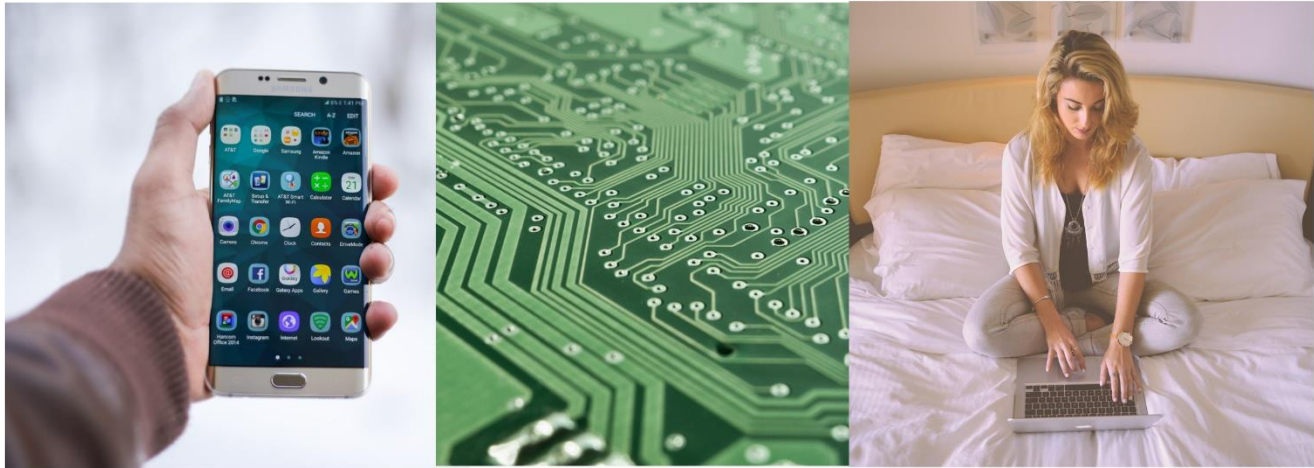


# ENGL 106 / INTRODUCTORY COMPOSITION

## PROJECT 1: DIGITAL AUTOBIOGRAPHY



25% of final grade

statement of purpose due: Monday, 10/23, by noon Eastern Time

rough draft due: Wednesday, 10/25, by noon Eastern Time

peer responses due: Friday, 10/27, by 11:59pm Eastern Time

final autobiography due with reflective memo: Wednesday, 11/1, by 11:59pm Eastern Time

## OVERVIEW

For this project, you will write about how digital tools, technologies, or spaces have affected you as a person, student, and/or citizen. This isn't a report, it's a narrative about your own digital literacy development. You'll tell a story about your experiences with interfaces, devices, and/or communities and connect that experience to your future plans. Other Purdue students are your audience for this project: it's intended to introduce you to the university community. Through peer review and other class activities for this project, you'll learn about your classmates' technological interests and experiences, as well as sharing your own.

You will be able to choose from four different modes for this project...

- a traditional print-based essay
- a multimedia narrative (combining images and words to tell a story)
- an audio essay
- a digital video, uploaded to YouTube, Vimeo, or Blackboard

You should choose the medium that best facilitates your meaning and relays the message of your digital autobiography. If you have another idea for formatting this project, please ask your instructor by Saturday, 10/21.

## GETTING STARTED

Remember that "technology" encompasses a broad array of different devices, interfaces, and tools: computers, internet spaces (like social media, message boards, blogs, etc.), software and apps, mobile phones, connected devices (like Fitbits and smartwatches), music and media players, video

games, and more. You can write about any one of these, or a combination. Consider the different ways that technology has influenced or impacted your life, your learning, your relationships, your career plans, etc. This can include ways that you have struggled with or resisted technology as well. For example...

- You love playing video games on your Xbox. What have you learned from different games about design, storytelling, or culture? What has gaming with friends taught you about collaboration and teamwork?
- You're an English major who discovered the world of online fan culture as a teenager. Your love for literature was enriched by reading and writing fanfiction and participating in online communities. What skills, experiences, and knowledge did you take away from these activities? How do you plan to negotiate them in college and beyond?
- You've created a new identity or pseudonym for digital spaces that differs from your given name/identity. What are your screennames and avatars? Why did you make this new "you?" How do you represent yourself differently digitally than "in real life?"
- You developed a passion for design while taking a CAD class in high school. What about the programs or design process or ideas interested you the most? How did you learn the processes necessary to bring your ideas to fruition?
- Remember that writing itself is a technology—a technology that structures and reflects thought, both on screen and on paper. Consider how your use of writing, as a technology, has changed over time. What influences have facilitated this change? What lessons have you learned?
- You're not really a "techy" person. You don't like social media, you don't pick up new programs or apps very quickly, and you see yourself as more traditional when it comes to the digital world. Why do you think that is? What values or ideas guide your use (or non-use) of digital technologies?

Consider questions of tools, interfaces, identity, culture, and representation. How has your reading, writing, and/or thinking been affected by your engagement with digital technologies? How do you think this will affect your life both during and after college?

## PROJECT EXPECTATIONS

The two final products of Project 1 are a completed digital autobiography (1000–2000 words of writing, or equivalent) and a reflective memo explaining your writing process and choices. (750+ words; see reflective memo handout for details). You will be graded on the following criteria:

- How well you satisfy the goals and purposes identified in your SoP and reflective memo
- The appropriateness of the genre you selected to present your digital autobiography
- The strength of the evidence (e.g., individual experience, anecdotes, personal knowledge, etc.) used to substantiate your claims
- How well the autobiography responds to the needs of your identified audience
- The organization, arrangement, and structure of the work
- Your explanation of your writing process and rhetorical choices in the reflective memo
- Proper formatting and proofreading of your work to meet audience expectations

*WP1 meets ICaP Learning Outcomes 1.a, 1.d, 1.e, 2.a, 2.c, 2.d, 3.b, 4.b, 4.c, 5.e, 6.a, 6.b, 6.c, 6.d, 6.e, 6.g; for more details, see <http://icap.rhetorike.org/outcomes>.*