

Mar 26, 2024

composed by Raymond

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A Working Document for 10803 037

[Class Logs](#)

[Jan 18, 2024](#)

[Jan 23, 2024](#)

[Jan 25, 2024](#)

[Jan 30, 2024](#)

[Feb 1, 2024](#)

[Feb 6, 2024](#)

[Feb 8, 2024](#)

[Feb 13, 2024](#)

[Feb 20, 2024](#)

[Feb 22, 2024](#)

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[Feb 27, 2024](#)

[Feb 29, 2024](#)

[Mar 5, 2024](#)

[Mar 19, 2024](#)

[Mar 21, 2024](#)

[Mar 26, 2024](#)

[Mar 28, 2024](#)

[Apr 2, 2024](#)

[Apr 4, 2024](#)

[Apr 9, 2024](#)

[Part One](#)

[Part Two](#)

[Lexicon](#)

[Conceit -](#)

[Community - spending time together, living in proximity, being with people who have changed the way you see things, shared purpose, shared vision.](#)

[Genre - a category of composition](#)

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[Exigence - the moment or event that motivates someone to compose about a specific issue, problem, or situation](#)

[Mentor Text - a text that helps you compose another text](#)

[What is a community?](#)

[Total institutions - https://www.thoughtco.com/total-institution-3026718](https://www.thoughtco.com/total-institution-3026718)

["Office Hours"](#)

[Zine Ideas](#)

[Some things to consider when you can't attend class](#)

[Office Hours](#)

[What to call your instructor](#)

[Mat's in-class writing](#)

[Appendices](#)

[Class Lexicon](#)

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[Writing Process](#)

[Recursive Writing -](#)

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Jan 18, 2024

Log by Mat

Today we introduced ourselves with some basic information like our names, pronouns, where we are from, major, etc.

We then played a game called "Scar Wars" where each student told a story about a scar they have. The class voted for the best story. We each typed up our own story to save it for later.

For class, we'll need a Composition Notebook and a laptop each day. There is no reading/homework besides getting the materials for class.

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Jan 23, 2024

Composed by Derek

The class started with homework (any questions for the syllabus) and then drew ourselves in 3 different durations (30s-1m-2m).

Dr. Wenzel answered the questions students wrote down on the Index Card, including:

1. Concept of Composition, more notes in [10803 Sittybus Class Lexicon](#).
2. Portfolio, Reflection, Assignment, Mentor Text, etc.
3. Ungrading

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Lillie's mentor text was about fashion merchandising. She talked about how fashion relates to composition and provided us with a website she uses frequently. She stated, "By looking at fashion as a source of inspiration we can gain fresh perspectives on composition". Finally, she asked the class to Dr. Wenzel introduced us to how to craft an X-page. ([Instructions are here.](#)) and introduced us to Bookslut and review of "I once was Miss America" (link in Sittybus). We dissected some components of the website and Prereading.

We learned new reading strategies: Questioning (asking questions, interrogating the text), Connecting (relating the text to self, text to text, text to world), Predicting, Summarizing, Clarifying, Visualizing
TDL: no official homework

Jan 25, 2024

Composed by Michaela

Mar 26, 2024

composed by Raymond

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Lillie's mentor text was about fashion merchandising. She talked about how fashion relates to composition and provided us with a website she uses frequently. She stated, "By looking at fashion as a source of inspiration we can gain fresh perspectives on composition". Finally, she asked the class to The class started with the usual note card assignment. Today, the question was, "What reading strategy from last class comes most naturally to you?" Then, we drew a 2-minute self-portrait dancing with a potato.

We then opened our X-page and reviewed what each quadrant should be. (One should be images, one with questions, and one with quotes.) Dr.Wenzel then assigned each person a reading strategy to put in their 4th quadrant of the x-page.

We filled our X-page out while reading "I Once Was Miss America." We took turns reading paragraph by paragraph and stopped to discuss in between every now and then. Dr.Wenzel would ask us what we had been writing in our X-page and various questions to understand the reading deeply.

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Before the next class, Dr. Wenzel asked us to answer on the x-page (if we have room) or the next page, "What was this reading about?"

Jan 30, 2024

Composed by Abby

Mar 26, 2024

composed by Raymond

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Lillie's mentor text was about fashion merchandising. She talked about how fashion relates to composition and provided us with a website she uses frequently. She stated, "By looking at fashion as a source of inspiration we can gain fresh perspectives on composition". Finally, she asked the class to Today began with the normal note card assignment and the question was what should we do before reading? Then we did the 2 min self portrait and today's version was being carried by an alien.

We then talked about the purpose of reading "I Once Was Miss America" and came to the conclusion that there are many different purposes but most evidently to enjoy it and practice our reading and x-page skills.

Defined mentor text- a text that helps us compose a specific "genre" or piece

Next we read "I Once Was Miss America" again with a totally different purpose. We made a chart with 3 columns; one column for "what we noticed", another for "description", and last for "what effect".

We then recorded what we noticed from the first paragraph and discussed it out loud.

Then we went to the second paragraph and talked about how to write an essay.

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Feb 1, 2024

composed by Carson

We began class with the notecard task where we drew ourselves surfing with a shark. We then reviewed what we went over last class, including writing essays.

Next we created our working document where we will write an assortment of work over the semester in three different parts: where I'm from, where I am now, and where are "we" going. To continue this idea we also listened to John Donne's poem *No Man is an Island*. We copied and pasted our Scar Wars Story into the doc.

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We talked about making revisions to our writing and techniques relating back to *I Once Was Miss America*. We made revisions to our own scar wars stories using the suggestions tool in Google Docs to create a contradiction between sentences in our story. We also searched major world events that happened in the year of our scar.

We reviewed *I Once Was Miss America* and outlined it and summarized what the paragraphs were about.

We began writing our own *Where I'm From* poem.

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Feb 6, 2024

composed by Kylie

First we started with our notecard and we had to write our best line from our personalized version of the poem "Where I'm From". Then for the self-portrait we did ourselves with a beard.

Next we talked about what genres we've done and some were written personal narrative, self portrait, and oral personal narrative. Mat went around asking us "what else have we composed" in this class. We went on to compose a new genre in this class which was

We shared our personalized poems to the person sitting next to us and shared to them what we thought their poem said about them. After that, we drew a map of a place from our past that takes up 2 pages of our composition notebook.

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Lillie's mentor text was about fashion merchandising. She talked about how fashion relates to composition and provided us with a website she uses frequently. She stated, "By looking at fashion as a source of inspiration we can gain fresh perspectives on composition". Finally, she asked the class to Then, Mat tried to pair us up using our zodiac signs and base it off of their compatibility but there was way too many air signs and no fire signs and he got flustered so made us just move around and find someone new. We then read our stories to our new partners and had to help them type what we heard them say.

Finally we talked about occupational family trees and Mat briefly showed us his. He wants us to try and fill one out for our family and go as far back as possible.

Feb 8, 2024

composed by Allison

Mar 26, 2024

composed by Raymond

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Lillie's mentor text was about fashion merchandising. She talked about how fashion relates to composition and provided us with a website she uses frequently. She stated, "By looking at fashion as a source of inspiration we can gain fresh perspectives on composition". Finally, she asked the class to We began class with our notecard which was to write down which zodiac symbol we were and if we were cardinal, fixed, or mutable. We also drew a self portrait as a fountain.

Then we started discussing what the acronym "SOAPST" stands for which is Subject, Occasion, Audience, Purpose, Speaker, and Tone and we applied it to our Scar Wars stories.

Next we were introduced to our new mentor text which was a music video to the song titled "Sweeter" by Leon Bridges. We talked about how even though this is a music video it is still considered a text. We then did some pre reading on Leon Bridges before we started the video.

We created an X-page in our notebooks for the video and discussed the meaning behind Leon Bridges words and the specific way they chose to structure the video which is called "braid style"

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Lillie's mentor text was about fashion merchandising. She talked about how fashion relates to composition and provided us with a website she uses frequently. She stated, "By looking at fashion as a source of inspiration we can gain fresh perspectives on composition". Finally, she asked the class to Lastly, we were separated into four different groups A, B, C, and D and each group was given a text to begin pre reading on for the remainder of class and to have a completed X-page for their groups designated text by next Tuesday.

Feb 13, 2024

composed by Lillie

We began class with our note card drawing a self-portrait of the goddess of fire. We also wrote two questions in our composition notebook about what you learned from your text and what you can learn from the composition of the text.

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Next, we talked about ropes and why you braid things. We discussed the meaning behind Leon Bridges' words, how they structured the "braid style" video, and what we can get out of it.

We went into our assigned groups from the last class to discuss our answers to the questions we answered. We also reported, as a group, the brief genre description, brief summary, possible meaning(s), and what strategies we can take from this text to use in our own composition.

We ended class on no homework.

Feb 15, 2024

composed by Lauren

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composed by Raymond

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We started class off today with our self-portrait of ourselves on a tightrope. We then opened our Working Docs and from there we did three quick writes. The first quick write lasted for 7 minutes and we wrote for the entire time, off of the prompt "A place where you feel heard". After those seven minutes, we wrote another quick write, this time being 3 minutes and with the prompt "A place where you have felt spoken to". Our last quick write was for a minute and a half and this prompt was "A place where its complicated". Once we finished our three quick writes we highlighted a sentence we would feel safe sharing with the class.

We then started talking again about mentor texts. We pulled up one of the mentor texts and talked about why the author put a picture of a picture in her graphic novel. We also talked about what we can learn from the composition of each text and how to implement it into our own writing.

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We got back into our small groups and talked about our collages and what we could add into each. We talked about questions like who the subject is, who the audience is, what the purpose is, who the speaker is, and the tone. Mat tells us not to delete anything from our working doc, just move it to a different section. Mat also tells us that we have to have occupational genealogy, but does not need to be included in the first part. We need to have peer comments on our working doc, and also need some sort of tutor feedback on the document.

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Feb 20, 2024

composed by Katie

We began class with our notecards, filling out where we are from and WTF cares. We also drew our 2-minute self portrait of ourselves in a beauty salon.

Then in our composition notebooks we created an X-page titled "Where I'm Local" about the Ted Talk and a 3 column page. Before we watch the video we did pre-reading by searching up the author on Wikipedia, noting anything important in our X-pages. Then we discussed the big 5 publishers and what that has to do with credibility.

As we watched the video we filled out our X-pages, then shared some of what we wrote with the class. Half way through the video we paused to label our 3 columns- Ritual, Relationships, and

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Our homework for next class is making an X-page for the text assigned to our group. If we wanted to be overachievers, we could start doing the X-page that will be our homework on Thursday too.

Feb 22, 2024

composed by Adrienne

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composed by Raymond

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We started off writing what a mentor text is (again) with a portrait of ourselves with a squirrel. Classmates are sharing what they see as a mentor text. We are talking about exigence, a reason people do what they do. Then we talked about presentations we are going to give the class that are not to exceed 30 minutes. I believe the presentations are about a mentor text we choose, we are going through the classlist and picking the days we will be giving our presentations. Now we are in our small groups discussing the text we were assigned the class before.

Feb 27, 2024

composed by Caden

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composed by Raymond

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Carson's mentor text consisted of hunter prosper who is someone she looks up to. She then showcased 4 videos of his to display his content and the information he provides to the world. Carson then described how his content uses different types of compositions like symbolism. She then posed a question to us of "what would you say?" Then some people shared their answers. We then talked about the genre expectation of his videos and what we would expect out of one of his videos. Whether, that's the music, message, scenery, or even the format of the videos.

We then talked about our communities and why we feel like we are a part of them.

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Feb 29, 2024

composed by Ryan

We started off doing our index cards which chat GPT wrote the prompt for. We drew a self-portrait of a galactic space traveler with fruit on his head and a selfie stick. Then we went over part 1 compositions. These included the Scar Wars story, map story, occupational family tree, where I'm from poem, where you felt heard, place you felt spoken to, and a place you felt complicated. We then talked about expectations for our final grades in this course. One of our part one compositions needs to be a narrative and some visual rhetoric. Rhetoric is kind of persuading someone through a statement to get what they want. Peer feedback, tutor feedback, and proof of revision are three other components we need. All of these can be found in the learning outcomes document. The where you felt heard stuff can be part 1 or 2. Community site visit and community member features are the 2 part 2 compositions we went over today. We looked at Teresa King's site and interview submission, who is a past student. She had a picture of her elementary school and interviewed her siblings after

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Mar 5, 2024

composed by Isabella

We started off class with the notecard activity. We had 2 minutes to draw a self portrait with us exploding out of a volcano. After, Mat went around the class asking about what communities we were going to write about. Some people knew and some people had no idea. He then asked us about audiences and what type of stuff we talk about with certain audiences. Kylie did her mentor text called "Texts I'll Never send". It was a blog with different texts that people wanted to send but ended up not sending. She then gave us 5 minutes to write a text to our past self before we came to college.

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Mar 19, 2024

composed by Olivia

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composed by Raymond

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Lillie's mentor text was about fashion merchandising. She talked about how fashion relates to composition and provided us with a website she uses frequently. She stated, "By looking at fashion as a source of inspiration we can gain fresh perspectives on composition". Finally, she asked the class to We started class with having Matteo from the "Move Texas" non-profit organization come in to class and give information on registering to vote in the state of Texas for the first ten minutes of class. Mat forgot to get his pile of index cards from his desk so he used index cards from a past class and we skipped the self portrait activity.

We then moved on to the Mentor Text presentations for the day and started with Michaela's mentor text on photography. She introduced us to the photographer Bruce Davidson and his project titled "Brooklyn Gang" that captured the life of a teenage gang in New York City in 1959. She then compared this project to the candid photos that our generation takes and showed pictures from Davidson's project next to similar candid pictures on Pinterest to show how we use photos to capture life and tell a story. Mat then asked how organization and the difference between staged and candid can affect the portrayal of our message. We then moved on to Raymond's mentor text on the documentary titled "Restrepo" which was about the war in Afghanistan. He showed us three different clips from the documentary which were all individual interviews. He explained how each person

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Mat then answered any questions that we had on our community choices, community member features, and community site visits. We then talked within our groups about the different texts we read before spring break and answered the questions Mat put up on the board. As a class, we discussed the different texts and how they can help us with our own community member features and community site visits.

Mar 21, 2024

composed by Paige

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composed by Raymond

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We started class with our usual notecard information and drew a self portrait of something "we would never do." The notecards had some coffee stains on them. It was then decided Lauren and Isabella were going to give their Mentor Text talk today.

Lauren started her presentation over Wordle. Lauren told us the background information on Wordle including the founders name being the inspiration for the name Wordle. Then we actually played it, we got two green letters on the first try with Isabella's guess of "place" then our next two places didn't help at all. Then on the fourth try we got it with Isabella's guess of "shade," it was an exciting moment. Lauren then expanded on this saying Wordle can connect one another, she said she shares the Wordle and playing it with her dad showing it can connect people. She also added everyone has the same word when they play which gives that unity factor. Then she concluded her Mentor Talk.

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Lillie's mentor text was about fashion merchandising. She talked about how fashion relates to composition and provided us with a website she uses frequently. She stated, "By looking at fashion as a source of inspiration we can gain fresh perspectives on composition". Finally, she asked the class to Then Isabella presented. Isabella's Mentor Text talk was about the song "Life Changes" by Thomas Rett. She started to give us background on Rhett like being born in Georgia, dropping out of college to pursue music, started co-writing songs with country artists, first debut album in 2013, and has received 4 Grammy nominations. Isabella then played the music video for "Life Changes" and the class was supposed to focus on the lyrics. Isabella talked about how in music you can tell a story and in this song specifically, Rhett told his life story with emphasis on his family. Isabella then gave us the prompt to write our own song on how our life has changed since coming to college, everyone had 4 minutes. Except Ryan got the prompt how he's evolved since being a little kid. Isabella concluded her Mentor Text talk.

Then we talked about songs telling information and songs and listened to different versions of the states and capitals song.

Mar 26, 2024

composed by Raymond

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Mar 28, 2024

composed by Anneliise

We started class by answering the question "Who are you in your community?" on our notecards. Then, we did our 2-minute self-portrait of us "escaping to freedom".

Mar 26, 2024

composed by Raymond

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Lillie's mentor text was about fashion merchandising. She talked about how fashion relates to composition and provided us with a website she uses frequently. She stated, "By looking at fashion as a source of inspiration we can gain fresh perspectives on composition". Finally, she asked the class to Mat then discussed the importance of asking dumb questions after taking inspiration from Raymond's mentor talk on Tuesday. He went around asking us if we had any dumb questions about the class. Mat answered questions about the site visit, the member feature, and what might be in our part 2 working doc.

Then, we watched a video called: "Positionality & Research: How Our Identities Shape Inquiry". The video described what positionality is, and we wrote down some features of it in our notebooks.

After, we worked on our Positionality Worksheet Word Document (<https://timeandplace.ubc.ca/files/2014/06/Appendix-2.pdf> \). We went through each of the different categories on the doc and talked about the differences between them and tried to define what each category meant. Mat talked about possible labels for

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Apr 2, 2024

composed by Kylie

We started class by doing our notecards and we answered "what parts of your social identity are most important to you?" and "what parts of your social identity stand out most to others?". The self portrait was us as a pirate. We had a brief talk about Easter and what people did.

Mar 26, 2024

composed by Raymond

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Mat then asked "What is Positionality". He said our positionality changes all the time and asked us which parts of our social identity can change and which is the most important to us. He then asked about what makes something important. It is based on the success, survival, and well-being of someone.

We talked about the "Five Enduring Forces that shape lives and social tensions in this country" which are race, gender, class, generation, and geography. We broke down each topic and had class discussions about them. He asked around what our communities are and why they are important to us.

We had to do research on how our communities are important and what they have to do with the Five Enduring Forces. Mat went around asking individual people about what they found.

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composed by Raymond

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Apr 4, 2024

composed by Derek

We started the class with 2-minute portrait of a caveman with a friend and no questions were given.

The class then moved to Part Three: Where do we go from here? where we were asked to create a public campaign about a message in the community of local or national importance (race, gender, generation, ability, geography, class). Mat then asked us to answer several questions about our composition plan (I think it will be good to insert the word document here) and let the class share it.

"If the onion is not peeled, then we will fail the course?" That means if Mat does not see everyone peeling the onion, it's an F. Peeling the Onion - This is a protocol that supports us to delve into different layers to address a deeper issue that lies underneath the surface. Mat had us practice this by

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composed by Raymond

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Lillie's mentor text was about fashion merchandising. She talked about how fashion relates to composition and provided us with a website she uses frequently. She stated, "By looking at fashion as a source of inspiration we can gain fresh perspectives on composition". Finally, she asked the class to letting one student share their composition and others will paraphrase, assume, question, and bring up any thoughts to help the student fortify their ideas.

Apr 9, 2024

composed by Melanie

Mat came into class and reminded us that we should always have the desks set up into our groups. We then started class with our normal 2-minute self portrait of ourselves vomiting. Caden then did his mentor text on a podcast called Modern Wisdom by Chris Williamson, which talks about "staying curious", how important it is to question things, and what having insightful conversations can do for us. Chris Williamson talks to interesting people all over the planet, from random businessmen to professionals, and uses all different compositions to do so (youtube videos, instagram highlights,

Mar 26, 2024

composed by Raymond

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Lillie's mentor text was about fashion merchandising. She talked about how fashion relates to composition and provided us with a website she uses frequently. She stated, "By looking at fashion as a source of inspiration we can gain fresh perspectives on composition". Finally, she asked the class to podcasts, a website, 'three minute mondays'). Caden's activity for us was to write something that we are genuinely interested in/curious about, and then why we haven't looked into an answer for this thing.

Adrienne then did her mentor text on Kendrick Lamar's song Alright - a hopeful song that talks about how living a full, happy life is still possible even if facing racial discrimination. His music video shows viewers a quick look of what it's like to be black in America - down to the monochrome color scheme of the video, its location, the unmusical intro, the male singers, a reference to Oprah Winfrey, along with many others, and how all of these things can be related to black culture and history. Adrienne wanted us to focus on how Lamar incorporated his culture in his video, which can be used to dig deeper in our messages and inspire our target audience. Her activity for us was to think of something that has influenced us (politically, emotionally, historically, etc) and how that might be reflected in our own composition.

Mar 26, 2024

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Lillie's mentor text was about fashion merchandising. She talked about how fashion relates to composition and provided us with a website she uses frequently. She stated, "By looking at fashion as a source of inspiration we can gain fresh perspectives on composition". Finally, she asked the class to We then continued our Peeling the Onion activity with a few more people (which everyone needs to do) for the rest of class!

Apr 16, 2024

composed by Bryce

We started off by drawing a self portrait with 3 cats

Ryan gave a mentor talk about Dr. Randy Pausch. A professor at Carnegie Mellon University who was diagnosed with cancer. He gave a lecture about chasing childhood dreams and how to live life. This talk was not about death but rather life and how to make the most of it. Ryan then asked us to write down what we would share with the world in a final message if we knew we were going to die. We then took a few minutes to analyze the composition of the beginning of the video and what message the different shots can portray.

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composed by Raymond

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Lillie's mentor text was about fashion merchandising. She talked about how fashion relates to composition and provided us with a website she uses frequently. She stated, "By looking at fashion as a source of inspiration we can gain fresh perspectives on composition". Finally, she asked the class to The next mentor talk was given by Abby. Abby talked about book covers and titles and how we are often told not to judge a book by its cover. However, titles and covers are very important to help catch a reader's attention or to give them a sneak peak into what the story is about. Teaches us to focus on all parts of composition, from the first word to the last.

We then moved on to finish up peeling the onion. \

Apr 23, 2024

composed by Jack

Today we started with a self portrait of ourselves at the Paris Olympics this summer. We then had three mentor text talks from Derek, Jack and Katie. Derek's Mentor Text Talk was about Diary of a Wimpy Kid, Jack's was about the Great Gatsby and Katie's mentor talk was about Ted ED.

Mar 26, 2024

composed by Raymond

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Jack cont. - We then asked questions we had about the checklist and asked questions we had about our final campaign. Mat then showed us previous students final campaigns to give us inspiration for what we need to do.

Mat then gave us time to set up our Google Sites and get started on setting it up. After Mat talked about finishing everything, and talked to us about having the site done by Tuesday and answered students questions on anything we could come up with.

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Part One

Part Two

Mar 26, 2024

composed by Raymond

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Lexicon

Conceit -

Community - spending time together, living in proximity, being with people who have changed the way you see things, shared purpose, shared vision,

Total institution - prison, military, greek life, church,

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Genre - a category of composition

examples:

poem

written personal narrative

classroom prompt

oral personal narrative

x-page / observational notes

self portrait

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Exigence - the moment or event that motivates someone to compose about a specific issue, problem, or situation

Mentor Text - a text that helps you compose another text

TEXT - anything that conveys a message

Recursive writing -

Reliability -

Syntax -

Subject - personal past

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Occasion - class prompts

Audience - whole class / Jack

Purpose - ~~because it was the assignment~~ to introduce yourself to the class, practice oral storytelling ability, fun, icebreaker, to win the prize, to show background,

Speaker - myself, myself and partner

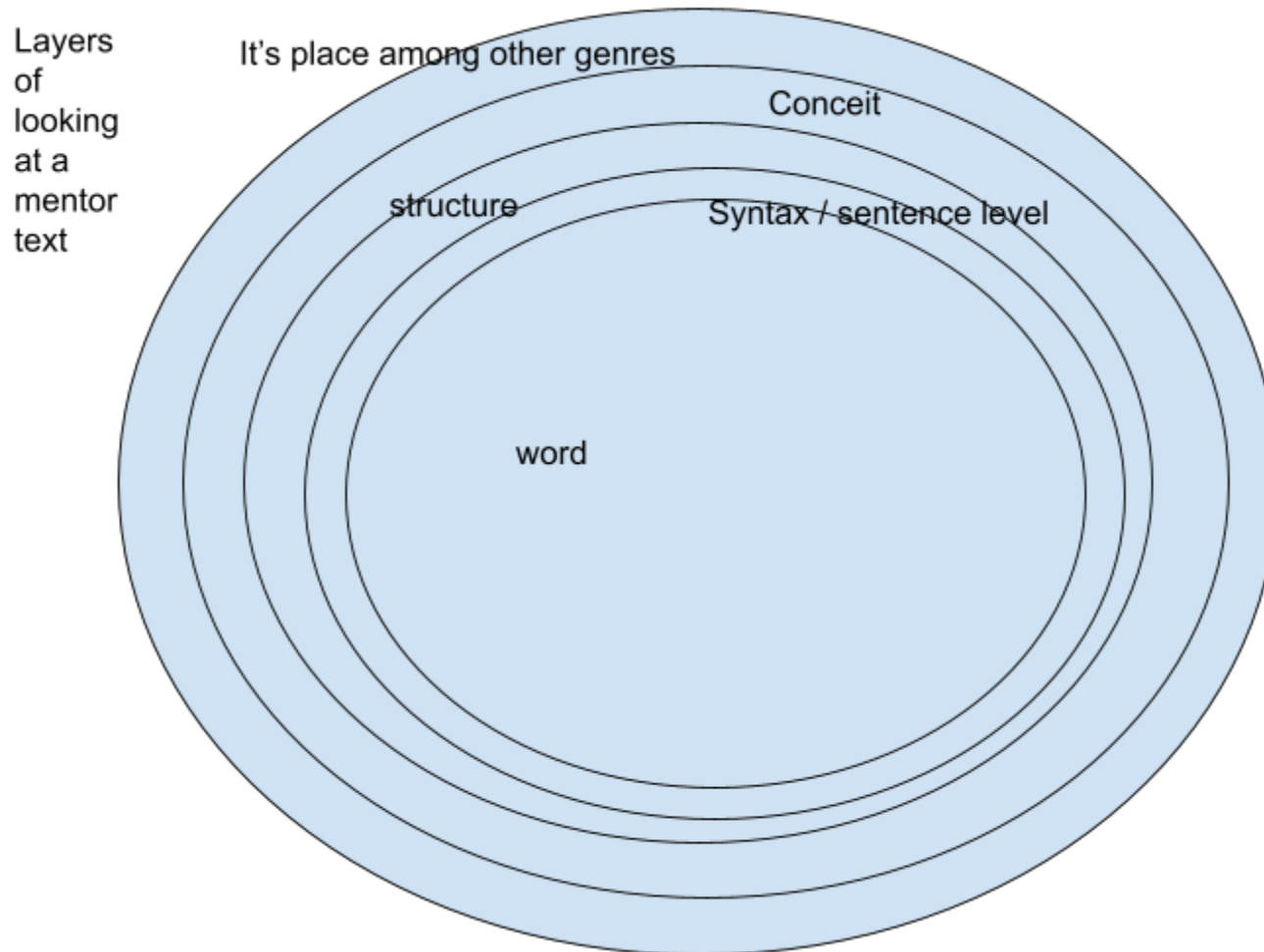
Tone - unfortunate tone, happier tone,

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What we noticed	What effect does it have	purpose		"term"
		-		(creating empathy)

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[illegible]

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What is a community?

Total institutions -

<https://www.thoughtco.com/total-institution-3026718>

Wikipedia "A **total institution** is a place of work and residence where a great number of similarly situated people, cut off from the wider community for a considerable time, together lead an enclosed, formerly administered round of life.^{[1]:44}^{[2]:855}^[3] Privacy is limited in total institutions, as all aspects of life including sleep, play, and work, are conducted in the same place.^[4] The concept is mostly associated with the work of sociologist Erving Goffman.^[5]" ([access wikipedia article](#))

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"Office Hours"

Either make a zine or minimum appendix here about "Student Hours"

Have students meet with you to discuss their "field work"

It's 20 hours - that's 6 weeks of office hours at 3.5 hours a week

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Zine Ideas

Some things to consider when you can't attend class

- You are human
- Your contribution to our class is important
 - There are other ways of contributing
- Telling me why you were absent often gives me no information that is useful for you or our class
 - Instead of emailing me consider:
 - Reading our class log
 - Getting notes from a classmate

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■ Finding another way to contribute:

- Ask classmates if they would like you to give them feedback on their writing
- Volunteer to do something next time you are in class
- Play us a song on your guitar next time
- Accept that you are human and can't always contribute to our classroom community
 - Offer that same acceptance to others in the classroom

Office Hours

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What to call your instructor

Why this is important to some

Why this is important to me

Why might this be important to others

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Mat's in-class writing

Occupational Genealogy
job family tree

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Appendices

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Class Lexicon

Genres - different types of expressions

Mentor Text - a text that helps us compose a specific "genre" or piece

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Writing Process

Recursive Writing -

what you noticed	description / strategy	what effect
"nude photo scandal"	draws in the reader through a recognizable and large but	it's shocking (draws the reader in)

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	is never returned to again	
"glittering"		
"gave girls like me ideas"		
"became miss america. She would later have to step down..."	the author gives a fact and then immediately undermines that fact (contradiction)	it hints to the reader that the author fully understands that perfection is a myth
the endings in sweet valley are mostly happy BUT there's no where in the world like Sweet Valley	contradiction	

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there's a switch from a narration about Vanessa William AND something about "Sweet Valley"	tone changes??? drastic change in topic	confuse Why would an author choose to confuse their reader?
--	--	--

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PEER REVIEWED JOURNAL ARTICLE

peer review is a special process in academia which is often confused with peer feedback

a journal is a special genre in academia which is often confused with a diary

a journal is an academic magazine that university libraries subscribe which can be found on frogscholar

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Chu, Sauman. "Designing for diversity." *Journal of Family and Consumer Sciences*, vol. 92, no. 3, 2000, pp. 43-44. ProQuest, http://library.tcu.edu/PURL/EZproxy_link.asp?login?url=https://www.proquest.com/scholarly-journals/designing-diversity/docview/218189134/se-2.

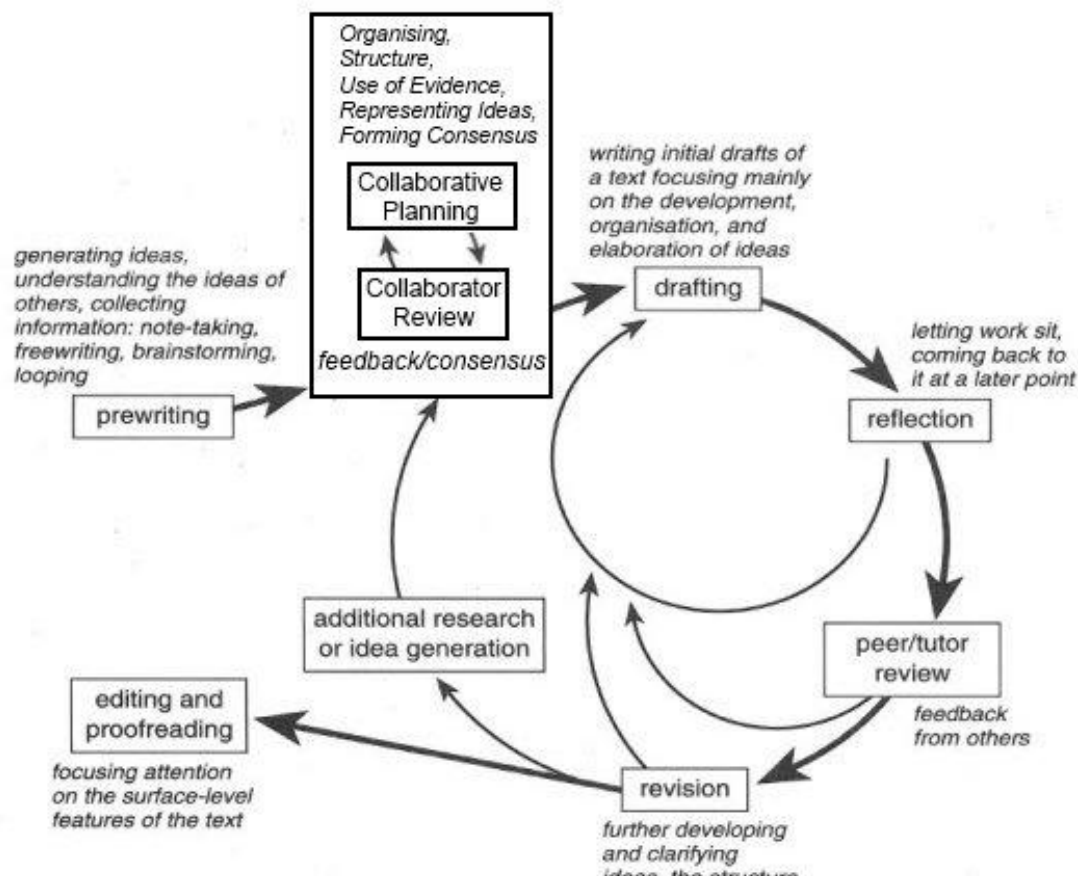
it has examples of portfolio work that students used to demonstrate diversity without using stereotypes

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Ouroboros

Guidelines for agents of oppression—people targeted by oppressor material—in Oppressor Roles	Guidelines for people targeted by oppression
We are all good human beings, me, and you, too. People targeted by oppressor material and people targeted by oppression can and do build relationships.	We are all good human beings, me, and you, too. People targeted by oppressor material and people targeted by oppression can and do build relationships.
I am trying to interrupt the effects of <fill-in the blank oppressor material> installed upon my life that I didn't choose. I want to have relationships with people from backgrounds different from my own.	I get to choose who I develop relationships with and sometimes I will say No. And I do not have to explain myself or come up with an excuse.
I am trying to interrupt the effects of <fill-in the blank oppressor material> installed upon my life that I didn't choose. I understand that our history has set up hierarchical relationships. I want to have relationships with people from backgrounds different from my own and I am afraid of making mistakes. Remind me, not if, but when, I	If we develop a relationship, there must be parity. This is not a service or trans-actual relationship. I must remind us that our history has set us up to expect that people like me, targeted by oppression, are here FOR you. We both must remember I am not in it to take care of you, make you feel comfortable and

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mess up and let me know how the mistake can be repaired. I will take responsibility and not allow it to be downplayed. I want our relationship to go well.	reassured, or to serve you. We also have to remember that if you make a mistake, I will resist the tendency to minimize or downplay it and say "that's okay" if it really is not okay because I want our relationship to go well and be real.
I can and will organize my life to meet people from different backgrounds, commit to developing relationships, and do my part to sustain the connection. I will not run away when things get difficult. I will remember that I am not in this relationship to "help" the person targeted by oppression. I am not empowering them. I am not doing my good work—charity—so I can feel good about myself or relieve patterns of guilt. I will not replicate patterns of domination and subordination.	I will remember that people targeted by oppressor material are fully human despite any patterns of oppression that have been installed on them. That they didn't choose it. I will remember that all relationships take effort and while patterns of oppression complicate relationships it does not preclude them. I am prepared to face challenges and sustain the connection, but I will not assimilate, annihilate parts of myself, or shrink who I am to be in the relationship.
It is okay if I do not go first. I can stop, pause, and take turns. I can learn to wait. I can listen. Spending my time building relationships with people from different backgrounds is so worth it.	It is good for me to take the lead sometimes, to go first, and to share my thinking. Even though it is not my job to educate you, spending my time building relationships with people from different backgrounds is so worth it.
I will seek out projects and activities that bring me into contact with people from different backgrounds and find shared interests.	I will remember to interrupt oppressor material and let people targeted by oppressor material know that I do not need them to: fix, take charge, or know all the answers, but we can find shared interests and do stuff together.
I will remember to notice people targeted by oppression are present and let them speak for themselves. I will learn names, pronouns, etc.	I will not withdraw and become invisible. I will remember I can contribute without being assimilated, annihilated, and co-opted. There are different kinds of complicity. I get to choose.
I will communicate with you, not quiz you or act like I know about who you are and where you are from because I saw a movie, had a childhood friend with a similar background to yours, or went to your	We can (learn to) communicate across differences. I will take care of myself and create conditions for me to have slack but also I will interrupt mistakes and give you instructions on how to get

Mar 26, 2024

composed by Raymond

We started class with the usual notecard by answering who we are in our communities and also drawing ourselves as a fry cook. We then proceeded with Mentor Text Talks by Lillie and Bryce.

Lillie's mentor text was about fashion merchandising. She talked about how fashion relates to composition and provided us with a website she uses frequently. She stated, "By looking at fashion as a source of inspiration we can gain fresh perspectives on composition". Finally, she asked the class to

hometown for vacation.	to know me.
I might be triggered (embarrassed/defensive) when my privilege is checked. When I feel this relationship is hard I will remember that I can share these feelings with a different listening partner and write in my journal so that I can interrupt old patterns that don't serve me in my new relationship that I want to sustain.	I will remember and remind us that it takes time for new patterns to become habituated. It takes time and effort to clean up old patterns of oppression that have kept us from noticing that we are interdependent.

Guidelines designed and owned by Project Illumina¹

<https://www.quora.com/What-are-upper-class-values>

¹ Inspired by Adams, Maurianne Ed, Lee Anne Ed Bell, and Pat Ed Griffin. *Teaching for diversity and social justice*. Routledge/Taylor & Francis Group, 2007; Love, Barbara J., and Valerie D. Jiggetts. "Black Women Rising: Jumping Double-Dutch with a Liberatory Consciousness." *Black Women and Social Justice Education* (2019). See also Barbara Love at [CCL 2018: Saturday Seminar Working Together: Building Relationships Across Race and Culture](#)