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Readings: *Writing New Media* *(Ch. 4-6)*

English 998, Multimodality, Multimedia and Digital Rhetoric in Composition

Question 1: First, I want to comment on the style in which Sirc’s “Box Logic” was written: was that difficult for you all to read? Funny how my expectations as a reader is so formulaic to the traditional academic text that I found myself, at times, losing the cohesiveness of the chapter because I was thinking about the style more than the content. Maybe that’s what he was going for? After all, Sirc writes when responding to Duchamp, “His comment captures my own interest in technology—the means or media are not as important to me as the expressive or conceptual uses afforded by them” (p. 113). What types of affordances do technology and media offer the composition classroom? How do these affordances help construct meaning, and how do these affordances (possibly) lose the cohesiveness of meaning?

Question 2: One of my favorite quotes in the reading was from Sirc’s chapter: “Elbow put the dilemma best, I think: life is long, college short; do we teach to life or college? I’m more and more persuaded to err on the side of life in my course: both the public, cultural lives students live, as well as their own personal lives and expressions” (p. 113). I think this sums up some of my struggles as a teacher and also some things we talked about in our first meeting: when do we teach for the academy (and the types of writing we do in the academia), and when do we teach for the civic or public? Is the academic temporary? Public permanent? Since we proposed that last week, maybe we can follow up on that again. If we can’t, here’s another question: what does Sirc mean when he talks about the “poetic” of composition (p. 114), and is that a dangerous term to use knowing the types of connotations that are implied or interpreted by that (e.g. innate gift/ability, composition status vs. literature vs. creative writing)?