I Am From… Disciplinary/WID Poem

Assignment: Use the observations and insights from your experiences in your communities of practice and our exploration of writing in our disciplines to construct an “I am from…” poem.

Objectives:

* start to articulate and unpack some of the key ways of knowing, doing, and writing in your discipline or community of practice;
* recognize the underlying “games of inquiry we play” (Perkins, 2006), or underlying episteme, of disciplines/CoPs required for epistemic fluency;
* intentionally place ourselves in a liminal state of uncertainty where we are forced into the role of novice while being in a supportive environment in which everyone feels comfortable taking risks so that we can struggle, learn, make meaning, and reflect; and
* remix our previous methods of expression in order to think more actively about the rhetorical choice we make while communicating these ideas to others.

Purpose:

Audience:

Voice:

"Through learning, the landscape shapes our experience of ourselves: practices, people, places, regimes of competence, communities, and boundaries become part of who we are. Identities become personalized reflections of the landscape of practices. Participation in social systems is not a context or an abstraction, but the constitutive texture of an experience of the self" (Wenger, 2010, p. 6).

Three stanzas, at least five lines each.

* Ways of doing, thinking, knowing, writing
* Objects, places, actions, people, times/events
* Who, what, when, where, how, why
* Teaching, scholarship, research, service
* Values, objectives/outcomes
* Success/failure
* Tools, formats, resources, methods, methodologies, genres
* Contexts, voices, audiences, formats, topics, evidence

However, your poem should portray your own disciplinary (personal and professional) values, knowledge, and experience.

Some things you could consider for your poem:

* Items found around your office, department, classroom, writing habitat
* Things or people found in your disciplines, scholarship, writing
* Things you find yourself telling your student writers all the time, “If I told you once…”
* Names of actions you and your colleagues do together or on your own
* Sounds, smells, tastes, touches, that evoke thoughts or memories of your discipline/writing
* Words, sentence styles, genres… from your discipline

**Template**

I am from (a specific, everyday object from your community of practice)

from (two products or objects from your work in your CoP)

I am from (a phrase describing your CoP)

and (more description of your CoP)

I am from (a natural object from your CoP)

whose (personify that natural object – *whose long gone limbs I remember as if they were my own*)

I am from (traits or tendencies of members of your CoP)

from (two key scholars)

and from (two values or beliefs)

from (theories or approaches)

I am from (formats or genres writing in your discipline)

from (two common voices)

from (a specific audience common for WID)

and from (a threshold concepts or idea of ‘what is good writing?’)

(a specific memory you have from learning how to WID)

I am from the moments… (a specific memory of success or failure you have from learning how to WID)

I am from the moments…(continue this thought or repeat a line or idea from earlier in the poem)

**Where I’m From By George Ella Lyon**

I am from clothespins, from Clorox and carbon-tetrachloride. I am from the dirt under the back porch. (Black, glistening it tasted like beets.) I am from the forsythia bush, the Dutch elm whose long gone limbs I remember as if they were my own.

I am from fudge and eyeglasses, from Imogene and Alafair.

I'm from the know-it-alls and the pass-it-ons,

from perk up and pipe down. I'm from He restoreth my soul

with cottonball lamb and ten verses I can say myself.

I'm from Artemus and Billie's Branch, fried corn and strong coffee. From the finger my grandfather lost

to the auger the eye my father shut to keep his sight. Under my bed was a dress box spilling old pictures. a sift of lost faces to drift beneath my dreams. I am from those moments ***--***snapped before I budded ***--***leaf-fall from the family tree.

**Some other ideas if we get stuck…**

Doing, knowing, writing

Places, objects/instruments/tools, people, objectives/purpose, rolves, communities, rules/expectations

Contexts, voices, audiences, formats, genres, topics

Questions, values, beliefs, approaches, theories

Teachers students, researches, writers, writing

Traits/tendencies, scholars, conferences, specific events, memories

Threshold concepts

Key personal memories

Disciplinary boundaries

History of practice

What’s engagement look like?

Image of the world

What’s understanding look like? Regimes of competence?

Alignment

Expertise, novice

Knowledge structures

“good writing”

underlying games of inquiry

success, failure