

DM: David Maynard

CD: Christine Denecker

Q: How would you describe your background as educators?

DM: My name is David Maynard and I've been teaching college writing for about nine years now, sometimes as a teaching assistance and for the last six years as an adjunct. I'm also a third year student in the Masters of Rhetoric and Writing Program here at the University of Findlay.

CD: I'm Chris Denecker. I'm an English Professor and Chair of the English Department at the University of Findlay. I've taught college writing since about 2013 when I joined the staff at the University of Findlay. I also teach in our Masters of Rhetoric and Writing program. Some of my interests that help inform this webtext are feminist pedagogies and digital literacy narratives. In particular, my Ohio Farm Stories Project and the background there informed this webtext.

Q: What gave you the idea to create this webtext for *C&C Online*?

CD: I teach a course in our Masters of Rhetoric and Writing program called Writing Theory and Pedagogy. In that course is an assignment called Ask the Expert, and students go out and ask an expert, someone who teaches writing, about their process of teaching writing, the way they assess it, and so on. They then apply the theory they've learned in class. This is a multimodal assignment, and when David shared his assignment in the class, students were really impressed, as was I, and I felt like this assignment needs to go beyond this classroom. That's when I came up with the idea of approaching David about doing a webtext, and *C&C Online* seemed like the perfect fit. This is a place that had all the affordances we needed for what we were trying to do, and *C&C Online* does such a great job of supporting collaborative work, and aspiring young writers, so *C&C Online* it was.

DM: And when I interviewed Rob for the Ask the Expert assignment, I had no idea that it would end up becoming something like this, becoming a publication in *C&C Online*, but after Chris approached me with the offer to collaborate on a webtext together for publication, it didn't take long for me to say yes. I was very excited. It ended up taking a different direction from the initial presentation. The initial presentation focused mainly on strategies for teaching writing that were offered by Rob whereas our webtext for *C&C Online* focuses (at least my portion) on issues of digital literacy, but I think *C&C Online* ended up being the best venue that kind of exploration, and also it offered a variety of multimodal opportunities to express our ideas in ways that embody them and resisted some of the conventions of alphabetic text.

Q: David, what led you to focus on issues of digital literacy?

DM: Well, as I mentioned, in the Ask the Expert assignment, I was focusing mainly on Rob's different pedagogical strategies in the classroom, but as I was taking that video and incorporating it into this webtext for *C&C Online*, I started thinking more about how the use of Movie Maker itself might participate in larger social context in ways that maybe implicate me as an instructor. I had already explored some of these issues in an earlier webtext that I had completed for another course at University of Findlay which focused on Digital Rhetoric and Composition. In that previous webtext, I had explored how Movie Maker lacks a designated closed captioning option

and how that might alienate hearing impaired members of the audience. In this webtext, I was concerned on more large scale social implications beyond the closed captioning option, so that's what led me to focus on issues of contingent labor, which Microsoft has some history with, as well as government surveillance which is something that has been increasingly discussed since 2013.

Q: Chris, what led you to focus on strategic contemplation?

CD: Strategic contemplation made a lot of sense as a framework for this webtext in the way that I saw David approach it. And I'll back up just a moment to say that when we went into this collaboration together, I wanted to make sure that it was truly a collaboration. I wanted, as much as possible, to erase the hierarchy. David was no longer my student at his point; he already had his "A," that was all good. I wanted to come at this as equals, and I really wanted him to take the lead. So as we had discussions in my office and in the hallway and in his office about the webtext that we might eventually create, I saw this strategic contemplation going on very naturally. And this is something that I had applied in my work in the Ohio Farm Narratives. I used that framework from Kirsch and Royster to really help me get at the farm stories, so using that to allow David to explore where does this need to go, to feel very moved and connected with his subject seemed like a way to get him beyond and get me beyond maybe our initial reactions to the project which, as I've already said, were very positive, but how could we go even further? And so strategic contemplation allowed that, and I would say invitational rhetoric as well. You know, those concepts, the notion that we were indeed partners here, and we were going to follow the thread or the string that seemed strongest, and David had that gut pull towards these ethical considerations, and I sat and listened and was quite interested to see that train of thought and how I could participate in that discussion from an instructor's point of view and do some of my own reflection that I could then bring back into my work and into the classroom.

Q: What final thoughts would you like your audience to keep in mind?

CD: David and I were really mindful as we were putting together this webtext of the affordances of *C&C Online*. We wanted to make sure that this text was not traditional in a linear fashion. We wanted readers to be able to interact with it in ways that meant the most to them. So because of that, each of the sections stands as a vignette. David's is its own piece on digital literacy and ethical implications. Mine looks at feminist pedagogies and reflection as well as collaboration. Then you have David's piece which is the Ask the Expert video that spurred all of this, and that itself is a wonderful piece of work that reflects on theory, pedagogy, and so on. And in doing that work, we really had to resist going to the traditional linear form, but our hope is it comes across to you, the readers of *C&C Online* as something that has a bit more of that flexibility that we were hoping for.

DM: As we discussed how we would organize the webtext, we were very mindful of a tendency to recreate conventions of alphabetic text, even as we engage in multimodal environments. That's something I myself have become more and more conscious of as I completed this project and worked with Chris. If you prefer a linear approach, that approach is available to you; however, if you would like to explore the text in a nonlinear fashion, that is also available to you.