

VJ/SB/WS/B/Vblog Entries: No matter what your format, an entry consists of

1. *Digesting* the readings and the lectures (introduced Sept 21, begin using with first entry)
2. *Documenting* the lectures (introduced Sept 21, begin using with first entry)
3. *Living Inquiry* (introduced on Sept 28, start using after this date)
4. *A/R/Tography* (introduction completed on Oct 5, start using after this date)
5. *Cross Pollination/Technology frame* (introduced on Oct. 19, start using after this date)
6. Inquiry Topic Connection (introduced on Nov. 9, start using on Nov 16)

An entry is complete when it has these items

An entry is complete when it demonstrates engagement of the readings and lecture materials

Entries must be multi-media:

Text/Image Mixes: Minimum Requirements according to Format

VJ must be at least 1/3 visual and other than text

SB must be at least 4/10 text

WS must be at least 1/3 visual and other than text

Blog must be at least 1/3 visual and other than text

Vblog minimums should be negotiated with instructor

COMN 3393: Phase 1: Digesting the readings

Introduction: I use the word **digest** to help you understand that the final goal of the readings is to receive nourishment from them. Understand that digestion involves several stages, organs, locations - and results in material being deconstructed, reconstructed, stored, transformed, recombined with other elements and also discarded and eliminated. Sometimes to be healthy we must take in elements that are not tasteful to us (such as vegetables). Especially if we have become addicted to certain diets (such as all fast food)- this turn to bring in varied foods is challenging at first.

Remember we are particularly interested in this course in the readings in relationship to your own location, lives and experiences, alongside their interaction with our key words: **Gender/Media/Technology/Women/Feminism/Image**. You are learning to give space to your self and to your "I" - to give voice to that part which has been constantly asked to become a third person in the world of learning... For some of you this will be straightforward and easy. For some of you this will be difficult and challenging.

That said we are also interested in cultivating the capacity to actually hear the readings, engage them, give them space - learn from them. We do not want to interact with them in a way that just recreates them as fodder for our own pet stories, rants, narratives. We want to hear them. Be fair to them. Practice being with them. We want to be accurate regards their views and give them fair hearing. Often if we are reacting to a reading it is more about something in ourselves that it is triggering - You do not have to agree with a reading but you can be with it...we will talk more about this in class.

We also want to receive from the readings that which they offer us **which is outside of our experience**, worldview, perspective - as this is how we grow. Humans bring several things into their body from the outside in order to grow: digestion is about one of these processes.

Thus the readings will be a balance of giving voice to our responses to them, not silencing our critics, being willing to write in the margins, doubt them, tear them apart - while at the same time also listening to them, giving the readings presence. Does this sound like a relationship! Yes in some ways reading an article is like forming a relationship to it. It is a balancing act of not losing the self, and not losing the author in the process.

What I am looking for: I am looking for evidence of this kind of engagement with the readings: digestion.

How can you digest the readings? Some practical strategies

1. Skim the reading first to get its overall structure and identify the key headings or points: Be ready to focus your energy on comprehending those.
2. If possible create a copy of some or all of the reading and print it out so you can write your comments alongside the text while you read. (for some readings coming to a deep understanding of one page - can make a real difference in your understanding of the article, so do not underestimate the small)
3. Don't let the big words get you down. Notate or Circle them and move on. Go back to the few ones that seem essential to the article after you have skimmed it - go back and spend time on understanding those.
4. ___When you are done skimming/reading create some kind overview of what you have read: the overview should attest to your fair encounter with the article.
 - a. Overviews some suggestions to try out (use different strategies for different articles): Keep it short and sweet
 - i. Summaries
 - ii. Key quotes
 - iii. Reading map
 - iv. Image map of the reading
 - v. Summary of your marginalia
 - vi. Create a timeline of the article
 - vii. Cartoon of the reading (keep the frames limited to a certain number)
 - viii. Pretend you are interviewing the author
 - ix. Discuss with a classmate: find out what they thought the article was about
 - x. Pretend you are telling me about the article briefly
 - xi. Pretend you are writing a brief review of the article for your local newspaper, or a journal
 - xii. Challenge yourself to reduce the article to abstract form (100 words or less)
 - xiii. Word clouds (create an image in which all the key words of the article appear (with definitions underneath?))
 - xiv. Article house: create a house that has the different rooms that the article covers
 - xv. Create a theme song for the article
 - xvi. Create a poster or ad to advertise the article
 - xvii. As you work with this you will start to have your own ideas....the best are likely a combine of visual/text/chart/table forms...
5. ___Once you have created your article overview: find one or two parts of the article that resonate for you, and one part of the article that you disagree with. Figure out a way to represent these in your vj/sb/ws/b/vblog (consider an image, quote combination).

6. _____ Find ways that the readings connect to each other, to the lecture, to your life and also to the world around you.
find a way to demonstrate (some) of these connections
7. _____ Let the readings lead you to one or two good questions that you want to let linger for yourself and our course
8. _____ Connect the readings to our key words
9. _____ Credit/document. Make sure to give credit/source or document pages that you quote. If you reference a classmate, myself or another professor in another class: find some way to give them credit.

Steps 4-9 should appear in VJ/SB/WS/B/Vblog

Phase 2. Documenting the lectures: (evidence of engagement of class-time and resources connected)

Generally “the lecture” is code for our class room time together. Class is generally composed of several things:

- Theme or Focus:** In class together we will generally attend to a theme, usually I announce this at the start of the class via a slide (I try to keep in sync with the themes in your syllabus but sometimes we are off track)
- Lecture slides:** I, invited presenter or classmate will present on some topic. Usually we have slides with this.
- Activities:** Often times there are activities that we do in sync with the class
- Media:**(Films, Images, Music etc) we will watch films, dvd, youtube clips - such media are usually coordinated through lecture slides
- Assignments:** (often a reading is accompanied by an assignment of some kind)

Documenting means leaving some sort of residue, trail, rendering, picture, text combination - one that allows those following your path to get a whiff of what happened in class and your experience of this.

You do not have to document everything in your VJ/SB/WS/B/Vblog just enough so you, I and others you invite to read your VJ/SB/WS/B/Vblog get a whiff, a glimpse, accurate representation of your engagement with the class room experiences¹

Documenting can include the following:

Inserting course materials in your VJ/SB/WS/B/VBlog

Creating trails that run from these course materials to your reactions to them, to readings, to connections in other journal entries: trails can be textual; they can include arrows, threads, ribbons, colored dots coded to help us understand, sticky notes, index cards, pockets, folders, undersides, flap comments, margin comments, photos, recorded messages, phone calls, snippets of emails between you and a classmate, a cut out of a doodle -question-reaction you wrote on the side of your notebook, an aha moment, book you found that goes with the theme; etc.

Documenting means attesting to, observing, tracking - leaving evidence of - does not have to mean agreeing with. However, you are welcome to also document your reactions to some of the class activities, and link them to readings and other materials.

******Important Note:** any film that we see in class or media that takes up quite a chunk of our time, or discussion - should be documented. Films or online videos that take more than 20 min of our time are usually quite important and you should not only discuss them in this section - but should also include some of responses from you to their topics of interest. Engage these.

¹ If you do not speak in class very much, remember this will perhaps be the main space I have for glimpsing your engagement of the class room time, in this case you may wish to devote more space and time to this area than those who do make their engagement of the classroom time clear to me.

FeedbackGMIT

Feedback for Journal/Blog/Scrapbook/Website/Video Journals (J/B/SB/WS/VJ)

The journal/blog/website/scrapbook/video journal final hand in is April 5, our last day of class.

The feedback offered here is to help you prepare for the final hand in.

Feedback is given so that you can see what you need to work on, and help you see target areas. This is the form that will be used to make the final evaluation.

Student's Name:

Date:

Feedback giver's Name:

Basics of Course/Reading/Assignment Engagement

	<i>Problem area¹</i>	<i>Adequate</i>	<i>Above Average</i>	<i>Excellent</i>
Course attendance is evident and helping J/B/SB/WS/VJ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lecture material is evident and being covered in J/B/SB/WS/VJ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation material are evident and being engaged in J/B/SB/WS/VJ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading material is covered in J/B/SB/WS/VJ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Entries are being made regularly and in time frame that helps J/B/SB/WS/VJ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Artography is evident and useful in J/B/SB/WS/VJ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Living Inquiry is evident and useful in J/B/SB/WS/VJ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of interest area relevant to presentation is evident in J/B/SB/WS/VJ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Continued pursuit of interest area relevant to post presentation/final project) ²	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cross Pollination w/ others (authors, peers, websites, etc) is evident in J/B/SB/WS/VJ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback is being given via email to presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Once presentation is done, received peer feedback is engaged in J/B/SB/WS/VJ) ³	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Once presentation is done, it is analyzed in J/B/SB/WS/VJ) ⁴	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall J/B/SB/WS/VJ communicates engagement/investment in course & its materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

¹ This scale would change to grade scale on final form as follows Problem area 0 to 1 points depending. Adequate = 2 points, Above average = 3 points, Excellent = 4 points: total/100

² This one is dependent on whether you have given presentation, but of course must be done by final hand in.

³ This one is dependent on whether you have given presentation, but of course must be done by final hand in.

⁴ This one is dependent on whether you have given presentation, but of course must be done by final hand in.

2nd Feedback MIT

Feedback for Journal/Blog/Scrapbook/Website/Video Journals (J/B/SB/WS/VJ)

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Feedback is given so that you can see what you need to work on, and help you see target areas. This is the form that will be used to make the final evaluation.

Rigour: Voice & Method

	<i>Problem area⁵</i>	<i>Adequate</i>	<i>Above Average</i>	<i>Excellent</i>
Your voice is given space, presence, respect and accuracy in J/B/SB/WS/VJ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other voices are given space, presence, respect and accuracy in J/B/SB/WS/VJ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feminism is engaged and given space in J/B/SB/WS/VJ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Images and image (as course topic) are engaged and given space in J/B/SB/WS/VJ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology (as course topic) is engaged and given space in J/B/SB/WS/VJ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender (as course topic) is engaged and given space in J/B/SB/WS/VJ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The J/B/SB/WS/VJ is engaged and is ripening into a rich examination of F/I/M/T	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The J/B/SB/WS/VJ demonstrates a rich examination & engagement of the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The J/B/SB/WS/VJ demonstrates courage in its exploration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Structure and Organization:</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The J/B/SB/WS/VJ is able to be navigated by the instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The J/B/SB/WS/VJ is able to be navigated by peers and other viewers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The J/B/SB/WS/VJ uses text in balance that is helpful to inquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The J/B/SB/WS/VJ uses image in balance that is helpful to inquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The J/B/SB/WS/VJ uses its own form in a way that is rich & helpful to inquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

Side Question: Has this **J/B/SB/WS/VJ** found some forms, styles, methods of commenting, things to say - that seem to be really working for this inquiry - things that stand out as powerful and effective?

⁵ This scale would change to grade scale on final form as follows Problem area 0 to 1 points depending. Adequate = 2 points, Above average = 3 points, Excellent = 4 points: total/100

Other comments?

Continued Notes:
