Title: Examining the Nexus of TechnoCultural Capital, Digital Rhetorics, and Writing Studies in and for the 21 Century  
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Abstract: Critical scholarship in technocultural capital, African American/ethnic rhetoric in a multimedia age, and decolonized technologies offer important theories and methodologies for examining the technical and cultural capital of underserved groups who mobilize digital cultures to disseminate personal and ideological beliefs to like-minded audiences. Despite their blocked access to extensive broadband networks, laptops and hardware, and computer science training, racially marginalized groups have critical, digital networks of participation that shape their literate identities and political investments in digital spaces. This body of critical scholarship informs my processes and politics of digital pedagogies with first generation college students from racially/economically subordinated groups.

As an interdisciplinary course incorporating research from communication studies, digital rhetorics, and writing studies, my spring semester writing course will revolve around three central questions:

1) What is technocultural capital and what does it achieve?  
2) How do digital rhetorics and digital justice intersect?  
3) What does writing and/or digital scholarship do in a multimedia age? How?

Students will examine these questions by reading print, open access, and multimedia scholarship. In keeping with many scholars’ critique of digital humanities classrooms as places where students only analyze digital culture but do not make it, students in this course will also perform their research and critical analyses digitally through: multimedia writing and presentations, collaborative website design, digital storytelling/movie-making, electronic portfolios. Students will examine research related to technocultural capital and digital rhetorics and will use scholarship in writing studies to guide their digital processes. Peer technology mentors will create screencasts on the course website to address the most frequently asked questions while they work one-on-one with students in the course.