

Patchwriting

What is it?

- Incorporating quotes as if they were paraphrases
- Talking out loud of reading, thinking, and writing

How to teach it?

- Oral summaries (vodcasts)
- comPAIR
 - Examples of text
- Comic frames, texts (apps)
- While reading, take notes → demonstrate and go through
 - After reading: sheets, distinguish between high and low levels, blogs, comics
- Emphasis on effective:
 - Note-taking
 - Paraphrasing
 - Contextualization of quotes
 - Active and Passive voice
- Cornell Notes
- Group Gist
 - Students each have key notes from same article and passage
 - Asked to summarize using someone else's notes
 - Share with the class

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Activity 1: Pixton (Using Comics to reinforce reading/writing practices)

Pixton.com is a website (or app: <https://itunes.apple.com/ca/app/pixton-comic-maker/id1000914010?mt=8>) that is effective for teaching different reading and writing strategies in any context, but it could be particularly useful for teaching first year students.

There are a wealth of lesson plans available for educators that you can choose to use as they are or adapt to your liking for your students/specific class contexts.

This activity on conflict and plot in *Antigone* (<https://www.pixton.com/schools/teacher-resources/lesson-plans/antigone-by-jean-anouilh#activity-conflict-and-plot>) could be a useful way to get students to summarize very briefly in their own words what has happened in the play and share their perspective with classmates in a fun and unique way. Due to the precise nature of the comic strip and added emphasis on image to reinforce written meaning, students will need to be concise and precise in the frames that make up their comic strip.

[Here are the general instructions for the activity are provided by Pixton and pre/post activity suggestions come from Brianne Orr-Álvarez]

Summarize *Antigone* using a **Plot Diagram.**

Pre-activity: What is in a comic strip?

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To get students into the spirit of reading and writing comics, lead into the activity with a brief discussion about comic books: what characteristics do they have? What appeals to students about them (or not)? How do authors of comic books read/write/narrate? What is the role of image/character/plot in comic frames? Is it necessary to have words in a comic strip? (these are just some questions to get you going).

As a brief follow up, look at a simple comic strip to reinforce students' knowledge of the different elements of the same and to draw on anything that didn't come up in the general discussion. This one is always a favorite: <http://comicsidontunderstand.com/wordpress/wp-content/uploads/2013/01/nostalgia.gif>

Then link this discussion to the text at hand: *Antigone*. How does Sophocles write? Does he share some characteristics with writers of comic strips? Which ones? Is there a visual element to *Antigone*? What is left out of a text like *Antigone*? (etc.)

General Activity (taken from pixton.com)

- * Include a brief description and an illustration for each point of the plot diagram (exposition, rising action, climax, falling action, denouement).
- * Be sure to identify the key points/word(s) that are essential in defining that specific act or scene.
- * Use relevant quotes to help create meaning in at least one of your frames.

Instructor will provide a rubric for grading guidelines if it s an assignment.

Post-activity: Bringing *Antigone* to life in your analysis

After students have discussed the characteristics of comic strips and created their own, summarizing conflict and plot in Sophocles' *Antigone* and using at least one quote, they will be ready to bring such details to life in their own academic writing.

For a post activity discussion, prompt students to discuss as a group the nature of their writing for the comic strip. They most likely included brief description when necessary that corresponded (or not) to the images in each phrase and quoted when necessary (but most likely) leaving out the contextualization of the same due to the concise and precise nature of the comic strip.

For the final phase of this exercise, students will select one quote from their panel to lead into and "contextualize" in their own words (still in their small groups), now shifting the discourse to academic writing. Prior to carrying out this exercise, I would prompt them to think aloud about what changes as they transition into academic discourse and citation practices when quoting others. (If the quote comes from *Antigone*, should they cite it? How?) After this final group exercise, I would request that they prepare their own quote analysis for peer-review the following class period. For this, they would select one quote (no more than 2-3 lines), give some background information about it, and then write their interpretation of it, referring back to specific parts of the play as necessary.

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Activity 2: Using vodcasts for oral summaries (Brianne Orr-Álvarez)

CanvasCast: Last Week in Review

In all of the courses that I teach, I typically have two to three students a week join up to lead the class in a **Discussion Leader Activity** (see description of this here).

For the "**CanvasCast: Last Week in Review**" assignment, students first create an original activity based on an assigned topic/portion of text/etc., followed by an original extension audio or videocast through Canvas using the discussion option (this activity was originally inspired by John Oliver's "week in review" format *Last Week Tonight* but it can also take on other forms) .

The format of the assignment is the following:

1. **Student leaders** initiate the discussion with a 2-3 minute summary of the week's highlights, centering on the week's readings (content, major themes, controversial points discussed, fitting debates, etc.).
2. Then, they pose a or some follow-up questions to initiate a debate for the video/audio cast.
3. Their classmates then have a 48 hour period to follow up via written posts or audio/videoposts.

While participating students are graded informally (did they participate? What was the caliber of their participation?) Student leaders' contributions are assessed by the instructor and peers alike, using a rubric created together, as this follow-up discussion forms part of the larger discussion leader session.

Activity 3: Group Gist & Summary (Laila Ferreira)

The objectives of the group gist activity is for students to recognize 1) the role that gist plays in their reading process including their positioning of the text 2) the role that they play in making meaning of the text-what they choose to remember and forget, etc. 3) where their gists might fall short in terms of high-level concepts or low-level details 4) how some elements of a text are central to the overall meaning and should not be changed or misrepresented

Phase 1: Introduction and lecture on “gist notes”--students are assigned to take gist notes on the week’s academic course reading

Phase 2: Students are put into groups to compare their gist notes on a particular passage--they must decide which are the most effective gist notes for the passage and write them on an index card

Phase 3: Everyone puts the reading away and each group exchanges their index card with another group. Each group must write a gist note of the passage using only the gist notes on the index card

Phase 4: Class comparisons of summaries and discussion of the process--what were the challenges; what gist notes worked well and what gist notes didn’t work so well; what would they change about their gist notes; what kinds of information did all of the gist notes share and where did they differ; how did this impact the meaning they could make of the passage, etc.

**The most effective passage is one that is not overly long and contains a good mix of high-level concepts and ideas as well as low-level details and examples.

Activity 4: Draw the argument (Evan Mauro)

For faculty: Breakdown of this exercise

1. Students prep for class by reading the article in question, and writing gist notes
2. We spend five minutes going over the handout instructions, looking at the different drawing strategies, and organizing ourselves into groups
3. Students spend 20-25 minutes working on their poster
4. For 10 minutes, show & tell the poster to at least one other group (though there are surely better ways to do this: a gallery? Combine it with Laila's activity here, the group gist?)
5. 10 minutes writing response to "reflection" prompts below.

*NOTE*** I was careful to pick an article that wouldn't lend itself to potentially offensive caricaturing. And I test drove my article first--I tried a quick drawing of the argument the night before. Very humbling.

For students:

In our study of *graphic narratives*, we've paid attention to how text and image can be combined or juxtaposed to create meaning. Bearing those discussions in mind, **create a visual summary of the argument in [X]**.

You will work in groups of four. With your group, discuss how best to organize your summary of the article visually. Using the markers, tape, stickies, and poster paper provided, make a poster that you will later show and briefly explain to the class.

Some background on drawing:

- Important: *you are not being assessed on your artistic talent*, but rather on your ability to translate your thinking into visual form quickly and meaningfully. Stick figures are really good for this!
- To start thinking about how to summarize an argument visually, see the excerpt from Laurence Musgrove on the reverse of this sheet, which outlines:
 - five common elements of sketchnoting (text, image, lines, containers, images, and layout)
 - four poster layouts that you might try (radial, path, top to bottom center out, and division)
- All of the drawing strategies on the reverse are suggestions: please feel free to experiment with other ways to visualize the argument.

Questions to address with your group:

- Which layout will we use? One of the above, or something else entirely?
- What points does our summary of this article need? Which sections of the article will our summary foreground? Which parts will it forget?
- Which parts of our summary will we draw, and which parts need to be written in text?

Reflection questions [note: I put these on a slide, not on the handout, and we write informally for the final 10 minutes]:

- What visual style did your group choose, and why did you choose it?
- What aspects of the article does your group's drawing emphasize most? Are they the same points that other groups emphasized? Likewise, what aspects did your visual summary exclude?

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- How is your role as a visual summarizer similar to your rhetorical role as a summarizer in academic writing? How is it different?
- Are there any visual note-taking strategies that you saw today that would use again in other course contexts? What are they?

