



# Open for Knowledge: Readings for College

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# Preface: My Original Intentions

- Sequel to last year's "DIY" presentation at TYCA-SE in Decatur:

[http://www.ncte.org/library/NCTEFiles/Groups/TYCA/TYCA\\_Tour/McCrimmon\\_Miles\\_SE.pdf](http://www.ncte.org/library/NCTEFiles/Groups/TYCA/TYCA_Tour/McCrimmon_Miles_SE.pdf)

- Update on my new project for Flat World Knowledge, a companion reader for the handbook published last year:

- <https://openforknowledge.pbworks.com>

- <http://catalog.flatworldknowledge.com/bookhub/reader/14>

- But...thanks to "Bose" and "Cise"  
(a.k.a. Greg and Shane)

<http://communicativeed.wordpress.com/>

# Preview of Revised Agenda:

A Working Definition of “Communicative Ed”

*or*

a constellation of gerunds that reads like an alternative to Kubler Ross’s five stages of grief:

- Weaning
- Curating
- Mediating
- Publishing
- Reflecting

# Part I: Weaning Ourselves from Institutional Mandates

- from Traditional Textbooks
  - economic consideration on behalf of our students
- from Course Management Systems
  - conscious resistance to the promise of convenience and replication
- from Standardized Syllabi
  - admission of the dynamism of communicative education (*living outcome statements*)
- These “weanings” become a matter of “sincerity, factuality, and ethics” -- nothing less than an opportunity to re-professionalize ourselves.

# Mixed Messages

- What messages are we sending our students and colleagues through our use of traditional textbooks, course management systems, and standardized syllabi?
- To our students: We are functionaries who implement a standard curriculum and course design (of others' devising)
- To our colleagues: We don't trust ourselves or each other enough to innovate (esp. pernicious in a 2-year college environment).

# “Solutions” to Rising Textbook Costs

- Higher Education Opportunity Act
  - new requirements for transparency from publishers regarding costs, bundling, changes from ed. to ed.
- Virginia Law
  - mandated, single, departmental (3-year) adoption period
- Publishers
  - Digital texts, rentals, custom, etc.
- Big Publishing = Big Oil (feed the addiction to an unsustainably anachronistic model)

# Disruptive Solutions: Open Texts

- Professors “going without” (“going it alone” via DIY OERs)
- “Born digital” commercial open content providers where digital is free and portability through print or download is affordable  
(<http://www.flatworldknowledge.com/>)
- Consortia within disciplines across departments, states, regions and even nationally or internationally (<http://collegeopentextbooks.ning.com/>)
- Student Public Interest Research Groups (PIRGs): (<http://studentpirgs.org/campaigns/sp/make-textbooks-affordable>)

# “4R’s of Open-ness”

- ❖ **Reuse** – right to copy and use verbatim copies
- ❖ **Revise** – right to adapt, rework, and improve
- ❖ **Remix** - right to combine into new OERs
- ❖ **Redistribute** – right to share copies



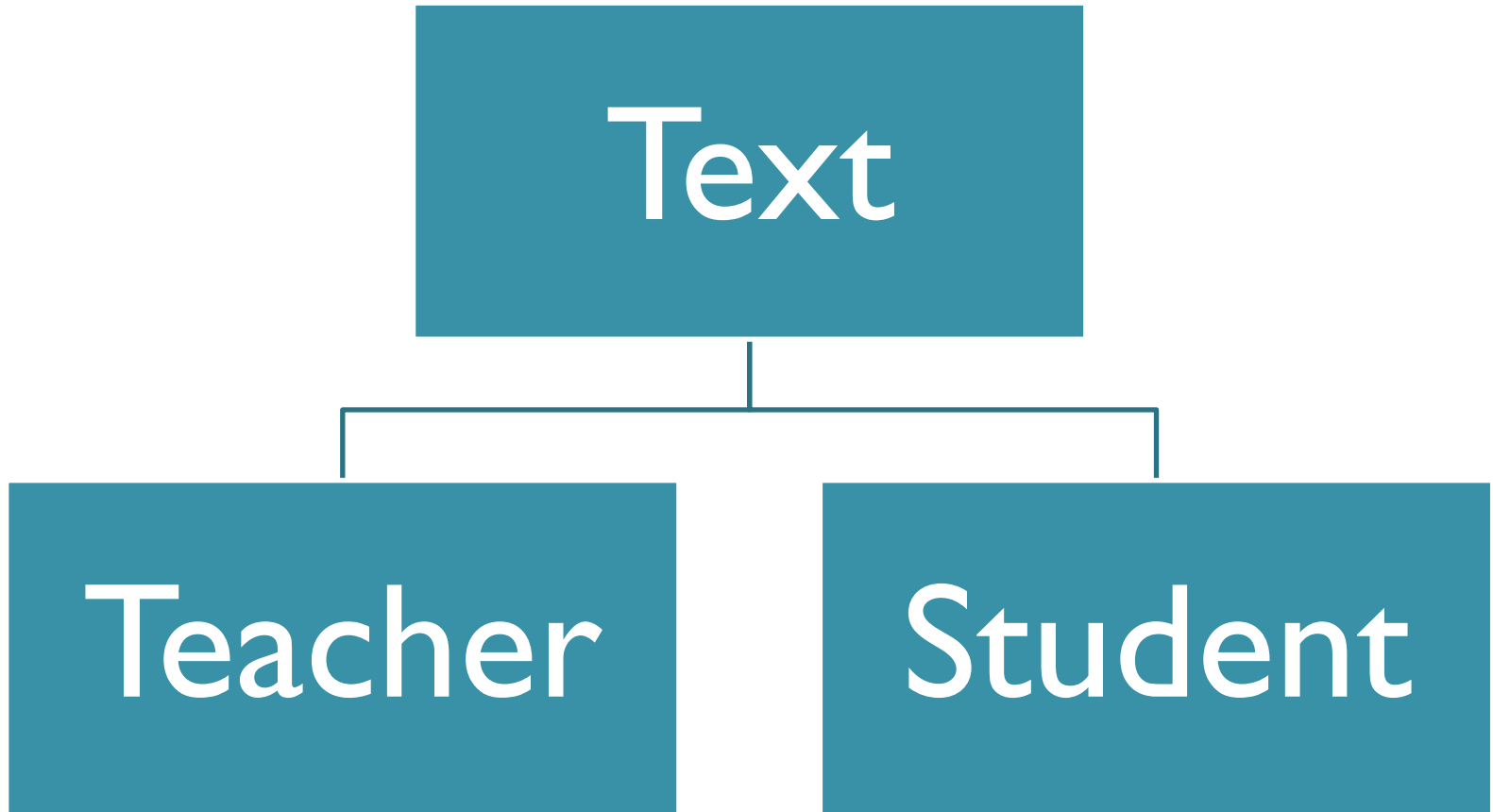
## Part 2: Co-Curating OERs

Even if significant cost savings for our students and the reinstatement of our own academic freedom, autonomy, and responsibility weren't sufficient rationales, the pedagogical benefit to our students alone is reason enough to encourage the use of OERs.

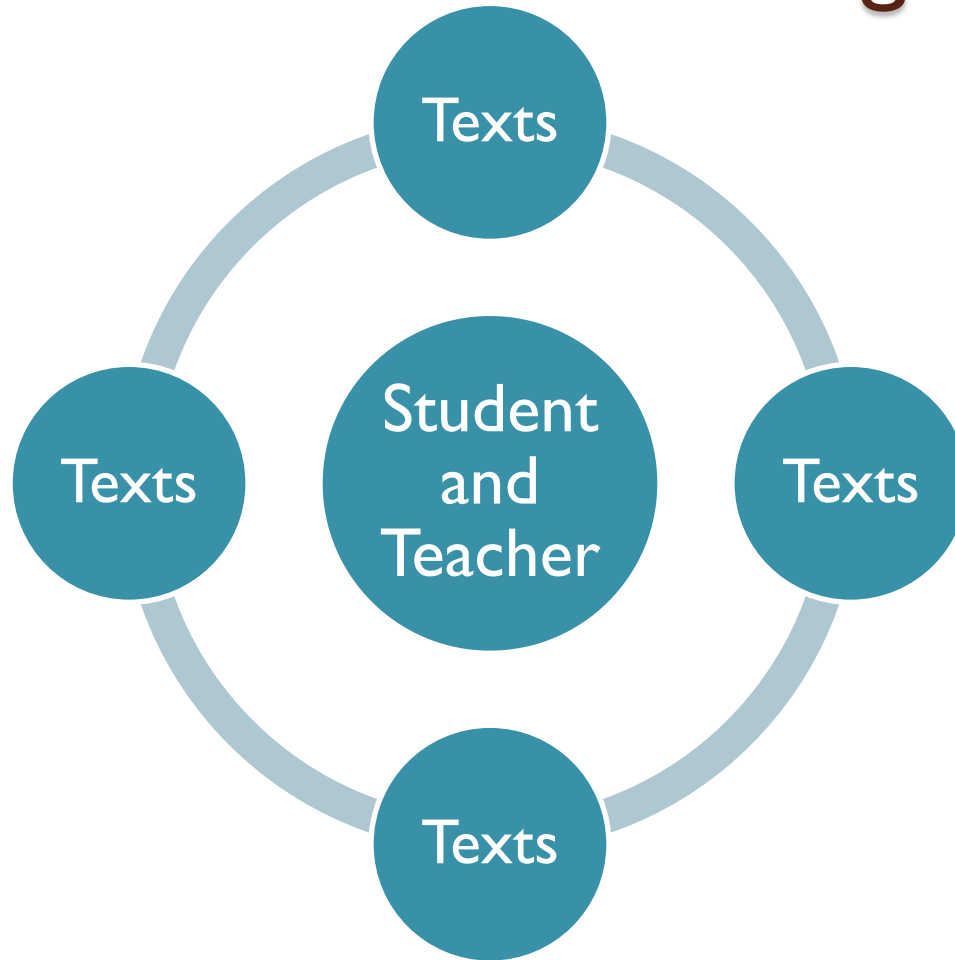
### **Research Question:**

***What happens to students who learn to curate OERs in their first year of college?***

# The Text-Instructor-Student Hierarchy in the “Three-Channel Universe”



# The Student-Instructor-Text Cycle in the “World of the Long Tail”





# Last Year's DIY Assignment Sequence

**“Creating and Curating a  
Collection  
of Reading and Writing  
Assignments  
for a Future College Composition  
Course”**

# Rationale for Assignment Sequence

- Engaging students in the process of knowledge and discipline construction
- Unpacking and unpackaging anthology-style collections of readings
- Encouraging and tapping “real-world” digital and informational literacy

# Part 3: Mediating Texts

“looking through” text

vs.

“looking at” text

Richard Lanham

*The Economics of Attention* (2006)

# *Now You See It (2011)*

## Cathy Davidson

- Attention to work flow (multitasking, remix, mashup)
- Interaction
- Process (publish first, revise later)
- Collaboration
- Blended skills: interdisciplinary, “hard” and “soft”
- Datamining, visualization, big data, complex data

# Case Study: “Information Literacy”

- Overcoming the Textual Abstinence model: the emphasis on what not to do in the library or on the Web
- Assessment of Info. Lit. focuses on a traditionally narrow set of protocols: access, attribution, incorporation, citation, and documentation of *academic* source materials into *academic* writing
- The primacy of academic databases (themselves owned and operated by “Big Publishing”)
- The “blanching effect” of databases and anthologies gives an impoverished, decontextualized picture of textuality



# “Communicative Ed” *on Steroids*: The Case for Wikipedia

- Wikipedia is an online encyclopedia.
- Wikipedia is written from a neutral point of view.
- Wikipedia is free content that anyone can edit, use, modify, and distribute.
- Editors should interact with each other in a respectful and civil manner.
- Wikipedia does not have firm rules.

([http://en.wikipedia.org/wiki/Wikipedia:Five\\_pillars](http://en.wikipedia.org/wiki/Wikipedia:Five_pillars))

# *Writing Spaces*

- Purdy, James P. “Wikipedia Is Good for You!?”

<http://writingspaces.org/essays/wikipedia-is-good-for-you>.

- McClure, Randall. “Googlepedia: Turning Information Behaviors into Research Skills”

<http://writingspaces.org/mcclure--googlepedia>

# Part 4: Publishing in the Classroom...

- Moving from Classroom Management Systems (like Blackboard's File Exchange or Digital Dropbox or Assignments) to Public Wikis and Blogs (like PBWorks or wordpress) as a place to publish student work...

<https://1112dual.pbworks.com/w/page/47897461/webremedy>

...or on a more quotidian basis, for the teacher to post class proceedings and revisions (rather than perpetuating the fiction of a final course document through deleting and uploading a new version):

<https://writinganthropology.pbworks.com/w/page/35455402/Class-Notes-and-Announcements>

# ...and Beyond

- Contributing to Wikipedia
- Class-Testing New Programs and Platforms such as CourseDocs and Classroom Salon

<https://sites.google.com/site/coursedocs2011/home>

<http://www.classroomsalon.org/>

# Reflecting: Phase Two Portfolios

- Ed White, “The Scoring of Writing Portfolios: Phase 2.” CCC 56:4 (June 2005): <http://www.jstor.org/pss/30037887>
- Developed by Duane Roen, et al. at Arizona State Univ.

Example Assignment:

<https://fall11clue.pbworks.com/w/page/44578227/Reflective%20Letter%20Guidelines>

# Now, as Advertised, a Word About the *Open for Knowledge Project*

- Free and immediately accessible online (or available for low cost download to e-reader or print on demand)
- Readings entirely made up of OERs, texts in the Creative Commons or public domain
- Featuring apparatus of traditional anthology (questions pre- and post-reading; chapter intros; headnotes; essay assignments; etc.)
- 86 texts available in rhetorical or thematic arrangement
- Scheduled for Fall 2012 publication

# Rhetorical Organization

Arranged into Six Chapters Based on the Types of Discourse in the CCCC Statement on Multiple Uses of Writing

- Civic
- Academic
- Cross-Cultural
- Workplace
- Aesthetic
- Personal

# Alternative Thematic Organization

- Politics
- Work
- Education
- Commerce
- Identity
- Technology



# The Seventh Chapter of Either Version:

## The Framework Portfolio

A Phase Two Portfolio Assignment based  
on the WPA Framework for Success in  
Postsecondary Writing

# For More Information

<https://openforknowledge.pbworks.com/>

Links to:

- This ppt (with links and sources)
- *The Flat World Knowledge Handbook for Writers*
- The Prospectus and Sample Chapters for *Open for Knowledge: Readings for College*
- An opportunity to join in the process by requesting full access and editing privileges to the wiki

***Or contact me at [mmccrimmon@reynolds.edu](mailto:mmccrimmon@reynolds.edu)!***

# Works Cited

Anderson, Chris. *The Long Tail: Why the Future of Business is Selling Less of More*. New York: Hyperion, 2006.

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[http://en.wikipedia.org/wiki/Wikipedia:Five\\_pillars](http://en.wikipedia.org/wiki/Wikipedia:Five_pillars).

See rest of ppt for other embedded links to relevant resources...