapter integrates a theoretical framework for the adoption of digital technologies, such as social media, in the classroom while providing a personal narrative about the experience of creating and implementing a Twitter-based project for composition students. During the fall 2014 semester, the author was given the opportunity to teach a composition class focused on digital rhetoric. As a facet of the classroom experience, her students created and used Twitter accounts for fictional characters in order to explore networked digital compositions. Utilizing Twitter within the composition classroom allows students to compose as a part of a much larger network of actors that interact with the texts they create. As a form of networked communication, the compositions created by students through this medium demands interaction and engagement in a way that a classroom composition, shared only between student and instructor, does not. As the landscape for communication changes with new and evolving digital technologies, the format for college composition classrooms must change and adapt as well.

Chapter 2
Blog Love: Blogging (and Microblogging) Communities as Writing Classroom Companions
   Clarissa J. Walker, University of Rhode Island, USA
Despite claims of a decades-long history of multimodal instructional activities, Composition Studies scholars are still slow to embrace many web-based, social media technology tools to help realize traditional goals of the college writing classroom. Microblogging (Twitter) and blogging (WordPress) activities are effective technology companions that support collaborative learning, critical research, and analytical writing models. This chapter suggests online reading comprehension and critical literacy models as guides for microblogging and blogging lesson design. Finally, instructor commentary and student samples from two assignments, (a) blogging communities and (b) using Twitter to critically analyze a text, are offered to illustrate the aforementioned application.

Chapter 3
Using Twitter to Scaffold English Composition
Brian Harrell, University of Akron, USA

This chapter explores the idea, and offers three real-life, classroom tested assignments, of using the rules of social media, specifically Twitter, to teach students the rhetorical moves needed to write essays of college length and quality. The assignments provide first-year composition students the tools necessary to read an academic article, understand the rhetoric behind it, and apply rhetorical strategies it to his or her writing. The three assignments: 1) rhetorically analyze Twitter and create a formula for an effective tweet; 2) rhetorically analyzing an academic article 140 characters at a time; and 3) rhetorically analyzing a student’s own paper using these same 140 character sound bites, have shown to put students in a position to be successful in the academy. Each assignment has been fully vetted over three years, with a myriad of student examples. This chapter shows that the rules of Twitter can be used academically to provide a knowledge base and scaffolding for student writers.

Chapter 4
From Expository Blog to Engaged E-Portfolio: A Student-Centered Pedagogy in Process
Jill Darling, University of Michigan, USA

This chapter illustrates a student-centered pedagogy in process through the example of an electronic portfolio final assignment in two First-Year Writing courses. The philosophy behind the assignment is based in cultural studies, constructivist pedagogy, and multimodal studies. If students learn by doing, they also learn about culture through critique, public writing, and reflection. Students can thus become engaged as writers and citizens through constructing web-based texts focused on social issues and written from personal perspectives.

Section 2
Exploring Multi-digital Media in the Writing Classroom

In this section, authors discuss how Tumblr, Instagram, Podbean, and Twitter help to promote “Remix Writing,” which mirrors the multimodal activities that dominate present rhetoric & composition discourse.
Chapter 5
This is the Remix: Remediating Pedagogy Practices
Shannon Butts, University of Florida, USA

Remix, as a pedagogical style and teaching method, reframes foundational elements of writing instruction and broadens the traditional practice of writing to include 21st century compositional methods and technological forms. Through remix, students and instructors learn to compose a networked system of writing that diffuses assumed hierarchies and promotes associative thinking across diverse ecologies of media. We are always already associative thinkers. We build connections to understand, compare, reject, and relate. The digital writing environment offers an assemblage of associations, available in an instant. By disassembling and then reassembling texts, writers can learn to analyze influences and situate works in a web of connections. Students not only write critically about objects of study, but also have the opportunity to produce original work in various styles and media. In mapping the remix process as well as the purpose of each composition, students are able to identify key elements of argument, style, and effective communication – taking ownership of their own writing.

Chapter 6
Social Media and the Rhetorical Situation: Finding Common Ground between Students’ Lives and Writing Courses
Katherine Fredlund, Indiana State University, USA

Recognizing that students develop rhetorical skills on social media, this chapter presents a number of writing assignments that ask students to engage with social media and complete a variety of tasks online. These tasks range from taking and posting a photograph, to revising social media posts for honesty, to creating memes. Each assignment then requires students to reflect on these experiences in formal written assignments. This reflective component encourages students to consider writing conventions, processes, and genres in order to develop "high road" and meta-cognitive transfer skills. These assignments have three primary goals: (1) they help students engage with course content, (2) they build student confidence, and (3) they ask students to practice transfer.

Chapter 7
Reblogging as Writing: The Role of Tumblr in the Writing Classroom
Meg McGuire, University of Delaware, USA

This chapter explores how multimodal composition and social media conventions can support writing. This chapter outlines an assignment using Tumblr and discusses the logistics of Tumblr as a space to help students establish regular writing practices in online spaces. Additionally, this chapter illustrates some aspects of resistance that students may have such as shifting from personal social media writing to college and workplace writing. This chapter finally details strategies that respond to these resistances to make the assignment more effective.
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The four chapters that complete this section are grounded in theoretical concepts. While each chapter offers readers ideas about how to implement social media networks into a writing classroom, they more specifically invite readers to interrogate and explore social media networks for their rhetorical characteristics and situations.

Chapter 8
Socializing Composition: Entering the Conversation of SNS in Composition
Ken Hayes, Oklahoma State University, USA

The goal of this chapter is to act as a primer for scholars looking to start working with social networking site (SNS) in the composition classroom. This chapter focuses on research regarding aspects of SNS use in and out of the classroom, such as identity, rhetorical/audience awareness, civic engagement, and SNS pedagogy. This chapter also relies on current discourse, as well as the author's own SNS experiences, to share lists of best practices and SNS activities in the composition classroom. This chapter ends with a call for future research that includes continued efforts to interact more directly with students to learn with them about their use and views of SNS in and out of the composition classroom.

Chapter 9
Creating Meaning for Millennials: Bakhtin, Rosenblatt, and the Use of Social Media in the Composition Classroom
Erin Trauth, University of South Florida, USA

Despite the Millennial's growing attraction to social media technologies, composition instruction has yet to fully explore the potential of these technologies as resources rather than hindrances to instruction. As instructors of composition, then, it seems logical to apply what we know about these dominant rhetorical and pedagogical theories of the 20th century to the prospective use of social media to better our own pedagogies. Employing the ideas of Mikhail Bakhtin's social construction of knowledge and Louise Rosenblatt's student-centered pedagogy, the author explores the many complementary uses of social media technologies such as Facebook and Twitter in the composition classroom in order to generate a new model of instruction – one which challenges traditional, unilateral exchanges of knowledge and centers on a dialogical, student-centered model of composition instruction.

Chapter 10
Slacktivism, Supervision, and #Selfies: Illuminating Social Media Composition through Reception Theory
Elisabeth Buck, Ball State University, USA

Since its original development for use in literary studies by German scholar Hans Robert Jauss in the late 1960s, reception theory has been successfully applied to fields as
diverse as media studies, communications, and art history; its efficacy within rhetoric and composition pedagogy, however, has been less fully explored. This chapter argues that reception theory can provide a meaningful way to understand social media composing practices, especially as a lens for thinking about why and how individuals participate in social media as both readers and writers in the 21st century. This piece examines the three “aesthetic experiences” of Jauss’s reception theory via practices of social media-based activism, regulation of content on social media, and the act of creating “selfies.” This chapter offers specific strategies for incorporating reception theory in a classroom context, and argues that this approach helps students think more specifically about the intricacies and limitations of audience(s)—important recognitions for anyone who produces content in social media environments.

Chapter 11
The Blogging Method: Improving Traditional Student Writing Practices
Christine Fiore, USA

Why are there more than 450 million blogs on the Internet? The answer is simple: blogging is easy, free, and fun. People have opinions they want to share with the world, and blogging is a form of social media that best allows them to do so at length. This chapter examines how blogging can be used as a way to enhance instruction on expository writing. As with any form of social media, using blogs as a teaching tool can be a daunting proposition. Therefore, this chapter provides its readers practical instruction and ideas about how to integrate blogging practices into a composition classroom. Because blogging closely mirrors traditional writing practices, this chapter invites readers to consider blogging as a 21st century model for a 20th century practice.

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In this section, chapters explore WordPress, LinkedIn, and Twitter as vehicles for helping writing students compose themselves professionally. In this section, audience is carefully discussed as authors suggest students be aware of their professional audience so that they can write more strategically, and therefore, “curate” a professional online identity that makes them more marketable. This section also includes a chapter Q&A between teacher and students regarding students’ responses to using social media in their Technical Writing course.

Chapter 12
Teaching Casual Writing for Professional Success with Twitter: Digital Small Talk and the New Textese
Amy Rubens, Radford University, USA

Using social media to construct a digital, professional presence for the job search is a necessity in today’s labor market. Millennials are skilled in using social media for personal purposes but cannot immediately intu...
professional contexts. Writing instructors can guide students in enacting an online, professional presence through digitally mediated communication practices that increasingly are seen as valuable in the workplace. Instead of training students away from using “textese,” instructors should help students develop an abbreviated writing style that is strategic, consistent, and responsive to the needs of their audience. Twitter is the best social media platform to help students achieve these learning goals. This chapter provides readers with a description of a capstone, problem-based learning assignment in which students use Twitter to market their professional selves, network, and improve their digital workplace writing skills.

Chapter 13
Curating the Public Self: Helping Millennial Students Present an Authentic, Professional Persona via LinkedIn

Erin Trauth, University of South Florida, USA

Many 21st century student writers have long since mastered the art of crafting a public image through their social media profiles. However, when it is time to make the transition from personal to professional in their public persona, many students have trouble differentiating between the shades of their lives, and subsequently, create less-than-professional public profiles. In this chapter, the author explores ways writing teachers can help students transition from a social media experience limited to friends and family to a public persona for job searches, graduate school applications, and the like. More specifically, the author discusses how she used LinkedIn to help student writers create authentic, yet professional, public selves.

Chapter 14
#WordUp!: Student Responses to Social Media in the Technical Writing Classroom

Kendra N. Bryant, Florida A&M University, USA

In this chapter, the author argues that although integrating online social media networks into a traditional writing classroom seems timely, cutting edge, and apropos to students’ current past-time activities, teachers have the opportunity to create more meaningful classroom activities with social media if they first: consider students’ trepidation regarding such non-traditional classroom activities; and second: realize socially-networked students don’t necessarily translate into career-ready students. By way of two in-class Q&A sessions, the author discovers that her Technical Writing students need less instruction on how to use social media academically, and more instruction on how to use social media to brand and market themselves professionally. In a chapter grounded in student response, readers receive her student feedback about the effects of integrating social media networks into their writing classroom in an effort to assist teachers more purposely integrate social media into their traditional classroom spaces.

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Re-envisioning Wikis in the Writing Classroom
Although rarely referred to as a social media platform, the authors in this section invite readers to explore Wiki’s capacity for teaching students how to interact with and write for “real” audiences, while improving student writing skills, including their revising and editing practice.

Chapter 15
Using Wikipedia to Teach Written Health Communication
Melissa Vosen Callens, North Dakota State University, USA

Unlike first-year writing courses, upper-division writing courses often require students to engage in discipline specific writing. In the author’s upper-division course, Writing in the Health Professions, students examine health literacy as it pertains to both oral and written patient-provider communication. Students edit and expand a Wikipedia article for the final course assignment. The advantages of this assignment are threefold. First, students write for an authentic audience, decreasing student apathy. Second, students engage civically, improving health information accessed by millions of people across the world. Finally, students improve content of existing articles and broaden the scope of new articles written, leading to more diverse content and perspectives. In this chapter, the author discusses the above assignment, providing descriptions of scaffolding activities. Potential drawbacks of using Wikipedia to teach students how to write using plain language is discussed, in addition to strategies that might limit these difficulties.

Chapter 16
Designing A Wiki-based Course for Enhancing the Practice of Writing Skills in the 21st Century: Moving from Theoretical Grounding into Practical Knowledge
Ahmed Al Khateeb, King Faisal University, Saudi Arabia

This chapter describes an intervention of a wiki-based course to enhance the practice of academic writing through the process approach. This course was experimented on a freshmen year class of medical students learning English for specific purposes at a university in Saudi Arabia. This chapter draws on the relevant theories and their relationship to the practice of wikis in learning academic writing. Wikis have been introduced into the teaching of writing to afford collaborative assistance and social support. Accordingly, the chapter demonstrates the structure of the course and details the systematic organization between the in-class teaching and on-wiki practice. The intervention of a wiki-based writing course gives emphasis on the background of the tasks assigned. It points out the essential characteristics of the structure of wiki interface that would enable learners to accomplish the process-oriented wiki-mediated collaborative writing (PWMCW) tasks. This new practice reveals the evaluation of this course with its writing tasks, based on the learners’ perspectives.

Key Terms

Descriptions of Social Media Networks
Additional Educator Resources

Compilation of References

About the Contributors

Index