Digital Tools for Composition and Writing

FAS Office of Educational Technology
March 3, 2015
Overview

- Brainstorming + “Flash Response” Tools
- Discussion Tools
- Annotation + Note-Taking Tools
- Blogging Tools
- Writing Intensive + “Born-Digital” Tools
- Q & A
Brainstorming + “Flash Response” Tools
Mural.ly
Mural.ly

- **What It Does:** Cloud-based mural or bulletin board for brainstorming or organizing collaborative ideas

- **Strengths:** Simple user interface, visually appealing, integrated revision history

- **Use Cases:** Brainstorming for collaborative research papers, non-linear paper drafting, informal writing
GoSoapBox

Transform Your Classroom

GoSoapBox is a web-based clicker tool used by educators around the world to keep students engaged and gain real-time insight into student comprehension.

Take a Tour & Sign Up Now

Take a Tour
GoSoapBox

- **What It Does:** Web-based clicker tool

- **Strengths:** Mobile-friendly, simple interface, no accounts/login required for students

- **Use Cases:** Collective, low-stakes brainstorming, “flash responses” to in-class written or oral prompts; collective creation of writing prompts
Socrative

- **What It Does:** Web-based clicker tool

- **Strengths:** Mobile-friendly, simple interface, no accounts/login required for students

- **Use Cases:** Short responses to prompts, quick modeling of writing skills, e.g., argument structure/type, terminology usage, citation format, etc.
In William Blake's poem "Broken Love", he describes the troubles of losing someone he was once in love with. The title itself implies that the poem could possibly be about a relationship that has ended and left Blake heartbroken. In reality, the poem deals with a love that cannot happen, which is the theme. It also makes several connections to death, giving it an eerie and somber feel to it. Blake's use of diction establishes a feeling of grief and heartache, while the tone makes him sound hopeless.

In the opening paragraphs, Blake references a ghost who is around him day and night. Rather than actually calling it a ghost, he refers to it as his 'spectre'. This ghost he sees, or feels, is really the presence of his former lover. He continues by adding that the ghost is like a 'wild beast'. Comparing his ghost to a beast clarifies the idea that the ghost is not haunting him, but rather protecting him. This ghost that he mentions seems to be a fragment of his imagination, or rather the feeling he yearns for. Blake portrays this lover as ghost because she is gone; there is no way she is returning. He also mentions "He scents they footsteps in the snow". Although the ghost is with him, it seems to be wandering.

The words Blake chose for the poem, such as 'weep', 'alone', and 'grave', convey a terrifying as well as lonely feeling. This connects back to the theme. Even though he has his
Google Docs

- **What It Does:** Free web-based word processing tool

- **Strengths:** Easy collaboration, shareable, manageable from multiple devices

- **Use Cases:** Peer-review, class-created documents (e.g., course glossary), group research papers, collective brainstorming, informal journaling
Discussion Tools
NYU Classes Forums

NYU Classes

Forums

anna's forum  New Topic | Forum Settings | More ▼
relevant chats
▼ View Full Description

You need to add at least one topic for the forum above to be active. Create a topic?

Test  New Topic | Forum Settings | More ▼
▼ View Full Description

0 unread of 1 message  Topic Settings | More ▼
▼ View Full Description and Attachment(s)

Test Forum  New Topic | Forum Settings | More ▼
NYU Classes Forums

- **What It Does:** Threaded discussion tool within NYU Classes

- **Strengths:** Well-integrated with NYU Classes, if using for other course-related needs

- **Use Cases:** Reading responses, low-stakes writing assignments
NYU Classes Peer Review

- Do not add assignment to Gradebook
- Add Assignment to Gradebook
- Associate with existing Gradebook entry

Peer Assessment:
- Use peer assessment

Points grading scale use is required.
Resubmission is not allowed while using Peer assessment.

Evaluation Period Finishes:
- OCT 21, 2014 at 5 PM

- Anonymous evaluation
- Allow students to see reviews of their submissions

Instructions for reviewers:
NYU Classes Peer Review

- **What It Does:** Peer review feature within the Assignments tool

- **Strengths:** Peer review process happens before final instructor assessment

- **Use Cases:** Scholarly peer review, low-stakes writing assignments
Good reminder about emotion being connected to reason in a useful way. Warning: Heart-tugging opener. phenomena.nationalgeographic.com/2014/09/18/emo... #shank1156

Starting the new round of Twitter posts for my logic class today. Students can follow the class or this hashtag. #shank1156
Twitter

- **What It Does:** Online social networking service based on 140-character messages or “tweets”

- **Strengths:** Familiarity & cultural ubiquity, easy of use, well-integrated with CMSs (e.g., WordPress) and blogging platforms

- **Use Cases:** So many! [http://bit.ly/1AwEtgP](http://bit.ly/1AwEtgP)
Google Groups
Google Groups

- **What It Does:** Online email-based forum tool; email-based groups

- **Strengths:** Forum/group well-integrated with Google email account, simple set-up, easy conversation archives, excellent in-forum/in-group search

- **Use Cases:** Topically-organized discussions; multiple small-group discussions
Introduction to the French Revolution

The French Revolution (French: Révolution française; 1789–1799), was a period of radical social and political upheaval in France that had a lasting impact on French history and more broadly throughout Europe. The absolute monarchy that had ruled France for centuries collapsed within three years. French society underwent an epic transformation, as feudal, aristocratic and religious privileges evaporated under a sustained assault from radical left-wing political groups, masses on the streets, and peasants in the countryside.

Old ideas about tradition and hierarchy regarding monarchs, aristocrats, and the Catholic Church were abruptly overthrown by new principles of Liberté, égalité, fraternité (liberty, equality and fraternity). The royal houses across Europe were horrified and led a counter-crusade that by 1814 had restored the old monarchy, but many major reforms became permanent. So too did antagonisms between the supporters and enemies of the Revolution, who fought it out politically over the next two centuries.

Amidst a fiscal crisis, the common people of France were increasingly angered by the incompetency of King Louis XVI and the continued indifference and decadence of the aristocracy. This resentment, coupled with burgeoning Enlightenment ideals, fueled radical sentiments, and the French Revolution began in 1789 with the convocation of the Estates-General in May. The first year of the Revolution saw members of the Third Estate proclaiming the Tennis Court Oath in June, the assault on the Bastille in July, the passage of the Declaration of the Rights of Man and of the Citizen in August, and an epic march on Versailles that forced the royal court back to Paris in October. The next few years were dominated by struggles between various liberal assemblies and a right wing of supporters of the monarchy intent on thwarting major reforms.

A republic was proclaimed in September 1792 and King Louis XVI was executed the next year. External threats shaped the course of the Revolution. The French Revolutionary Wars began in 1792 and ultimately featured spectacular French victories that facilitated the conquest of the Italian Peninsula, the Low Countries and most territories west of the Rhine – achievements that had eluded previous French governments for centuries.
Wikispaces Classroom

- **What It Does:** Social writing platform for education

- **Strengths:** Collaborative or individual workspaces, assessment tools to measure student contribution, mobile-friendly, social “newsfeed”

- **Use Cases:** Research and academic papers in non-linear format, group research writing, capstone/senior thesis projects
Annotation + Note-Taking Tools
Adobe Reader

Both Acrobat XI and Adobe Reader XI offer many tools to add comments.
Adobe Reader

- **What It Does:** Standard software for viewing, printing, and editing PDF documents

- **Strengths:** Ubiquity; full set of commenting tools; mobile

- **Use Cases:** Close reading assignments, peer review
eMargin

- **What It Does:** Online collaborative annotation tool for texts

- **Strengths:** Free; wide range of tools; sharing and collaboration; tagging

- **Use Cases:** Group or pair assignments; text-based discussion

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eMargin is a collaborative annotation tool. You can highlight, colour-code, write notes and assign tags to individual words or passages of a text. These annotations can be shared amongst groups online, generating discussions and allowing analyses and interpretations to be combined.

Categorise annotations with tags...
Air Sketch
Air Sketch

- **What It Does:** Mobile application to wirelessly present PDF and slides, with live annotations

- **Strengths:** Free, mobility in the classroom; no additional hardware or software needed; recording

- **Use Cases:** Collaborative class notes, collective brainstorming, in-class text annotation
Evernote

EVERNOTE
Evernote

**What It Does:** Online note-taking software which allows users to create notebooks with multimedia

**Strengths:** Multimedia, personal or shared notebooks, search, presentation tools, mobile

**Use Cases:** Collaborative class notes, on-the-fly presentation
VoiceThread
VoiceThread

- **What It Does:** Allows for multimodal discussion (image, text, video, audio) around a presentation, image, text, or video

- **Strengths:** Cloud-based and collaborative; FAS office has access to private account

- **Use Cases:** Multimodal commenting on a presentation
Blogging Tools
WordPress @ NYU

Junior Independent Research Seminar
Historiess, Philosophies, and Worldviews

HOME

Junior Independent Research Seminar
The Junior Independent Research Seminar (JIRS) in Histories, Philosophies, and Worldviews is a two-credit class taken online during spring of junior year. The Junior Seminar focuses on the methodology of writing in the disciplinary areas of HPW (building on the Approaches seminar).

Instructor Information:
Peter C. Valenti (pcv17@nyu.edu)

Leave a Reply
Logged in as Kamili M. Posey. Log out?

Comment

RECENT POSTS

ARCHIVES

CATEGORIES

META

Final projects

December 2014

Site Admin
WordPress @ NYU

- **What It Does:** Open-source content management system (CMS)

- **Strengths:** Easy integration of multimedia with text, presentation/display flexibility, social media integration

- **Use Cases:** Class blogs, individual blogs, capstone projects, “knowledge collection” sites
The Philosophy Smoker

In which issues concerning the profession of philosophy are bitched griped about

Thursday, February 12, 2015

In Which I Despair for the Underemployed Philosophers

Like many of you, I received the PFO from the Georgia Tech School of Public Policy. Like many of you, I was shocked to read that the Georgia Tech School of Public Policy received over six hundred applications, 600. Six-zero-zero. I sent out just over 40 applications this year. How is a person supposed to find a job in this environment?

--Mr. Zero

Posted by Mr. Zero at 7:01 AM  153 comments:
Labels: Boom, Enduring Mysteries, Job Market, Short, Total Bummers, Total Disasters, Wowza, WTF

Wednesday, January 28, 2015

The Game Plan?

Anonymous posted these queries to the permanent job search thread. I'm reposting here for discussion:
Blogger

- **What It Does:** Google-owned blogging platform

- **Strengths:** Easy to use, simple templates, Google sign-in feature, Google analytics/stats on dashboard

- **Use Cases:** Class blogs, student blogs, good for student journaling, experimental and/or “process writing”
ABOUT

SWIPshop is a workshop where philosophers present papers on any topic in the philosophy of gender, sex, and sexuality, feminist philosophy, feminist theory, feminism, and related topics. SWIPshop follows the successful models of WOGAP (Workshop on Gender and Philosophy) at MIT, and BayFAP (Bay Area Feminism and Philosophy Workshop).

SWIPshop is a place for philosophers of all genders, all philosophical tractions, and all understandings to engage with the philosophy of gender, sex, and sexuality.
Tumblr

- **What It Does:** Microblogging and social networking site
- **Strengths:** Ease of use, can be “followed” by other users, author profiles, easy “liking”
- **Use Cases:** “Stream of consciousness” writing, “process writing,” blogging, journaling, visual analysis
Google Sites

Home

Welcome to the Advanced Writing Seminar! During this semester, you will hone your writing skills and explore a variety of genre types that you will encounter in your career. This course centers around establishing a safe and supportive space to explore your craft, and you will have numerous opportunities to write, review your work, rewrite, and communicate your perspectives and complex ideas in oral and written form.

Each week you will read some of the best examples of fiction/non-fiction to give you inspiration and models for different approaches. Additionally, you will be expected to be an active collaborator with your

https://sites.google.com/a/nyu.edu/demo-writing
Google Sites

- **What It Does:** Website and wiki creation tool

- **Strengths:** Front-end editing, shareable, collaborative

- **Use Cases:** Non-linear group research projects, class wiki projects, “knowledge collection” sites
Writing-Intensive + “Born-Digital” Tools
Scalar

- **What It Does:** Authoring & publishing platform for long form, born digital scholarship

- **Strengths:** Free, open source, rich multimedia, “pathways,” collaboration & commentary

- **Use Cases:** Non-linear narratives, DH companion

[ANVC](http://scalar.usc.edu/anvc/music-of-the-hemispheres/index)
Creatavist

- **What It Does:** Online tool for creating and publishing born digital “stories”

- **Strengths:** Aesthetics, multimedia, mobile

- **Use Cases:** Multimodal narratives

https://cnycn.creatavist.com/risingtides
http://features.harvard.edu/arts-shining-future
Omeka

- **What It Does:** Web-publishing platform for the display of scholarly collections & exhibitions

- **Strengths:** Free, open source, standards-based metadata, rich library of plugins, integrates with Wordpress

- **Use Cases:** Collections-based research, digital humanities projects, teaching materials
Thank you!
fas-edtech-group@nyu.edu

www.wp.nyu.edu/fas-edtech/

Upcoming Workshops: https://wp.nyu.edu/fas-edtech/services/workshops/