## **HEADLINES & MEMES**

# CREATIVE PEDAGOGY & DYNAMIC ENGAGEMENT

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## SESSION OUTLINE

Purpose

The Assignment

What the—!

The How...

It Works(?)

ASSIGNMENT PURPOSE Promote active reading

Writing practice

In-class engagement

Oral presentation

Agency

Digital Citizen?

## THE ASSIGNMENT

This flexible assignment invites you to be creative by developing a headline or meme based on assigned reading(s). Choose whichever creative format you want to represent your synopsis of the readings. Once headline or meme is created, develop one written paragraph to expand on it. The accompanying paragraph should be closely tie to the assigned reading(s). In-text citations for specific and/or broad concepts are great illustrations of your reading. **HINT**: take notes on the main themes of each article and consider the common threads across readings.

• In total, create and submit six. Each submission should be of only one headline or meme based on the readings highlighted yellow. Submit in canvas by 11:59 p.m. (MST) on Sundays.

# WHAT THE-!

## Headline

• "words set at the head of a passage or page to introduce or categorize" Miriam Webster Dictionary

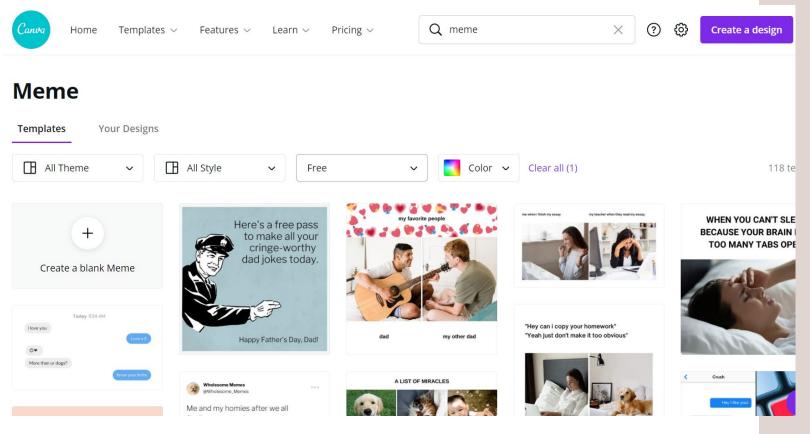
### Meme

• "is an idea, behavior, style or usage that spreads from person to person within a culture; an amusing or interesting item or genre of items that is spread widely online through social media." -Miriam Webster Dictionary

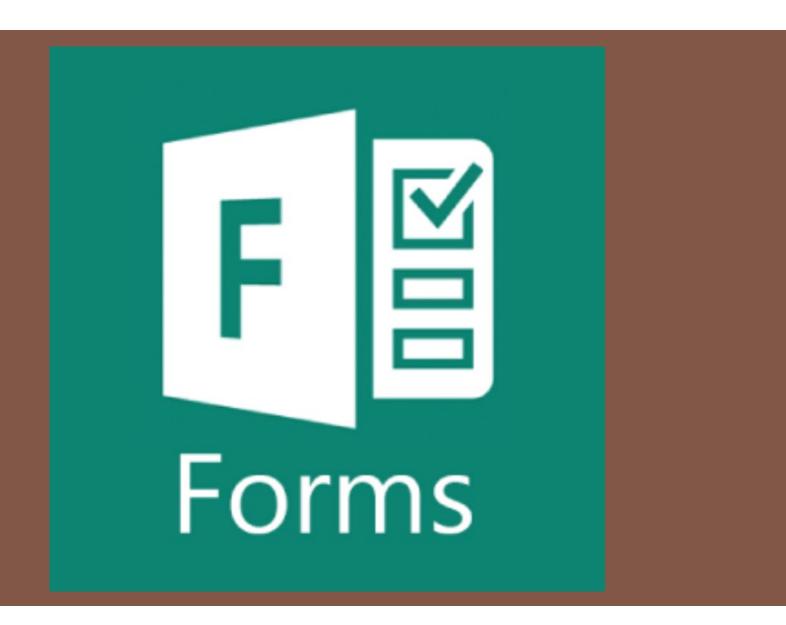
NO MATTER HOW OPEN-MINDED, SOCIALLY CONSCIOUS, ANTI-RACIST I THINK I AM, I STILL HAVE OLD, LEARNED HIDDEN BIASES THAT I NEED TO EXAMINE.

IT IS MY RESPONSIBILITY
TO CHECK MYSELF DAILY FOR MY
STEREOTYPES, PREJUDICE AND,
ULTIMATELY, DISCRIMINATION.

## CANVA



- · Free, online tool
- · Sign-Up
- Templates
- · Create Own



## EXAMPLE

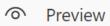
### Week Two

January 26

### Contexts, Concepts, and Terms

Stryker. 2018. Chapter One "Contexts, Concepts, and Terms" in *Transgender History* (1-44).

- Carter, Julian. 2014. "Transition." TSQ: Transgender Studies Quarterly. 1(1-2): 235-237.
- Singer, Benjamin T. 2014. "Umbrella." TSQ: 1(1-2): 259-261.
- Vidal-Ortiz, Salvador. 2014. "Whiteness." TSQ: 1(1-2): 264-266



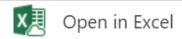


Questions

Responses 18

Select three headlines you want to talk about. \*

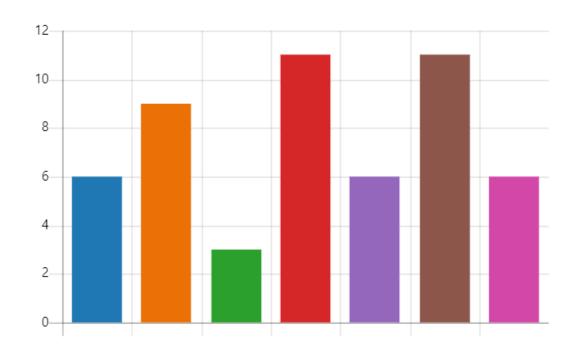
- There were never two: Sexes and (Cis)(Trans[\*]) Genders
- Google Search: Gender
- Creating a Dialogue Around Trans\* Experiences
- One Size Does Not Fit All
- Self-Made Prison
- Dysphoria; Disorder, Symptom, or Neither?
- Slaves to Society



1. Select three headlines you want to talk about.

More Details

There were never two: Sexes a... 6
Google Search: Gender 9
Creating a Dialogue Around Tr... 3
One Size Does Not Fit All 11
Self-Made Prison 6
Dysphoria; Disorder, Symptom... 11
Slaves to Society 6



2



Select the meme you want to talk about by using stars. \*



## THE OUTCOME

Reading Content

Discourse Analysis

Critical Thinking

Digital Citizen

#### New Faculty Retreat - Fall 2022

#### **Making Headlines & Memes**

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Women's & Ethnic Studies

#### **To Instructors**

- Assignment requires set-up time
- Students must submit in advance so instructors can choose how to re-present them
- At times, I use Microsoft Teams polling function for live in-class engagement dependent on how much time can be used toward engagement

#### **Assignment Purpose**

- 1. Inspire active reading (and note-taking)
- 2. Think, create, and write using higher level concepts/themes
- 3. Inspires in-class engagement and discussion
- 4. Plus, discourse analysis
- 5. Conscious digital citizen

#### **ASSIGNMENT**

#### **Making Headlines & Memes**

This flexible assignment invites you to be creative by developing a headline or meme based on the assigned reading(s). Choose whichever creative format you want to represent your synopsis of the readings. Once Headline/Meme is created, develop one written paragraph to expand on it. The accompanying paragraph should be closely tie to the assigned reading(s), and in-text citations for specific and/or broad concepts are great illustrations of your reading. HINT: take notes on the main themes of each article and consider the common threads across the readings.

In total, create and submit six. Each submission should be of only one headline or meme based on the readings highlighted yellow. Submit in canvas by 11:59 p.m. (MST) on Sundays.

#### What to submit?

Headline/Meme plus and paragraph that expands on it. Students are welcome to submit in one document or one document and JPEG file.

#### What to Expect?

At times, learning community may anonymously choose the headlines and memes to discuss—in class. The students whose Headline/Meme is selected must be prepared to present and discuss it with our learning community. **Overall**, students present "the what" of the message they intend/ed to convey.

#### New Faculty Retreat - Fall 2022

#### **Making Headlines & Memes**

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#### What is a Headline?

According to Miriam Webster, "words set at the head of a passage or page to introduce or categorize."

#### What is a Meme?

According to the <u>Miriam Webster</u>, "a meme is an idea, behavior, style or usage that spreads from person to person within a culture; an amusing or interesting item or genre of items that is spread widely online through social media."

• Canva – free online software if students want to create their own meme(s)

#### **Assignment RUBRIC**

(25 Points Possible)

| Criteria                                | Exceeds/Meets ALL<br>Criteria   | Proficient, Meets Most<br>Criteria  | Missing Criteria or<br>Requirements  |
|---|---|---|--|
| Format<br>(5 points<br>maximum)         | Proper use of syllabus guidelines including 1" margins, 12 font, double spacing, citation formatting, etc.  (5 to 4.5)  | Consistent use of guidelines w/some format criteria errors (4.5 to 3.75)  | Incomplete format; inconsistent or incorrect use of guidelines (3.75 to 0)   |
| Headline/Meme<br>(15 points<br>maximum) | Headline/Meme/GIF demonstrates an emergent theme; paragraph expands on headline/meme; and incorporates specific connections to reading(s) (15 to 13.75)   | Headline/Meme/GIF demonstrates some element of emergent theme; paragraph expands somewhat on headline/meme; minimal connection to reading(s) (13.75 to 11.25) | Headline/Meme/GIF demonstrates minimal understanding of emergent theme; no paragraph and/or does expand on headline/meme; insufficient connection to reading(s) (11.25 to 0) |
| Writing Mechanics (5 points maximum)    | College level, standard English writing with virtually no errors in grammar, syntax and/or mechanics (i.e., spelling, proper word usage, punctuation, sentence coherence, typos, etc.) (5 to 4.5) | Coherent, with minimal errors in grammar, syntax and/or mechanics (4.5 to 3.75)   | Many errors in grammar, syntax mechanics, which affect writing and coherence (3.75 to 0)   |

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