

WRITING

GENRE:

Genre Cross-Dressing and the Effects on Meaning
02/13/2011 [0 Comments](#)

When I was asked to attempt to create a found poem out of 10 of my tweets, I initially copied all of my twitterive tagged tweets and pasted them into a word document. From there I pulled out strong verbs and descriptive adjectives. The further I went along, I found myself pulling out entire phrases. When it came to using the tweets to create a new poem, I wanted to start with a tweet I liked and was able to play around with using the list I created. This tweet remained unchanged—in terms of words and meaning—for the most part. I then pulled out a few of the larger phrases from the list and tried to incorporate them into the poem. One word, gravity, in the unchanged phrase led into the rest of the poem, and **I intended on this word carrying a specific meaning**, more specifically it was representative of life's pressures. But as I continued, the way in which I intended on **shaping the poem changed**. Gravity began to parallel an individual. This was prompted by the next line "bitter spiteful world." I added this line to the poem because it had the word world in it and I felt it connected with the poem's intended meaning, as I said, about life's pressures. But the tweet I pulled it from was target at an individual who then began to **guide the poem's meaning**. I was then able to pull random disconnected words and make them part of **my new meaning**. Very cool assignment.

We were required to write two inspired microfictions

Tweet Inspired Microfiction
02/06/2011 [1 Comment](#)

Anzaldúa Inspired Microfiction
02/06/2011 [1 Comment](#)

But—I had already attempted one before it was assigned...

(I like to try new thing—the only element of my life where I take risks is my writing)

There's a First for Everything
02/01/2011 [0 Comment](#)

In response to the micro-fiction excerpts, "Wrong Channel," "Mockingbird," "Land's End," and "Waiting," from Jerome Stern's Anthropology of Really Short Stories...

My attempt at a micro-fiction (a first for everything):

Trudging through cleat imprinted mud lugging Capri Suns and oranges for the team, her daughter's soccer bag over her shoulder, and squeezing the number-one foam finger under her arm, Amy maps out the rest of the afternoon. After the game is the neighbor's daughter's fifth birthday party. No, not five as in she is turning

five—fifth party this month. The kid is one. Mr. and Mrs. Bourgeoisie had to separate the festivities for appearance, and they invited Amy to this party. They already had the moon bounces spread across their backyard and the petting zoo trailers were parked out front as Amy drove by on the way to the soccer field. The usual routine for these parties—arrive late, stay for gifts, and skip the cake— two hours max; that’s all Amy can handle. Plus, she has to be at the school at least an hour before the benefit concert. Of course the auditorium is under construction, so the beautiful lakeside lawn was obviously the next option; the press was to be there. Amy missed the last PTO meeting because her youngest had a church play, so Amy got the duty of official chair set-up and removal operator. After all of that, maybe, just maybe, she will spend some time in a warm bubble bath with aromatherapy candles outlining the tub.

The coach blows the whistle and signals the team to a huddle. At that moment, the clouds cast a silver shadow and rain falls graciously from the sky. Amy hears a woman say to her husband, “I heard it’s supposed to last ‘til tomorrow. Just didn’t think it was starting this early.”

I knew what a microfiction was—just never tried it, but I was exposed to other genres that were new to me.

- Vignette
- Found Poem

Someone would consider this plagiarism...
02/08/2011 [0 Comments](#)

I stole some words from my tweets to compose a ['found poem.'](#) Check it out.

Now here is the poem:

My soul once smiled
when the wind tickled my toes
as I held on to the north pole
& swung around the world.

But I was consumed—gravity found me;
bitter spiteful world,
predator and prey.

Restrictions.
Crushed, struggling below the burden;
yet, determined to bare my weight.
Lo voglio tanto bene.

Skidding, risking death;
ma no so perché

Darkness holds the truth
to the empty space between us,
but the truth won't shine rays of justice into empty space,
only get swallowed by the depth between us



WRITING AS A PROCESS:

Twitterive:

Originally, my Twitterive was going to focus on the “place” of evaluation, more specifically about how people in my life evaluate me. Then, I changed the focus to my “place” as a single mother. Actually, the ideas in the Twitterive were originally inspired by an essay I wrote last semester. Therefore, **the process for this piece has spanned over a year.** Also, the structure now is very different and has a different meaning than the original, which was an essay on the “idea” of a single mother, whereas the Twitterive is a multimodal piece on my “place” as a single mother.

Research Project:

1st We individually came up with potential research questions:

These are my questions; click on the names to access my peers’ questions—[Dawn](#) and [Linsey](#).

A Turn in my Blogs...

03/25/2011

[0 Comments](#)

The following blog post and--well, any post after this one-- will be dedicated to the collaborative research project I am conducting with [Dawn Roy](#) and [Linsey Seifert](#). Below is a list of possible research questions that were inspired by the movie [Food Inc.](#) and my own personal interests.

1. What impact does the way developed countries consume food have on the world hunger crisis?
2. What is the environmental impact of gas emissions, pesticides, manor, excessive water use, and land degradation that is involved in industrial farming?
3. How are industrial farm practices being replicated in aquaculture farming? What impact does this have on sustainability?
4. How does the lack of animal and crop variety found in industrial farms effect biodiversity?
5. What are the benefits/limitations of eating organic food in comparison to eating foods from industrial farms?
6. What is the impact of commercial farming on local farmers?
7. How are we socialized to eat?
8. What is the correlation between the way we consume food and obesity?
9. How can educators teach students how to use writing as tool for making a change in the way we consume/produce food?
10. How is language used rhetorically to persuade, influence, or trick consumers (marketing/advertising)?

2nd We collaboratively chose a research question, how do marketers sell consumers the “narrative story,” and we planned interviews that would help us collect data regarding our question.

- Home
- Introduction
- Narratives
- Oral Histories
- Research
- Annotated
- Bibliography
- The Afterward
- Sitemap

Oral Histories

Interview with Jackie: The Average Consumer and Married, Mother of Three

My group and I did our first oral history interview with Jackie. We decided to talk to Jackie because she is a married, mother of three, and she is very careful about what she feeds her family. While she was growing up, her father, a health advocate as well, raised chickens and kept up a few crops on his land. In this interview, Jackie offers good reflection about her past and great knowledge and advice for new consumers of natural and organic food.



3rd We decided to write our own narratives and present our research on a website.

- Home
- Introduction
- Narratives
- Oral Histories
- Research Annotated
- Bibliography
- The Afterward
- Sitemap

Narratives



Find out more about the Poultry you buy--by Linsey



Find out more about the Produce you buy--by Megan



Find out more about the Grains you buy--by Dawn

4th We decided to add a component to our website and narratives where we remove the veil, created by these narrative, that covers food practices and offer advice to consumers.

SellingTheNarrative

Home > Narratives > [Unsustainable Narrative](#)
So what's so bad about tricking people into eating their fruits and veggies?
 Moms do it all the time. I know I do. "No dessert unless you eat all of your veggies." You may wonder why I propose that it is bad to sell the story to consumers if it means they will be eating healthier.
 Here's one disturbing reason:



- A few facts collected by [US Department of Agriculture Pesticide Testing Program](#) about what CNN calls the "dirty dozen":
1. Peaches
 1. Are you sure you're savoring the juices of the earth when you bite into a peach? Or maybe you're tasting the 9 different chemical found in the peaches the USDA tested.
 2. Celery
 1. Think eating just one stick of washed celery won't hurt? That one stick has 13 chemicals. In fact, the reports show that 95% of the celery had pesticides.
 3. Lettuce
 4. Berries (Strawberries and Domestic Blueberries)
 1. All of the strawberries tested contained a total of 53 pesticides. One sample of strawberries even had a total of 13 different pesticides—same with a sample of blueberries.
 5. Apples
 1. One apple had 9 different pesticides in it. Chances of not getting the poison apple are less than 7%.
 6. Imported Grapes
 7. Potatoes
 8. Cherries
 9. Spinach, Kale, and Collard Greens
 1. 48 different pesticides were found when spinach was tested (5 of which were [carcinogens](#)).
 10. Nectarines
 11. Sweet Bell Peppers

What are the effects of eating pesticides?
 Pesticide consumption has been linked to **ADHD**, a behavioral disorder known as Attention Deficit Hyperactivity Disorder.



For more on this topic, [click here](#) for MSNBC's article on Pesticides and ADHD.

According to the [Pesticide Action Network \(PAN\)](#) pesticides can cause birth defects including, but not limited to, miscarriage, spontaneous abortion, stillbirth, low birth weight, mutation, and impaired neurodevelopment.



In addition to ADHD and birth defects, pesticides have also been linked to **brain cancer in children**.

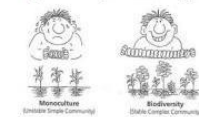
According to the article "[Pesticides and Childhood Cancers: An Update of Zehn and Ward's](#)," which can be found in the *Journal of Toxicology and Environmental Health*:

"In general, the highest risk estimates reported by case-control studies were for parental use of pesticides in the home or garden or on pets. However, the retrospective cohort study also detected a statistically significant increased risk of nonastrocytic gliomas and nonastrocytic ependymomas in children whose fathers engaged in agricultural work (Kristiansen et al., 1995, 1996). In addition, one case-control study observed an increased risk of astrocytomas and a significantly increased risk of primitive neuroectodermal tumors in association with maternal household insecticide use during pregnancy and living on a farm for more than one year respectively (Bunin et al., 1994)."

According to the article "[Parental Exposure to Pesticides and Childhood Brain Cancer: U.S. Atlantic Coast Childhood Brain Cancer Study](#)" which can be found in *Environmental Health Perspectives*:

"Many pesticides are carcinogenic to animals, and some are considered carcinogenic to humans with varied degrees of evidence. For example, the U.S. Environmental Protection Agency has classified chlordane, heptachlor, tetrachlorodiphenyl ether, carbaryl, and propoxur as probable or likely human carcinogens, and lindane, dichlorvos, phosmet, and penoxerfin as suggestive or possible carcinogens (U.S. Environmental Protection Agency 2003). Maternal and cord blood levels of some pesticides are similar, demonstrating that they are readily transferred from mother to fetus during pregnancy (O'Byrne et al., 2003). Parental exposures may act before the child's conception, during gestation, or after birth to increase the risk of cancer. Before conception, exposures may cause mutations or epigenetic alterations in gene expression, such as genomic imprinting or DNA methylation, in the sperm or egg (Anderson et al., 2000). Exposure after conception (i.e., during the pregnancy or after birth) may cause somatic cell mutations or alterations in hormonal or immunologic function (Daniels et al., 1997) that affect cancer risk (Anderson et al., 2000)."

If the implications of exposure to and eating pesticides is not convincing enough...

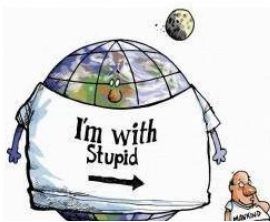


A **monoculture** has a negative impact of our world's biodiversity.

In a natural diverse ecosystem, pesticides are not used because nature provides its own control with the natural predators. Also, the earth provides its own fertilizer as a result of nutrient cycling. Soil in these ecosystems are rich in nutrients. In addition to fertilizing the earth, nutrient cycling also provides ideal water quality and supply for plants and animals. Also, the more diversity among populations of species allows them to survive longer and therefore pass good genes on to their offspring.

"Monoculture crops like corn — with the same species of plant covering hundreds or thousands of acres — have few built-in defenses against pests and adverse weather. For example, the relatively shallow roots of corn are no match for the tangled roots of prairie grasses, which stabilize nutrient-rich soil against wind and water erosion. Ethanol production to satisfy the U.S. hunger for fuel is just the most recent step in a history of replacing naturally diverse prairie ecosystems with systems created and managed by people" (for more information consult "[Corn Monoculture: No Friend of Biodiversity](#)").

In the movie [Food Inc.](#), the film makers discuss this issue when referring to the power of subsidized corn in our economy and on our food consumption. Corn production expands over more than 30% of our land driving animals out of their natural habitats and converting biomes into monocultures. Corn can be found in almost every food product at the local grocery store. Monocrops, like the soybeans, also have an impact on the earth's biodiversity (for information on the narrative behind grain production like corn, consult [David's narrative](#)).



Home > Narratives > [Healthy Narratives](#) >

What Can the Consumer Do?

Introduction
Narratives
Chapters
Research Activities
Bibliography
The Alliance

Pesticides:
Practice critical purchasing

Consumers Guide for Pesticide-Free Fruits/Veggies

Dr. Weil on EWG's Shc



Buy Organic:

Buying organic food is not always easy. The same narrative stories used to influence the consumer to buy non-organic food can be used to persuade people that they are eating organic foods when they are not. Certain criteria must be met in order for foods to be classified by the USDA as organic. CNN offers advice for buying organic foods in the article "How to Buy the Best Organic Food" (to access this article [click here](#)). Also, my research teammate offers some advice for buying specifically [organic meat](#).

Join a CSA (Community Supported Agriculture)

For a small membership fee, customers receive a "share" of local organic crops. If a consumer lives in the city, they can receive their shares by delivery. For more information on CSAs, listen to [Jackie's Oral History](#) as she offers her knowledge about these organizations.



Monoculture

Replace Monoculture with [Polyculture](#):

Polyculture tries to mimic the kind of functioning you see in a natural ecosystem by establishing multiple species in the same area. Plants, like people, have tastes and requirements for certain nutrients as well as differing root depths, a diverse group, by definition, can make better use of the soil conditions in a place than a single species can. By allowing the soil to stand as-is, soil development and commensurate expansion of the flora and fauna that live within it can occur. This change, coupled with the recycling of biomass, allows the system to be far closer to a closed system and dramatically reduces the necessity of chemical inputs. Inclusion of humans and the diversity of plant species makes such a "farm" far less of a target for pests and improves its ability to weather disease. Greater vegetative cover reduces the rate of evaporation and provides more habitat for birds. This same difference also allows for greater infiltration of water into the soil and, eventually, into the plants or the water table. Perhaps surprisingly, research indicates that the yield for polycultures is greater than a monoculture of equivalent area and is far more resistant to climate and weather extremes. (for more information, read "[Monoculture vs. Polyculture Farming Methods](#)")



[Introduction](#) [Health Narratives](#) [Ally's Narratives](#) [Oral Histories](#)

5th We **PUBLISHED** our website and presented it to the class.

RESEARCH

Oh, Boy. Another Challenge...

03/22/2011

[0 Comments](#)

The following blog post is in response to "Chapter 3: Conducting the Interview" in the book [Like It Was: A Complete Guide to Writing Oral History](#).

Taking into consideration the logistics of interviewing and suggestions discussed in this chapter, I have my work set out for me in preparing to conduct an interview for the next project. As far as finding a connection to the interviewee and the topic—basically issues related to [Food Inc](#)—I will not have a problem; I am a vegetarian. But my interest in the interview, while imperative to the success of the interview, will also be my greatest flaw. That is, while I have an interest in the topic, I am extremely biased about meat consumption. I have a hunch that I will have difficulty distancing myself enough from the interview to critically analyze it. Also, I am afraid that I may unconsciously supply leading questions that support my values and opinions.

Another potential problem is my—well, my big mouth. I will have to learn to be a better listener and talk less. The last concern I have regards my ability to “make an honest analysis of the [interviewee’s] life.” My way of understanding new phenomenon is to find the connections in my life or with something I am already familiar with. How can I understand something if I have to analyze it without a personal connection? I’m starting to realize that this class was designed to jolt me out of my comfort zones. Porca miseria.

On another note, I have a complex about calling the interviewee the ‘narrator.’ I feel like the questions and the interviewer are also narrators in the oral history. After all, the question guide what history is recorded and the interviewer interprets the history through a personal filter.

Thoughts on Collaborative Research

04/05/2011

[1 Comment](#)

A few thoughts on conducting research with others....

After reading a couple of chapters in Fontaine and Hunter's *Collaborative Writing in Composition Studies*, I have been considering the differences between collaborative and cooperative writing ([Lindsey](#) offers a great [overview](#) of the difference). The words 'group project' have always had the conditioned response of rolling my eyes and sucking my teeth. But what I realized is I dislike cooperative work. In fact, I do not think that I have ever experienced true--in Fontaine and Hunter's eyes--collaborative writing.

This, of course, makes me want to have the experience of collaborative writing. With graduation approaching, I can't help but doubt that this will ever happen. It is not that my peers would not be willing to engage in this type of research, but the reality is that time is putting a lot of pressure on how we are conducting our research. I hope that once the 'inquiry' stage is over (which so far is collaborative in the sense that we are doing research, discussing it, and coming to a consensus about its meaning/place in our research) we can compose the piece as collaboratively as possible given the restraints

Crumble Up Those Traditional Academic Papers

04/19/2011

[0 Comments](#)

A blog about the influence that my group's presentation--a website--of our research has had on my writing...

I truly love the influence of technology on my research. I have to admit—the **term ‘research’ in academics has always been associated with long 15 page traditional papers**. When my group decided to present our research on a website, my research took a new direction. The biggest changes were my ability to expand the use of language and the change in audience. Of course, the traditional paper would naturally have my teacher as the main audience. Even if I was “writing” for a particular audience, the likelihood of me shaping the piece rhetorically for my teacher would have been high. Now, with the website, my audience has expanded to—well, everyone. My target audience is consumers, but the reality is that anyone with internet access can read my work. Also, like I said, the way I am able to articulate my research has change, too. In a traditional paper, I would have limits. But the multimodal flexibility of the website gives me a wider range of rhetorical strategies. I can shape my presentation of the research around what is the most appropriate genre and make it aesthetically appealing.

This blog post is a portion of text I cut from my collaborative research project. It functioned as the '[afterward](#)' for this research, but I wanted to share my experience with anyone who may not get the chance to explore the [website](#) where we presented our research....

After reflecting on the entire process of conducting this research, I feel a sense of deep connection. The reason for this is because I engaged in an **authentic reflexive inquiry**. Through this process, I transformed from a traditional inquirer to a narrative inquirer. That is, I became a part of what I was researching. This happened in two ways—one when I became sick and two when my teammates and I decided how we would present our research. After being hospitalized, the “reality” that marketers affirmed and sold to me was exposed. I wrote in my blog, “This past Thursday at Kennedy Hospital, when I heard the words, “You’re lucky to be alive,” it was a surreal experience. There I was 29 years-old (young), healthy (an active vegetarian), and in denial (it could never happen to me). An abnormal EKG (measures electric pulse to one’s heart) and a potassium level of 1.6 (Google it), earned me a room upstairs and a look of shock from every nurse I was passed along to.” My sense of reality was not parallel with what I was experiencing. After my diagnosis and still no definitive cause, I am more cautious than ever about what I put in my body, namely regarding food. As a result, this research became connected to my own life. I was researching to not only share my findings but to also apply what I learned to my own food practices. Also, when we chose our presentation structure—a website, I became even closer to the project. The reason is because, as a part of the presentation, we decided to each compose a narrative to illustrate the “narrative stories” we were researching. Taking a critical look at my own practices transformed me into part of what was being researched. Since most of my research prior to this project has been explored through objective lenses, my relationship with this project was something I did not think was plausible. But the role I played in this research was a balance between subjective and objective, a synergetic balance.

While my relationship to this research was bonded by a personal connection, I cannot help but feel like I do not want to break up this beautiful bond. Of course, I can still research my own food culture and practice critical eating habits, but I cannot help but feel like my public research should not stop here. Taking the step to publicize our research through this website came from the realization that my teammates and I could create awareness and influence people to look critically at their own food cultures. My ability to use the technological tools, my willingness to engage in meaningful inquiry, and my training as a writer provide me with the skills to expand my research and create more awareness. I hope that I can find an outlet to continue this research. If not, at least what I learned through the process has opened me up to potential careers where I could practice this skill. In my job search, I came across a few positions, for example a grant monitor, which would allow me to utilize these skills.

TECHNOLOGY

Writing Through Technological Mediums

03/01/2011

[1 Comment](#)

The following post is in response to the essay [“Rock My Network”](#) by Theodora Stites and considers the writing prompt provided by my professor—How has technology impacted my writing? How has technology connected/made me more mindful of my writing and place? How has technology impacted my identity construction?

No matter what medium writing takes place in, its meaning is negotiated as it morphs to fit the medium. Even from pencil to pen, my writing changes; for example, I write with the idea that pen is permanent. As a result, I write with more thought and more slowly. So, it is no surprise to me that my writing is influenced by technological mediums. Yet, for some, it is easy to ignore the relationship and become so consumed in the fast pace of today’s world that eventually people have no control over their expression? But it is important to me that I criticize and evaluate external factors that influence my writing. It is important that I only let them define my voice to the extent that I allow them. I need to be an active member in the negotiation of the meaning and presentation of my own writing.

The biggest **influence technological mediums have on my writing regards the content of my works**. For example, blogging in its more natural state—that is, done through free will to express oneself, not forced through course requirements—is more personal and authentic than the type of blogging I am asked to compose for my classes. Recently, I used James Porter, Charles Bazerman, and M. Jimmie Killingsworth’s theoretical methods of evaluation on one of my course blogs from last semester. Through my evaluation of intertextual relationships, namely those that linked to the course and the academic discourse community, I realized that my blog post was far from authentic—which is a [key element of blogs](#). It expressed only what I knew my teacher wanted from me. While it may seem that my course influenced my writing, the genre of blogging and its expectations and promises of authenticity were in conflict with the academic discourse community; this conflict shaped the presentation of my writing and its meaning.

It is not only the content of my writing that is influence by technology. **The style of my writing is constantly negotiated**. For example, twitter limits the amount of characters the writer can tweet. My personal writing style does not include contractions (I’m; don’t; it’s), sentences without subjects (“Caught Tiana playing keyboard w/ her eyes closed”), or abbreviations (w/; 2day; NM). Yet, [my tweets](#) are full of maneuvers that are uncharacteristic of my writing.


Another impact technology has on my writing is that it makes me **more aware of my audience**. For example, the friends I added to my Facebook account were all at one point in my life associated with me. The range of relationships I have with them span from very personal—my family—to very distant—my ex-boyfriend’s best friend’s girl—or maybe ex-girlfriend; I do not know. My posts are usually tailored around my audience. There are plenty of times when I want to reach out to the people that I know faithfully read my posts—I know because they comment—but I do not do it because I do not want my sister’s friend or my boss to know my business. The

other day I posted something about graduating this May, and someone who I even forgot was my Facebook friend 'liked' my status. I personally delete people that are at the far end of the relationship spectrum out of my news feed, but I am well aware that other people are in my business.

The last point relates to **my internet identity**; in fact, all of the points relate to my internet identity. The reason my blogs are less authentic is because I am trying to maintain the identity of a scholar. The fact that I have to write in abbreviations, contractions, and incomplete sentences is because I am maintaining a twitter identity in order to fit in with the rest of the community. The reason I screen my Facebook post is because I know that people I am not close with will read my posts and judge me. I could go on forever about the impact technology has on the meaning of my writing, how it impacts the content and presentation of my writing, and how it impacts my awareness of audience and community. I could go on forever, but that would be against blogging etiquette. In fact, I think as far as length is concerned, I have pushed my limits; well, at least I remained authentic.

“But the multimodal flexibility of the website gives me a wider range of rhetorical strategies. I can shape my presentation of the research around what is the most appropriate genre and make it aesthetically appealing.” (Blog “Crumbling Up Those Traditional Academic Papers”)

Comments

 Sabatino Tue, 01 Mar 2011 19:43:40

Thanks for such a thoughtful and candid exploration of technology's impact on you and your writing.

So I am intrigued by this statement: ..."the genre of blogging and its expectations and promises of authenticity were in conflict with the academic discourse community."

What do you mean by promises of authenticity? Moreover, what is your understanding of authentic? Can a text or a "self" ever be authentic if it is situated in a context that places limits on its expression?

2) Why were the blog posts from last semester in conflict with the academic discourse community? Which community? At large? Your specific class?

(The following post was in response to a comment on the preceding post. I named it “**Conversing** with Mangini,” because I originally intended for my blog to be a **dialogue** between my peers and me. But these two post were the closest I was to that goal. This was partly my fault; I struggled to respond to my peers’ blogs, so I never start the conversation with them. Also, even when I tried, I could either never figure out what to say or had nothing that inticed me to start a dialogue.)

Conversing with Mangini

03/03/2011

[0 Comments](#)

The following post is in response to a comment made on [my last post](#). It asked the following questions which I intend on answering.

1) What do you mean by promises of authenticity? Moreover, what is your understanding of authentic? [Can a text or a "self" ever be authentic if it is situated in a context that places limits on its expression?—I am going to leave this question alone for now, but can we discuss it in class?]

2) Why were the blog posts from last semester in conflict with the academic discourse community? Which community? At large? Your specific class?

I feel like authenticity has two levels here. The first is the expectation we have regarding a blog's characteristics—conventions like frequent updates, a title and date of post, short in length, etc. Therefore, in this case, authenticity has to do with validation from the community as a practicing member of blogging. An aspect of this, and more specifically what I was referring to in my last blog post, regards the authenticity of the blog's content. If someone were to perform a Google search on blogs and be directed to my post, they would expect that I was making meaningful connections to my life. They expect real, unguarded authenticity of the expression of my reality. A blogger once wrote a blog about her illness. Connected readers, there to fulfill their voyeuristic needs, were more than disappointed to learn that her blog was not real and she lied about her illness. Blogs are not supposed to be fictional or scripted; they are meant to be authentic.

With that said, my blog failed to meet the authentic requirement when it struggled between meeting the needs of two different genres and communities—academic and blogging—and one dominated the presentation of my blog. I wrote the blog in response to a writing prompt my teacher provided. This prompt contained specific questions that I had to answer—regarding my family's languages, and the way the questions were crafted required that I also structure my piece in a particular manner—list the languages in a family-tree-like list from oldest relative to youngest, followed by a reflection on my observations regarding the development of languages. Given that I was already provided with the content of the post, it took me further away from the authenticity found in typical blogs. This is where the conflict surfaces.

I felt a need to meet the requirements of blogging, but I also felt compelled to perform accordingly in the academic community; thus, I was conflicted. Seeing that I was paying for school, my education and good grades were important to me, and I associated more with the academic community than I did with the blogging community, I composed more for validation from the academic community. This is not to say that I could not have found an equal balance or that I did not strive for one. But regardless of this, crossing the two rhetorical situations puts in conflict some of the elements of each genre, like the authenticity of blogs.

In regard to your question about whether this conflict was related to the academic discourse community at large or the specific class, I have questions for you—when are they ever separate? How can I take one out of context from the other? But to attempt to answer your question, the global community was more influential, because my teacher would have let me approach the blog in a different manner (more blog-ish).

Due to technical difficulties...

- My Oral History (note the fact the text is separated here from the title is a technical difficulty)

My peers and I conducted a couple of [oral histories](#). In addition to the ones we did as a group, I conducted another oral history. In regards to our research, it was extremely relevant because it was an interview my daughter conducted with me as I was grocery shopping after being diagnosed with hypokalemia. It focused on shopping for produce and the “narrative story” I was being sold. However, I could not get the file to load onto my computer. I plugged the camera into the computer, the files began loading, and when I viewed the folder in my pictures, the video was not there. I erased everything from the camera except for the oral history, but it still would not load to the computer. I tried to take a short video and see if I had the same problem—I did not have any issues loading this video. I took the memory card to my dad, and he tried to load it to his computer (he can insert the card directly into his computer). But it said that there was an error on the file. I then tried to use a voice recorder to record the sound from the video, but the quality was horrible, because the shopping carts and background noise were amplified. Ugh!

- The Blog Format on Weebly

The format for the template I chose for my website effected my blog presentation. The blogs were crammed into this narrow structure. As a result, some of my blogs looked longer than they were. For example, a 380 word blog I wrote did not even appear in one screen, and readers had to scroll down the page to read the blog in its entirety. Aesthetically, I do not think this appeals to readers.

- My Peer’s Response to Google

My research teammates and I decided to create a [website](#) in order to present the data we collected for our research. After being in the hospital and on bed-rest for almost two weeks, I needed to start working on my narrative for the website. My teammates had already created a Weebly site but had not added any content to it (only titles for each subpage). Also, I did not have access for editing this site, so I decided to create a Google site, which we could all access through our Rowan email or Gmail accounts. I spent ALL weekend working on the site. When I presented it to my peers, they did not seem to like the idea of having a Google site and wanted to keep the Weebly site. I was devastated. I was not remotely interested in transferring all of the information I added over the weekend to a new site. It already took me hours to add what I already had on the Google site. Luckily, my peers gave Google a try, and we ended up using it for our website.

Last updated	Activity
Apr 18, 2011 12:02 PM	Megan Norris created Oral Histories
Apr 18, 2011 11:47 AM	Megan Norris edited Introduction
Apr 18, 2011 12:36 AM	Megan Norris edited So what's so bad about tricking people into eating their fruits and veggies?
Apr 18, 2011 12:34 AM	Megan Norris edited Megan's Narrative
Apr 17, 2011 3:47 PM	Megan Norris edited Introduction
Apr 17, 2011 3:43 PM	Megan Norris edited So what's so bad about tricking people into eating their fruits and veggies?
Apr 17, 2011 3:42 PM	Megan Norris edited So what's so bad about tricking people into eating their fruits and veggies?
Apr 17, 2011 3:39 PM	Megan Norris edited Megan's Narrative
Apr 17, 2011 3:36 PM	Megan Norris edited Megan's Narrative
Apr 17, 2011 3:28 PM	Megan Norris edited Megan's Narrative
Apr 17, 2011 3:21 PM	Megan Norris edited Introduction
Apr 17, 2011 3:20 PM	Megan Norris attached comic target audience.jpg to Introduction
Apr 17, 2011 3:06 PM	Megan Norris edited Introduction
Apr 16, 2011 2:46 PM	Megan Norris edited So what's so bad about tricking people into eating their fruits and veggies?
Apr 16, 2011 2:45 PM	Megan Norris attached so sad.jpg to So what's so bad about tricking people into eating their fruits and veggies?
Apr 16, 2011 2:36 PM	Megan Norris edited So what's so bad about tricking people into eating their fruits and veggies?
Apr 16, 2011 2:36 PM	Megan Norris attached CNN adhd.jpg to So what's so bad about tricking people into eating their fruits and veggies?
Apr 16, 2011 2:31 PM	Megan Norris edited What Can the Consumer Do?
Apr 16, 2011 2:30 PM	Megan Norris edited So what's so bad about tricking people into eating their fruits and veggies?
Apr 16, 2011 1:17 PM	Megan Norris edited So what's so bad about tricking people into eating their fruits and veggies?
Apr 16, 2011 1:13 PM	Megan Norris edited So what's so bad about tricking people into eating their fruits and veggies?
Apr 16, 2011 1:07 PM	Megan Norris edited So what's so bad about tricking people into eating their fruits and veggies?
Apr 16, 2011 1:00 PM	Megan Norris created What Can the Consumer Do?
Apr 16, 2011 1:00 PM	Megan Norris deleted What Can We Do?
Apr 16, 2011 12:57 PM	Megan Norris created What Can We Do?
Apr 16, 2011 12:29 PM	Megan Norris edited So what's so bad about tricking people into eating their fruits and veggies?
Apr 16, 2011 12:02 PM	Megan Norris attached I say standardized labels can't come too soon.jpg to So what's so bad about tricking people into eating their fruits and veggies?
Apr 16, 2011 12:02 PM	Megan Norris attached tomato needles.jpg to So what's so bad about tricking people into eating their fruits and veggies?
Apr 16, 2011 12:01 PM	Megan Norris attached im with stupid earth n mankind.jpg to So what's so bad about tricking people into eating their fruits and veggies?
Apr 16, 2011 1:46 AM	Megan Norris edited So what's so bad about tricking people into eating their fruits and veggies?
Apr 16, 2011 1:33 AM	Megan Norris attached monoculture.jpg to So what's so bad about tricking people into eating their fruits and veggies?
Apr 16, 2011 1:28 AM	Megan Norris edited So what's so bad about tricking people into eating their fruits and veggies?
Apr 16, 2011 1:28 AM	Megan Norris attached Dirty dozen.jpg to So what's so bad about tricking people into eating their fruits and veggies?
Apr 16, 2011 1:26 AM	Megan Norris edited So what's so bad about tricking people into eating their fruits and veggies?
Apr 16, 2011 12:21 AM	Megan Norris edited Megan's Narrative
Apr 15, 2011 11:53 PM	Megan Norris edited Megan's Narrative
Apr 15, 2011 12:12 AM	Megan Norris edited Home
Apr 15, 2011 12:09 AM	Megan Norris attached annotated biblio.jpg to Home
Apr 15, 2011 12:01 AM	Megan Norris attached Blog image.jpg to Home
Apr 14, 2011 11:36 PM	Megan Norris edited Introduction
Apr 14, 2011 11:36 PM	Megan Norris created Introduction
Apr 14, 2011 11:35 PM	Megan Norris edited Home
Apr 14, 2011 11:35 PM	Megan Norris edited So what's so bad about tricking people into eating their fruits and veggies?
Apr 14, 2011 11:32 PM	Megan Norris created So what's so bad about tricking people into eating their fruits and veggies?
Apr 14, 2011 11:31 PM	Megan Norris edited Megan's Narrative
Apr 14, 2011 11:19 PM	Megan Norris edited Megan's Narrative
Apr 14, 2011 11:05 PM	Megan Norris edited Megan's Narrative
Apr 14, 2011 11:01 PM	Megan Norris attached SunMaidRaisins.jpg to Megan's Narrative
Apr 14, 2011 11:00 PM	Megan Norris attached Chiquita banana lady.jpg to Megan's Narrative
Apr 14, 2011 10:59 PM	Megan Norris edited The Narratives
Apr 14, 2011 10:58 PM	Megan Norris attached Dawn Goggle Site pic.jpg to The Narratives
Apr 14, 2011 10:52 PM	Megan Norris attached 012.JPG to The Narratives
Apr 14, 2011 10:50 PM	Megan Norris edited The Narratives
Apr 14, 2011 10:49 PM	Megan Norris attached Linsey goggle site.jpg to The Narratives
Apr 14, 2011 10:46 PM	Megan Norris created Dawn's Narrative
Apr 14, 2011 10:45 PM	Megan Norris created Linsey's Narrative
Apr 14, 2011 10:44 PM	Megan Norris created Megan's Narrative
Apr 14, 2011 10:42 PM	Megan Norris created The Narratives