# Teach What You've Learned

## What Is This Assignment?

In this assignment, you'll start by doing some further research on a literacy belief: ideally, on the one that you started thinking about in the last assignment, but you can also decide to choose another.

To conduct your research, you can begin with materials that we've discussed (or will continue to discuss) as part of the class, but since we're only briefly discussing each question with one or two texts, you'll need to do some other research using the QC library databases, materials from classes outside of this one, or websites like CompPile—a database that is specific to Writing Studies—to learn more about the belief that you choose. While it's OK to draw on your knowledge and interest in writing, language, and literacy from other fields (i.e. from the perspective of the field of communication, psychology, secondary education, sociology, etc.), please make sure that your research question is about writing, language, or literacy. In other words, please don't plan to study ALL of education *in general.*

As you research, **think about someone (or a group of people) with whom you'd like to share what you're learning.** This could be a former teacher or professor, a younger student at the high school or community college / previous college you attended, a family member, a member of a community where you belong, or a student who is currently a first-year at Queens College. It could be someone who is learning to teach at Queens College (I will be teaching these people one day, so you can help me out!). It could be a younger sibling, one of your children, a friend, or even your former self.

Many of you are planning to become teachers (or are already teachers): you might think about addressing the audience of your future (or current) students. Or you might want to address a more public-facing audience on social media, or some other audience that I'm not listing here.

The person or the group of people who you choose to address will determine **how you talk to them**: which linguistic resources you select, what you say, the modes you choose, whether this piece is more actively persuasive or descriptive, and whether it resembles a more "traditional" "academic" research paper or not will all be determined by your audience.

Consider that this means that **this doesn't have to be just a written text, and it doesn't have to be written in English:** you're probably not going to drop a research paper on a bunch of second graders. Instead, the product you create should be something that is suited to your audience. This means that you might make a video; write a children's book draft; craft a zine; draft an op/ed or a researched blog post; make a Tik Tok series; or something entirely different. The format of your composition will be up to you and your goals for teaching your audience what you've learned.

# OK….But What Could This Assignment Actually Look Like?

Here are some cool ways that students have approached this assignment in the past. This is not an exhaustive list, and as you can tell, the format for this is very open:

- **Make a podcast episode.** This is what Tyra did for the text we'll consider together on April 13th (she was inspired by the Pedagogue podcast episodes we've been listening to in class). Her audience was secondary education teachers, but pretty soon, I'm going to be teaching the new teachers of English 110 about how to teach English 110. You could help me to help them learn stuff about writing pedagogy (i.e. teach the English teachers about giving feedback! teach them about the literacy crisis! teach them about multimodal composing! help them design assignments that are more suited to the NCTE Literacy in a Digital Age goals!)

- **Make a video / make a multipart Tik Tok series.** This is what Kaitlynn did in the very first student sample that you saw. She made a series for students in a contract grading class (like this one!) to teach them about both the research motivations for a labor-based grading system and also what it felt like to be in a class like this. You could make a series like this about your topic for high schoolers, for students who are starting out at Queens College, or students who are starting college generally. You could make it for professionals, or for undergraduate researchers who study this topic.

- **Make a lesson for your future / current students or colleagues.** We're not looking at it together since we already discussed her interview, but ilana made a very cool Kahoot game explaining ways to increase intrinsic motivation using literacy technologies for emergent educators. Labiba made an amazing, interactive professional development workshop for future teachers on linguistic justice. Antonetta made a zine explaining the literacy crisis (and why it's not real) to people who had dropped out of high school.

- **Translate some complex research into a short, accessible piece for first-year students.** I teach a lot of first-year classes and most of my classes involve teaching students about writing studies. I've seen how valuable it can be when upper-level students share their (research-informed) wisdom and experiences with students who are not as far along in their process. You could make a thing for my students! Tovah made a research-informed guide to avoid procrastination with tips for college freshmen. As you have seen this semester, I *love* assigning former student writing to current students because y'all make such cool stuff.

- Or something else! I am open to other forms that this could take. I really just want you to do some research, think about an audience, and make something to teach them what you learned. If you're doing those things, you're Teach[ing] What You've Learned.

# What are the requirements?

1. **Complete the tasks on Slack in the #teachwhatyouvelearned channel** that will help you to plan this essay, will help your classmates to benefit from reading about your approach, and will allow all of us to give you some early feedback and encouragement. These tasks are described on the syllabus and below, and they're due in the weeks leading up to the first draft due date.

2. **A labor log.** The work that you do on a project is not always visible. Sometimes when you do multimodal composing, it takes HOURS to learn how to edit something, or to add music, or to source images, or your computer crashes, or other weird stuff happens. I don't want you to not try working with an unfamiliar or tricky technology because the final product might not be as "perfect" as what you're used to producing. This labor log will help you to keep track of the time that you're spending, and will also externalize your process to me. [You can make your own copy of it here, update it as you go, and share the copy with me when you turn in your final reflection.](#) A heads up: the most successful projects in my previous 200W class recorded between 10-20 hours of labor on this project (people included the labor they did on weekly work). Most averaged about 12. If you're spending less than 8 total hours, I'm not going to "punish" you, but you might just use this as a guide since there are no word requirements for this one.

3. **A first draft.** This will necessarily look different depending on what you're doing, but you want to write, think, plan, and design enough so that your peer reviewer(s) and I can help you. If you're filming a video, maybe write the video script. If you're making a TikTok or YouTube series, plan out what will happen in each video, write a script, and maybe tell us what shots you're going to use. This draft should help us to see your vision so we can help you to think more about it. Remember to update your labor log as you work on this. If you compose in another language, please also provide a translation for peer review and conference purposes.

4. **A peer review** (that you complete for one other person in the class). If someone doesn't complete *your* peer review, you will not be penalized for this.

5. **A final draft** where your composition follows the conventions of the genre (or subverts them intentionally). In other words, if you're writing a long, researched Twitter thread, each piece of the thread needs to be no more than 280 characters, and you'll need to link to texts / include images / do all of the things that threads normally do.

6. **A reflective statement (submit your labor log, too)** describing your audience for this piece, and explaining your process. Tell us about how you did your research. Tell us about what you learned through researching and thinking about this assignment. Tell us about the choices that you made in language, subject matter, and modality that you made, and tell us **why these choices will appeal to your audience.** This needs to be

around 750 words (but can be longer), and this should be in English. [Please also link to your labor log!!!](#)

7. All components of the portfolio (except for the peer review) are submitted separately through the assignment submission form, and all sections of the form are filled out.

# What are the deadlines?

Please note that these are the ideal deadlines for this project to stay on track and so that I can match you with a peer review partner. Please also note that the 11:59pm time part of the due date is flexible: as long as I have an assignment for you by the time that I sit down to give you feedback (usually at around 7:00am the following morning), I will be able to give you timely feedback. In this unit, **I cannot guarantee feedback for late submissions.**

## Monday, April 11

In the #teachwhatyouvelearned channel on Slack, give us an idea of what you think this project will be about. Will it be an extension of what you started to learn in the Literacy Interview, or are you going to choose something else? Who will your audience be, and why do they want to know about this research? What modality do you think that you'll use to communicate with your audience? You can always change your mind, but give us an idea.

## Monday, April 25

In the ##teachwhatyouvelearned channel on Slack, post at least three sources that you've found that relate to the literacy belief that you're researching, and why they are credible and relevant sources to use. **Tell us why these are valuable sources to the development of your project.** At least one of these sources should come from outside of the class.

## Wednesday, May 4

The draft and reflective statement are due by 11:59pm via the assignment submission form.

## Wednesday, May 11

The peer review is due by 11:59pm via the peer review submission form.

## Tuesday, May 17 - Friday, May 20

Your final assessment conference will happen during this time.

## Monday, May 23rd

The final draft, revised reflective statement, labor log, and your final Goal Setting Assignment are due by 11:59pm via the assignment submission form. Note: this is the day of your

scheduled exam in this class. There is no exam in here: it's just the final draft of this paper. You can turn it in earlier than this if you want!