

BROOKE HARRISON

CLASS BLOGS

BLOG #1 - Aug 31

In 200-300 words, please respond to the following prompt.

What is your history as a writer - what kind of good and bad experiences have you had (and what kind of in-between experiences). Reflect on outside influences that shaped your experiences - what may have influenced how much you enjoyed or didn't enjoy the writing experience.

I would also like to know a little bit about who you are, what you are imagining for your future, and how does writing fit, or not fit into your plans. What would you most like to learn about writing?

Lastly, what do you know about editing? What do you believe is involved? What do you think copyeditors do?

I love writing. For as long as I can remember, I've wanted to be an author. Since then, my career path / goals have slightly altered course, but I'm still an avid reader and writer. When I was in early elementary and middle school, my parents bought me journals and stationary and pens and pencils for birthday and Christmas gifts. My dad took me to the bookstore so often, he decided it was time we stopped paying for books and borrowed them instead. So that's when my relationship with the local library began.

When I was 12, I met this group of girls who shared my love of reading and writing, and they encouraged me to write and share a fiction story I'd been working on. Until this point, I'd never actually finished any of my drafts. But this time, I was motivated to keep writing because I couldn't wait to share the next chapter with my friends. I finished Book 1 and decided that I needed to expand the story into a trilogy. As I began writing Book 2, my dad helped me revise/edit the first book, and we self-published with Createspace, a company through Amazon.

This experience gave me an incredible appreciation for the writing and publishing process. I enjoyed revising and editing my work just as much as I enjoyed writing it. Around this same time, my dad helped me set up a blog. He's a web developer, so he's taught me a whole lot about web design over the years. My blog grew over the years, and eventually morphed into a book review site.

Since writing my fantasy trilogy in middle school, I haven't completed any other creative writing projects. I think this is because my perfectionism sort of kicked in, and along with it a massive fear of failure (which I've been tackling). Anyway, it took the fun out of it for me, but I've been rediscovering my love for creative writing for the past several years. In high school, I was invited

to join a critique group with local writers, and I learned so much about myself, my writing process, and about reading and critiquing others' work.

When I discovered the EWM major at FSU, I knew it was perfect. It combined all three of my passions. Just this past summer, I interned with Tallahassee Woman Magazine, and was given the opportunity to both write and edit articles. I've had quite a bit of practice copyediting, so I knew what to look for when I read through the final PDF of the magazine (prior to publication). I'd read for clarity, consistency, and grammar. I enjoyed reading more about copyediting in our assigned reading, because there is always more to learn.

BLOG #2 - Sep 7

The *Copyeditors Handbook* suggests that in order to meet quick deadlines, copyeditors should perform "editorial triage," or prioritize which tasks are most important and which ones can be ignored for the time being. After reading over the paragraph below, list the errors you would address first. Then explain why you would prioritize these errors. Then list the errors you would address if you had a longer deadline.

Nitrogen is an element essential to all life but nitrogen compounds are "extras largely produced through energy consumption. The nitrogen cycle is affected by nitrogen dioxide and when high temperature oxidation and chemical conversions form nitrodgen dioxide physical effects are possible for example NO₂ forms the depressing brown in smog, irritates our eyes, and blurs our environment. In animal studies, NO₂ has been also shown to be the most dangerous among the eight nitrogen oxides. Inhaled, NO₂ reacts quickly with lung tissue and causes cell injury and cell death. Therefore, NO₂ can cause major damage on lung tissues and cells. Biochemical experiments indicate that the region of the lung most responsible for respiration, the region bounded by the terminal respiratory bronchioles and the alvirole, is most affected by inhaled NO₂.

What errors would I address first?

If I were giving this paragraph a light copyedit, I'd focus first on the mechanical editing (glaring grammatical errors such as spelling), because these types of errors would make the passage difficult for readers.

Spelling errors - "element" "through" "nitrogen" "environment" "shown" (rather than "shone")
Completing the quote in the first line - add the second quotation mark (necessary for reader clarification!)

Word order - "also been shown" rather than "has been also" (in the 3rd sentence)

Add commas in phrases to clarify - comma between "life" and "but" in first sentence, comma between "dioxide" and "and" in second sentence

What errors would I address if I had a longer deadline?

If I had more time, I'd focus on language and content editing. I'd add commas in problem phrases. I'd point out wordy patches.

BLOG #3 - Sep 14

Punctuation can be frustrating. Depending on how you were taught, you may follow steadfast grammar and syntactical rules for using punctuation, or you may have been taught to use punctuation aurally (by sound) or visually. In about 200 words, discuss how you were taught to use punctuation. Are there any punctuation rules that have stuck with you throughout the years (for example, rules for using commas, semicolons, periods, dashes, etc)? If so, list some of the rules that you remember.

Though I know I've studied punctuation in elementary/middle/high school, I honestly can't remember HOW I was taught. Over the years, I think I've fallen into the habit of using punctuation aurally. Again, I don't think this was how I was originally taught to use punctuation, but it's what I've done for a really long time. Usually I'll catch a punctuation mistake by reading a piece of writing aloud or in my head and realizing it doesn't sound quite right. Then I usually try to identify WHY it doesn't sound right and how I can correct it. And at this stage, if I don't know how to fix it, I'll Google it to be sure I'm abiding by punctuation rules and making the appropriate corrections. There are several punctuation rules that have stuck with me over the years... I know that semicolons should be used to combine two independent clauses. When I was younger, I got a little overexcited and used semicolons too frequently (and incorrectly!) and one of my teachers explained the rule. Because I'm also a creative writer, and frequently use dialogue in my writing, I've learned the punctuation rules regarding quotation marks. I learned about the Oxford comma when I joined the newspaper staff in 9th grade, and I adhered to that rule when I wrote articles but not in my personal writing or for any of my other classes.

BLOG #4 - Sep 28

After researching possible publication sites, please list one or two academic journals that you could submit your composition to. Then, respond to the following questions:

- **What kinds of texts does the journal typically publish?**
- **Why would your composition be a good fit for this publication?**
- **What is the word count, citation style, and format?**

I'd consider submitted my composition to The American Educational Research Journal (AERJ) or The American Journal of Education (AJE). Both of these journals seemed appropriate because they feature articles focusing on education and learning, as well as teaching methods. I think my composition would be a good fit because it's a research paper about music in education, and specifically how music can be used in the classroom to supplement all subjects of learning across all grade levels. I interviewed teachers and students and conducted research concerning how students learn. From what I can tell, my composition meets the requirements because the AERJ encourages submissions "across all levels of education throughout the life span and all forms of learning." The AERJ gives a page count rather than a word count - between 20 and 50 pages (including all tables, figures, notes, and references). The submission guidelines offer brief instruction regarding "notes or reference lists" but I didn't see anything about citations. The submission guidelines require "typed for 8 1/2" x 11" paper with 1" margins on all sides, double-spaced using 12-point font."

BLOG #5 - Oct 3

Chapter 15 points out several structural, conceptual, and stylistic problems that you may run into while providing feedback on your peer's paper. In your opinion, which five are the most important issues to focus on while providing feedback? Please explain your answer.

I think organization, or the overall structure of a piece, is one of the most important issues to focus on while providing feedback. If the overall organization of the piece is unclear or confusing, the author will lose a reader's interest and fail to get their point across. This is a pretty universal issue. I also believe action verbs and bias-free language are important issues to keep in mind. Action verbs are strong verbs - these make a sentence crisper, and contribute heavily to the overall clarity of the piece. Bias-free language, on the other hand, is about being politically correct and not alienating readers. And for me personally, the two other important issues are expository style and cadence. As a creative writer, expository style is a key feature. But when it comes to providing feedback for a fellow writer, it's important that I respect their expository style and don't attempt to force my own. If I'm going to suggest a change or revision, it can't be merely stylistic - I've got to have a good reason for suggesting the revision (clarity of the piece, etc). Cadence is similar - when reading someone else's work, I might not think the words "flow" or sound right to my ear, but unless there's an actual grammatical issue, I probably shouldn't point it out.

BLOG #6 - Oct 17

After reading about genre, please explain the term genre in your own words. Then, list two kinds of genres that you've composed in (for example, blog, academic essay, fiction writing, online or newspaper article, diary or memoir, etc.) Lastly, explain some of the different features of the two genres that make them distinct from each other in terms of purpose, audience, rhetorical appeals, style, and design.

According to our reading, genre is not merely a classification of form. This would separate form from content. Rather, genre refers to a particular text's set of formal features, which allow the writer to respond appropriately to the situation at hand. In other words, genres provide us with templates for responding to recurring situations. If I have to write an academic paper, I'm already aware of the expectations, and I don't have to start from scratch. I've composed both academic essays and blog posts. These two genres are different and therefore have different requirements. When I write academic papers, I use a formal tone and follow proper grammatical rules. I also adhere to a particular structure - 12-pt font, double-spaced Word document, complete with headings and page numbers and a works cited page. In this situation, I'm writing for an academic audience. When I'm blogging, on the other hand, I can be as informal as I'd like. This is because blogging is associated with a colloquial style, and it's as if I'm speaking directly to my audience. I'm not held to the formal conventions of grammar. What I took from our reading is that genre is all about context.

BLOG #7 - Oct 24

After receiving feedback from your peers, what would you say are the strengths of your article? What are the weaknesses? What is your plan for moving forward with your article draft? What will you add, remove, or change?

I haven't yet written my article, but I created a rough layout of the pages in InDesign and that's what I showed my peers. I've actually decided to go in an entirely new direction - same topic, but different execution. I want to write one focused article and incorporate images/graphics alongside the article. My draft didn't reflect that, and my peers picked up on it - the current layout is scattered and choppy and my images are inconsistent. They made great suggestions, including eliminating the cartoon graphics which didn't seem to match my theme (the Broadway play Hamilton). Also, to pick one graphic/image as the focal point of the piece. So, moving forward, I plan to write the article and structure the graphics/images around the text. The article will combine my research with examples - mainly, how Hamilton shows the effectiveness of music in teaching academic subjects such as history/social studies.

BLOG #8 - Nov 2

Do you agree with Rik Hunter in "Hypersocial-Interactive Writing: An Audience of Readers-As-Writers" that writing in digital wiki spaces changes the roles that writer and audience traditionally occupied in print spaces? If so, please explain how you believe the roles have changed and give an example. If not, please give an example of how the roles have not changed.

I definitely agree that writing in digital wiki spaces changes the roles of the writer/audience. In the reading, Hunter describes audience as "readers-as-writers," and this is probably the most significant change because a reader-as-writer has the ability not only to read and respond to a text but to physically contribute to an existing text. Therefore, the interaction between writers and readers increases. Hunter writes, "wiki communities such as Wikipedia and WoWWiki encourage readers to contribute to and improve ongoing and pre-existing articles - a situation in which engaged readers also become co-writers." For example, a reader might come across a Wikipedia article, and decide to revise or add to the article. They have this ability in the digital space. This takes reader/audience feedback to a whole new level. Print spaces allow for critiques and feedback, but ultimately it's the writer who must make the changes and revisions.

BLOG #9 - Nov 14

In their essay "Composing for Recomposition: Rhetorical Velocity and Delivery," Ridolfo and DeVoss describe rhetorical velocity as "the strategic theorizing for how a text might be recomposed (and *why* it might be recomposed) by third parties, and how this recomposing may be useful or not to the short- or long-term rhetorical objectives of the rhetorician." Does your Wikipedia article have rhetorical velocity? How do you think your article might be recomposed? Please answer the following questions about your article to determine its rhetorical velocity.

- 1. Who is interested?**
- 2. Why do they want to recompose my work?**

3. What will they produce?
4. How might it be delivered?
5. How might I work to facilitate this?
6. What genres and mediums will the works potentially transcend?
7. What will the temporal lifespan be? (how long will the works be in circulation?)

I think, as a Wiki article, my material might have rhetorical velocity. But when it comes to the topic of the article (FSU's EWM major), I'm not so sure. I think the only people who might be interested are potential FSU students, their parents, and FSU administrators/professors. If they wanted to recompose my work (which I'm not sure they would), it would probably be for a similar informative purpose, or possibly even as a persuasive piece (to convince someone to major in EWM). What's great about the Wikipedia article itself is that the material is easily accessible, so they could reference my article for their recombination material. I think the form of the Wikipedia article is also helpful when it comes to facilitating recombination, because Wikipedia allows me to cite my sources and to link to other relevant information. Maybe I'm not thinking broadly enough, or creatively enough, but I just don't see my article about FSU's EWM major transcending any other genres/mediums.

BLOG #10 - Dec 7

Based on your experiences writing and editing different kinds of texts in this class, did your process for writing and editing change when moving from print to digital and online spaces? Please explain. What would you say was your favorite project? What was your least favorite project? Please explain. If you could add another writing/editing project to this class, what would it be?

Yes, I think my process for writing and editing changed with the different mediums - writing in a print space tends to be more formal, while digital/online spaces are a bit more informal. For example, writing an academic essay (much like we did for our original composition/remediation project) is more formal than, say, a blog post. There are certain conventions that must be considered for both mediums. When composing in a digital space, it's important to remember that audiences might have a shorter attention span, and would like to access information more quickly. Also, digital/online spaces go beyond print-logic and allow you to build on your text with graphics, video, links to relevant sources, etc. You have the opportunity to support your work in a way that print spaces don't allow. I think this is why my favorite projects were the magazine remediation and the final eportfolio. I thought it was really fun taking my academic article and turning it into an interest/entertainment piece, adding graphics in InDesign and working on my layout. It gave me a chance to be really creative and I enjoyed that. I've also enjoyed the eportfolio because it's really satisfying to display my work at the end of the semester and see how far I've come. My least favorite project was the Wikipedia project, simply because it was disappointing to see our work taken down.

Baby names: Owen, Parker, William