Chapter 13: Where Do I Publish, Circulate, and Present My Compositions?

Perhaps you already have some experience with sharing your work. From the exchanging of essays in peer editing groups to Google Docs, blogs, and wikis, today's students have many options when considering where to present, circulate, and publish their compositions. In this chapter, we'll explore several of these spaces (both physical *and* virtual) as we examine not only *where* but also *how*, and *why* distributing your work can add real audience, purpose, and a sense of community to your work. As an example, perhaps you've published a piece of your writing in a class anthology or posted some writing to a blog, message board, personal website, or chat group? In other settings, perhaps you've written for a school paper, shared a work project in Google docs, posted a product review in an online community, or published some of your creative work on a social media site? Whatever the context, circulating your work allows you to receive feedback, engage readers, and share the best of your thinking.

Throughout this chapter you'll examine how the act of sharing your writing can alter your sense of purpose with assignments, increase the quality of your products, promote community with audience, add context to the places in which you compose and, from revision to peer-response, add perspective and value to the writing processes you engage?

Publishing and Responding
How do I publish and respond effectively to the work of others?

Prior to web, having your work circulated meant going through a publisher while hoping to have the writing "accepted," all the while waiting weeks or months to see your text in print. Today, the Web allows anyone with Internet access to publish and circulate work immediately and without critical review. As an example, perhaps you write a Twitter feed and publish several times a day. What makes this work exciting is that you can build audience and receive feedback (i.e., "@reply"), connect with others who share interests (i.e., "follow"), and organize your work within a community of writers who share your focus (i.e., "#" or "hash tag").   At the same time, much of this web-based work is troubling for students in its abundance of misinformation and dearth of critical reflection. In response to these concerns, the web also creates spaces for critics to publish "real-time" rebuttal, where writers receive immediate feedback in an exchange of ideas. This work in critical response is now widely embraced by college writing programs that sponsor interactive "*zines*" (web magazines) and peer-reviewed journals that offer student writers a place to publish both informed and deliberative compositions (See Image 13.1 below).

Image 13.1:
The PIT Journal: An online zine for student publication at the University of North Carolina.
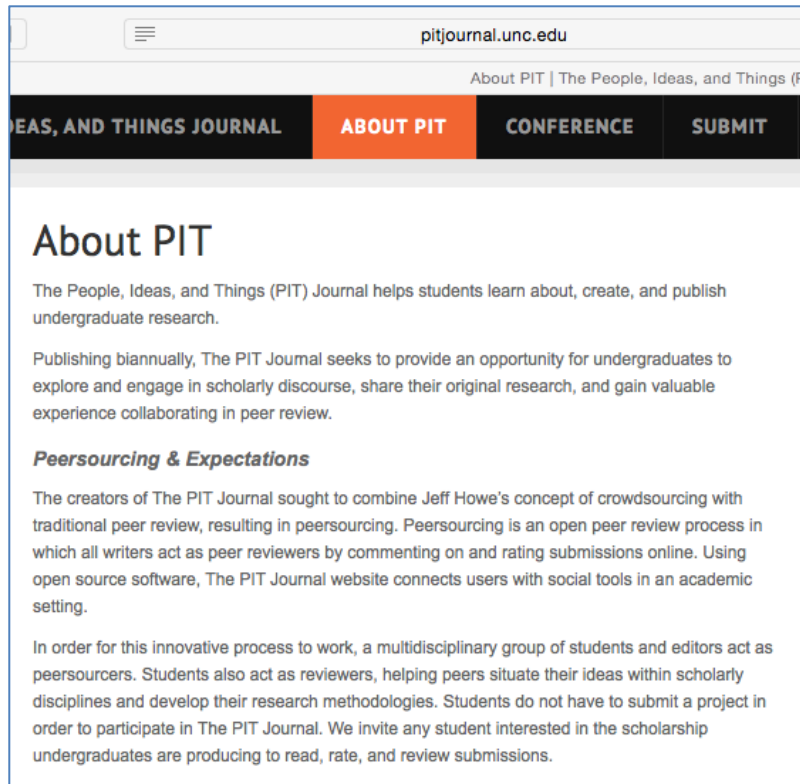
Digital Discoveries:

There are countless opportunities on the web to publish undergraduate work. From *the PIT Journal* to *Young Scholars in Writing* (see: http://cas.umkc.edu/english/publications/youngscholarsinwriting/) and *Queen City Writers* (see: http://qc-writers.com), to resources on your own campus, today's undergraduates can develop essays for publication in peer-reviewed journals circulated online.

Assignment: Explore the Elements: Search online, at your school, or in the digital discoveries for opportunities to publish your work and/or respond to the work of others. If none of these appeal, search the Web (or you local campus) for essay contests, student magazines, and other spaces like http://wordpress.org or http://www.wikispaces.com to present your compositions and media. After your search, make a list of 5-6 places where you might want to submit 1-2 specific pieces of your academic or creative work.

Understanding Presentation and the 5Ps
What are my goals in presenting my writing?

Presentation refers to the multiple ways of making your work public. Whether sharing in a small group or broadcasting your work from a blog, think of presentation as a form of publishing your work for the purposes of:

1. Prompting feedback
2. Developing your writing
3. Circulating ideas
4. Building community and followers
5. Persuading audiences

Whether you are seeking to collaborate with co-workers in a Google doc, post images within a social media site, or distribute the latest chapter of your serialized web novel to an online writers' community, it's important to understand how presentation is used across academic, workplace, and community settings.

Academic Settings: Academic writers use presentation to report ideas, for receiving feedback on drafts, to engage in collaboration with others, to distribute and celebrate work, and to share views, analyses, questions, and observations with others. Whether presenting an early draft of an essay to a small group of peers to elicit feedback or publishing a final report in a class anthology, academic writers use presentation to cooperate on, learn from, share, and build upon earlier drafts of compositions.

Image 13.2: Dropbox: https://www.dropbox.com/

Dropbox is a popular (and free) online space where students can organize, share, and circulate drafts of work. Dropbox is a closed community that allows you to share documents with anyone that you invite. Also, Dropbox is a great space for archiving your documents, making them accessible from multiple devices, and saving backups.
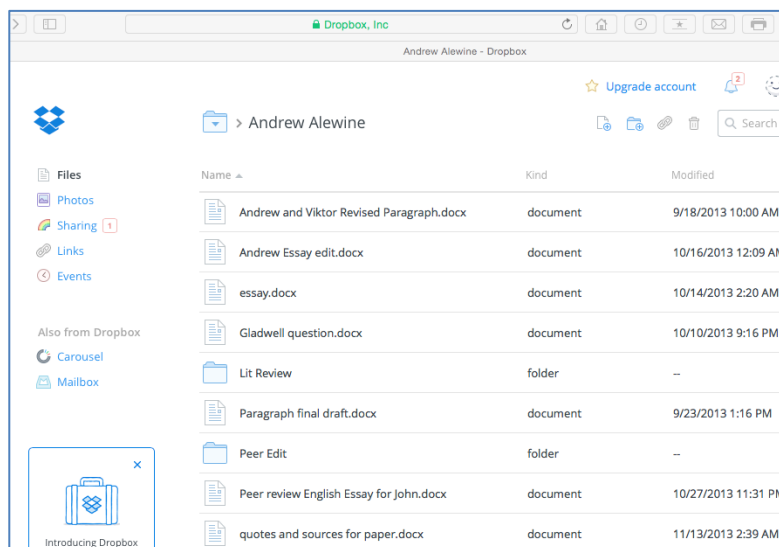
Business Settings: In the workplace, presentation is often used to promote one's work, market goods and services, stimulate sales, inform clients, build partnerships, and create a web presence. For many careers, the art of presentation is an essential skill.

Image 13.3: Google Docs: https://docs.google.com/

Google Docs is a popular (and free) online space where individuals with shared work projects can collaborate, co-author, and circulate drafts of work in a team-building space. Whether working as a student or in an office, Google Docs is a great application platform for presenting work, accessing and storing files and drafting with writing partners on multiples devices (smartphones, tablets, and computers).
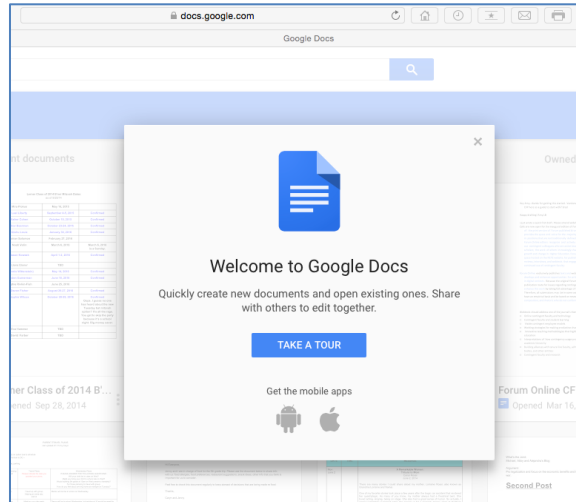
Community Settings: Whether you're presenting a report to your local board of education on a policy that you want reformed, working on a local campaign, or even seeking members for a community-based club, it's essential that you understand where and how to present your compositions in order to argue, persuade, inform, lobby, and engage with members of your community.

Image 13.4: Wikispaces: http://www.wikispaces.com

Wikispaces turns the classroom or any group into an online community where individuals can circulate drafts of work, monitor input from individual community members, and co-author documents relevant to the individual community.
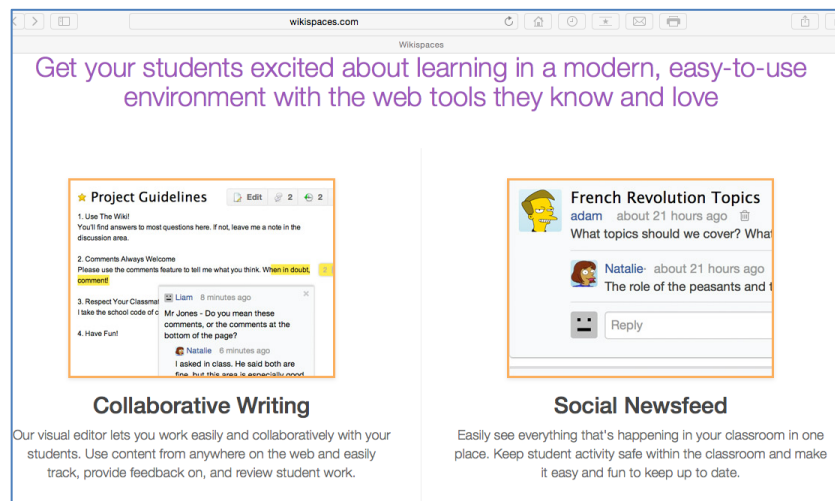
Before we look at some specific genre across academic, business, and community settings, let's examine the table below that both organizes and offers examples of the Ps for presenting, publishing, and circulating your compositions. As you work throughout this chapter, return to this table as you compose in the academic, business, and community settings that follow.

Table 13.1: The 5Ps of Presenting, Publishing, and Circulating Your Compositions

Purposes	People	Processes	Products	Places
1. To develop writing 2. To receive feedback 3. To create community with readers 4. To disseminate arguments 5. To offer reports 6. To inform others 7. To make announcements 8. To build readership 9. To share with others 10. To build advocacy for ideas and positions	1. Students 2. Web writers 3. Publishers 4. Anonymous readers 5. Web posters 6. Web responders	1. Developing a topic 2. Identifying your purpose(s) 3. Identifying your audience 4. Identifying your venue 5. Editing 6. Revising 7. Posting/Publishing 8. Responding	1. Traditional academic papers 2. Blogs 3. Prezi Presentations 4. Reports 5. Editorials 6. Wikis 7. Videos 8. Business Reports	Print and web-based: 1. Academic Genre 2. Business Genre 3. Community Genre

Assignment: Explore the Elements: Take a current assignment from one of your syllabi and, using chart 13.2 as a guide, make a short list (2-3 items) for each of your Ps in presenting that work.

Chart 13.2: Considering your Ps for Publishing, Circulating, and Presenting your Work

| Purposes	With each new assignment, ask yourself, why are you writing? Do you want to inform, review, critique, or connect with others? Each purpose establishes a particular audience and, with each audience, there are more or less favorable mediums (settings) within which to present your work. So, whether you're writing an informal response, journal entry, research paper, or five-page analysis of your course readings, ask yourself how your purposes can be furthered by presenting your work. As an example, perhaps you're thinking about writing a quick email to several members of a writing group. Your purpose in this exchange is to create conversation and to seek feedback within the group. However, some members might reply directly to you while others hit "reply all." Is email the best presentation medium for your purposes? As you write your 2-3 items, consider: How might presenting this same discussion within a Google doc or listserv help advance your purposes?
People	As you prepare to present, ask yourself, am I meeting in a small or large discussion group? Is my audience web-based or anonymous? What do I want from or need to present to my audience? Is my audience's role to help me or, am I informing them through my composition/post? By understanding the people, their agendas, and their roles, your presentations will begin to take focus. As you write your 2-3 items, consider: What are the best spaces for composing for different audiences?
Processes	What processes help you produce your presentations? As an example, if you are making a verbal presentation for business, should you create notecards or visuals to help listeners in following along? What specific processes do you have for delivering your presentation (either verbal or print)? Do you begin with an "ice-breaker," perhaps a story or visuals? What are the physical processes of setting up web spaces within

	which to present? And, what processes make these presentations effective? Also, what processes help you address audience? As an example, imagine that you are presenting a paper draft online (i.e. within a course site like Sakai or Blackboard) or in print and want to get the most effective feedback from peers. Do you simply post your paper to the course site and wait for feedback? As you write your 2-3 items, **consider:** Are there processes that produce the most effective use of, or waste your peer's time?
Products:	What is your final product? How can technology help you present, and collaborate with others on that product? As an example, perhaps you're writing a report for a class that uses web-based software (e.g. Prezi) or, your instructor uses a course site (e.g. Blackboard or Sakai). With each assignment, ask yourself, how can each technology help me to present, edit, revise, or share multiple drafts of my product? And, as you think about individual products listed on your syllabi, consider how each is suited for specific genres and mediums (from Google docs to Wiki spaces) of presentation. As you write your 2-3 items, **consider:** How does each product create new opportunities for presenting your work and building collaboration?
Places	Ask yourself, am I presenting to virtual or live audiences? How does each place alter how my work is presented, read, and circulated? As an example, note how presenting in a blog differs from presenting your work in print in term of feedback and readership. As you write your 2-3 items, **consider**: Which places best suit my purposes? As an example, will print media provide the best circulation of your ideas or the greatest amount of reader-response when you present in academic, business, or community settings?

Presenting in Virtual Spaces
How and where do I present my writing online?

Writing in virtual spaces is all about building communities of readers and critical responders. Within these communities, writers can present various kinds of work (images, text, digital media) for each of the purposes listed in Table 13.1. As an example, imagine that your school is changing a long-standing policy on tuition and instituting rate-hikes. In response, you want to argue, in print, against this policy change as it affects your ability to attend school in the coming academic year. At the same time, you also feel like it's impossible to get published in a traditional newspaper or national news publication. Thus, you're considering presenting your argument (with embedded media) on a popular blog space frequented by students at your school as a way of creating momentum for a larger, grass-roots movement against tuition hikes. Within this space, you can circulate ideas while interacting with a community of individuals focused on your topic while building support for your position. As an example, you might consider writing about the implications of tuition hikes for an online news blog (e.g. http://www.huffingtonpost.com/the-blog/) to reach a large national audience.

Image 13.5: **The Huffington Post:** From this news site writers can post and respond to editorials on topics of personal interest while building a community of readers and critical responders.
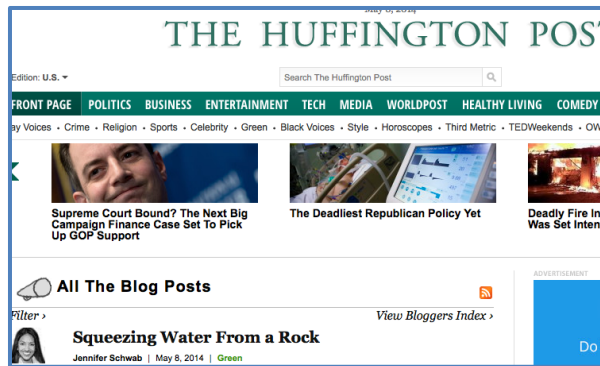
On this blog, you can write about anything of interest to you, from business and politics to entertainment and technology. In fact, the sheer variety of topics and possible audiences allows one to write with a refined sense of focused purpose. So, in our example, this virtual "newspaper" might be the best space to satisfy your purposes—i.e. to assert a counter-claim to a school policy, engage others of common focus, and to create grass-roots resistance. Before you present your writing on this type of site, first, consider how this place might differ from traditional print (or web) spaces for presenting your writing. That is, imagine how each space addresses:

- **Purpose:** Does this space create a community of responders? Does it meet my goals and reasons for composing?
- **People:** Through this space, can I find an audience to challenge, respond, critique or edit my work? Will I find like-minded or critical readers of my composition(s)?
- **Processes:** From daily posts to embedding links, what processes will help me present my best work on this site, elicit feedback, drive readers to my presentation, and meet my goals for writing?
- **Products:** How are the products on this site similar to, or different from products posted to other sites? How are these products consistent with, or different from my compositions?
- **Places:** From the student paper to a campus bulleting board, what other places suit my goals for presenting?

Let's look at some other popular places to publish, circulate, and present your compositions on the web.

Image 13:6: Prezi: (http://prezi.com/). Prezi is a terrific online space for presenting your multi media compositions. Unlike web spaces like Dropbox, Prezi allows writers to present web content and digital media within an interactive presentation. Like the prior sites, Prezi is both free and geared toward student use. In the image, Lauren and Olivia collaborate on their research project which is then posted on Prezi and linked from their Sakai course website for circulation to other students.
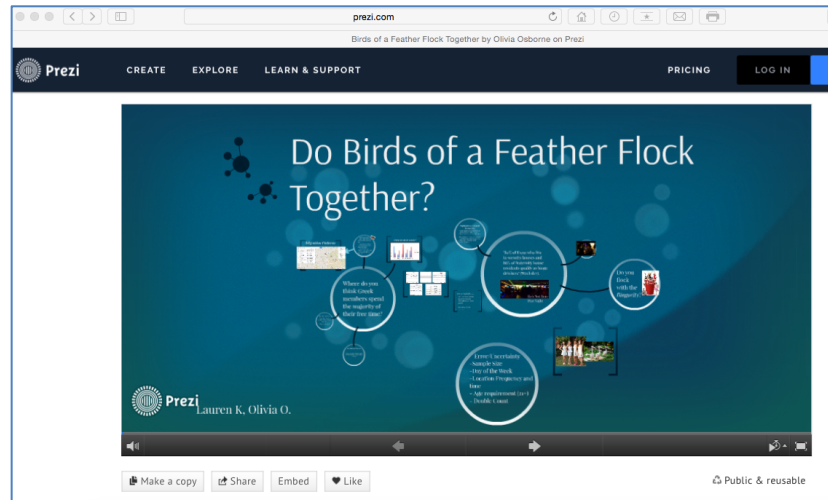
Course Websites: If your school subscribes to a course website like Blackboard, Moodle, or Sakai, your class has built-in mechanisms to allow you to present online. From wiki spaces to threaded discussion boards and file sharing, course-based websites have multiple opportunities for you to present your work, receive feedback, and respond to the work of others.

Image 13.7: Sakai
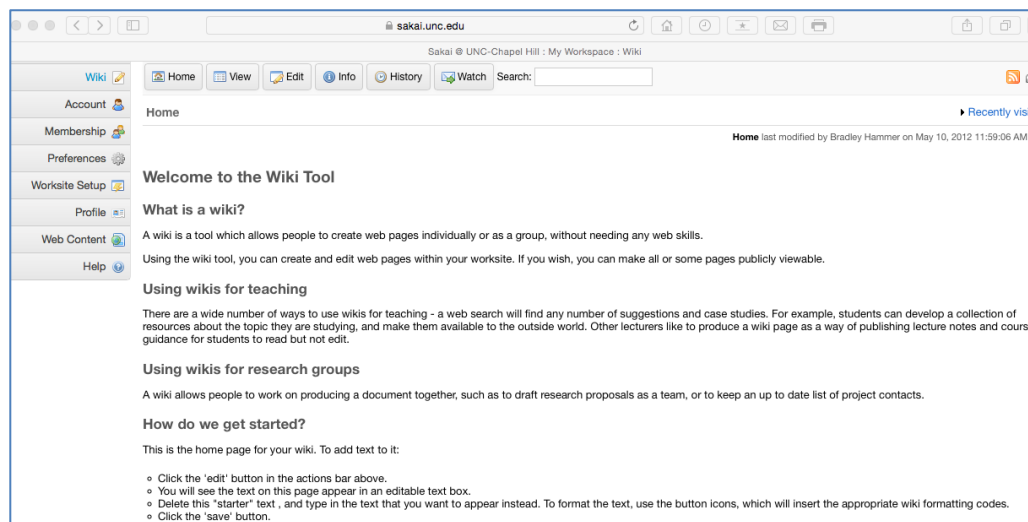
Assignment: Explore the Elements:

From Facebook and Twitter to Google Docs, make a list of all the virtual spaces in which you presented some writing during the last month. Then, spend 15-20 minutes free writing a response to the following questions.

- What were your goals in publishing or circulating this writing?
- What sort of response did you get from your audience(s)?

Go back to your 5Ps in thinking through your use of these spaces. If you have yet to present any writing in web spaces then answer the same questions about the writing you've presented this year in group meetings, peer-review sessions, and other physical spaces.

*A note on public sharing and privacy. As you publish, circulate, and share your work (especially online) it's important to protect your privacy and any other information not intended for readers outside of your chosen community. As you circulate your work, keep in mind that nothing ever dies on the web. So, NEVER post anything that you wouldn't want revived as a decontextualized image or meme in the years to come.

Collaboration in Academic, Business, and Community Contexts
How do I collaborate effectively across my A, B, and C settings?

Whether writing in academic, business, or community contexts, today's writers have countless opportunities for collaboration. From multi-authored Google Docs to single-authored texts, it's important to know how writers learn to circulate work and connect with others.

Academic: Connecting with Others

Presenting your compositions to your peers allows for a community-based approach to revision. Through this form of collaboration, students build a sense of "writing for audience" as they receive feedback and work through multiple drafts of an essay, all the while developing their finest examples of writing. By understanding how to present and work effectively within these groups, you can enhance the quality of your work, help others, work more effectively toward completion, share labor, and make friends. This type of work also prepares you for life after college. Many work settings require collaboration with others. So, to get the most out of presenting your academic writing in groups, try the following.

1. Whether drafting a multi-authored text in a wiki or peer revising in a course website, define roles, responsibilities, timeframes, and expectations. Everyone gets a unique role—from researcher and initial drafter to editor and fact checker. Each role has an equal share of the work. Everyone presents his or her contribution, and each member responds. Elect a leader who motivates others, not one who does all the work or is bossy.
2. Report back to the group by regularly presenting your progress on assignments. Stay in touch, don't work in isolation, be clear about your progress between presentations, and don't lose track of your group's members.
3. Understand what makes a "team player." Doing everything doesn't make a good leader. Supporting others, listening well, closely reading the work presented, and collaborating will help others be (and do) their best.
4. As a community, communicate with the instructor by using office hours. Before issues arise, use time in your instructor's office to present your current work and make sure that everyone is staying on task and working effectively together.
5. Always be on time and in attendance. Whether you're circulating work online or in a small peer group, come prepared and ready to work. Be polite to others during presentations of work and respect everyone's time and the limitations of the space.
6. Don't get caught up in the technology. If you're having difficulty with the technology, seek help immediately.

BUSINESS: COMPOSING IN PROFESSIONAL SPACES

When you compose and present in professional settings, your managers, colleagues, customers, and other associates will expect you to follow particular rules of etiquette and formality. As an example, in a business email, it's not acceptable to present an offhand comment, to use acronyms (lol), or to address employers, contacts, and clients too informally. As you circulate your writing in business settings, it's essential that you

present a polished composition to demonstrate that you respect your readers and can work collaboratively with others.

Consider the following for presenting your work in business spaces.

a. Do you have all your facts and figures? Have you double-checked for accuracy?
b. Is your writing clear? Does your composition address the rhetorical situation in which you write? That is, are you trying to promote a sale or asking your boss for a raise? Be sure that your presentation clarifies why your audience should be reading.
c. Are you aware of your reader's expectations, goals, and needs?
d. Is your tone appropriate for the audience to whom you present?
e. Do you use the right media to present your best work?
f. Are your uses of media appropriate for your audience's ability to access, archive, or interact with your work?
g. Does your composition fairly present the contributions of each member of your group? As work is circulated, do not take credit for elements that are not your own. Allow co-authors to respond to feedback by avoiding monopolizing the discussion.
h. Did you edit and revise your work BEFORE presenting it? Start with questions like:

i. Who will be evaluating (formally or informally) the final product?
ii. Does your presentation reflect your goals in writing?
iii. Does your writing clarify your topic and desired outcomes?
iv. Does your writing reflect the expectations of your audience(s)?

Assignment: Explore the Elements: Imagine that you are going to send a professional, yet unsolicited, business-style email to a professor, asking to be added to the roster for her course. Go through a-g above and draft the letter in 75-100 words.

COMMUNITY: BUILDING RELATIONSHIPS

From threaded discussion forums to online community spaces like wikis and blogs, we write to build connections with others. By writing in and for a community, composers can:

1. Provide expertise and information on a topic
2. Engage in dialogue on issues of personal relevance
3. Build a space for activism and advocacy
4. Offer media and links for entertainment or informative goals
5. Disseminate a viewpoint or opinion
6. Seek camaraderie or fellowship

By circulating your writing in community spaces, readers can challenge, extend, support, critique, or simply enjoy your creative work. In fact, there are several web-spaces that allow writers to circulate and develop creative projects with the help of online readers. As an example, perhaps you are a budding novelist and dream of someday publishing a book. Yet, you have no idea of how to get started. Well, the web has scores of "collaborative novel writing projects" going on right now, in genre as diverse as science fiction and romance. In Image 13.7, you can see a recent example of a co-authored web novel. In this example, Jenny Ryan invited others to her blog to help write chapters of her first novel. On the site, she leaves basic instructions for a storyline and lets contributors help write the story. For many, this is a fun way to collaborate in a creative community and get published. In fact, many sites provide opportunities to build community, collaborate, write, and publish. These include:

1. http://storymash.com: An online community for collaborative fiction
2. http://foldingstory.com: A space to write or read co-authored stories online.
3. http://ficly.com: A space in which contributors start with story threads and then write collaborative sequels or prequels posted online for readers.

Image 13:7
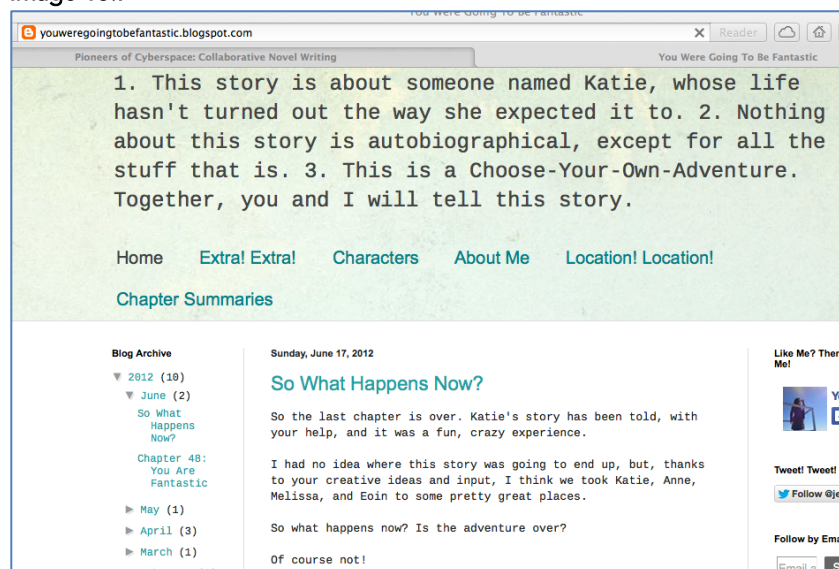
Keep in mind that students have several other publishing opportunities. If you're looking to get your academic work published, begin with the Council on Undergraduate Research (see: http://www.cur.org/resources/students/undergraduate_journals/) and then take a look at your school's list of college publications (from literary magazines to student papers), web-based essay contests, and published collections of student writing.

Assignment: Digital Discoveries: Often, it's hard to find time between classes or in the evenings to meet up with groups. Luckily, some online spaces enable productive collaboration in web-based communities. Many of these spaces have virtual tools that allow students to share documents, edit work, post feedback and meet for virtual discussion and collaboration. With a small group (2-3 students) from class, assemble one of these free wiki spaces (see: https://www.wikispaces.com). To get started, post a draft of one of your essays and ask others to use the space to comment (see editing checklists in Chapter12) collaboratively. Or, if you're more creative, try your hand at writing a chapter of a collaborative online novel using one of the links provided above.

Using Online Spaces to Circulate Writing
From Crowd Sourced to Scholarly archives, where are the best places to present, circulate, and publish academic work?

Even if you're not planning on writing the next great American novel, blogging about your summer vacation, or publishing a collection of your poetry within an online zine, you might still spend time in web spaces, circulating writing in Tweets or social media posts as well as connecting with and responding to the work circulated by others. As an example, remember your work visiting *Young Scholars in Writing* and *Queen City Writers* in this chapter's first Digital Discoveries.

Similar to these spaces, there are countless online communities that serve as archives and databases for publishing, presenting, and circulating materials. From http://doaj.org that indexes over 7,000 scholarly journals across virtually every subject to http://eric.ed.gov, an online digital library sponsored by US

Department of Education, there are countless online spaces that publish, circulate, and present academic work. Let's take a look at a few of these spaces.

Digital Discoveries:

Scholarly Web Archives: These are Internet-based spaces that index academic publications – making them available for circulation and presentation to web readers. Beyond *eric.ed.gov* and *doaj.org* listed above, popular scholarly archives used by college students typically include:

1. Google Scholar: https://scholar.google.com -- Unlike its big brother Google, this site searches exclusively for scholarly content. Much of which is available as downloadable .pdf files as full-text documents. However, unless your school's library subscribes to Google Scholar, much of the content will only be available through a password or inter-library loan.

2. HighWire: http://highwire.stanford.edu/cgi/search -- Based at Stanford University, this digital discovery has over 1,000 peer-reviewed journals. However, like other sites, unless your local library subscribes, some of its full-text articles are not free for download.
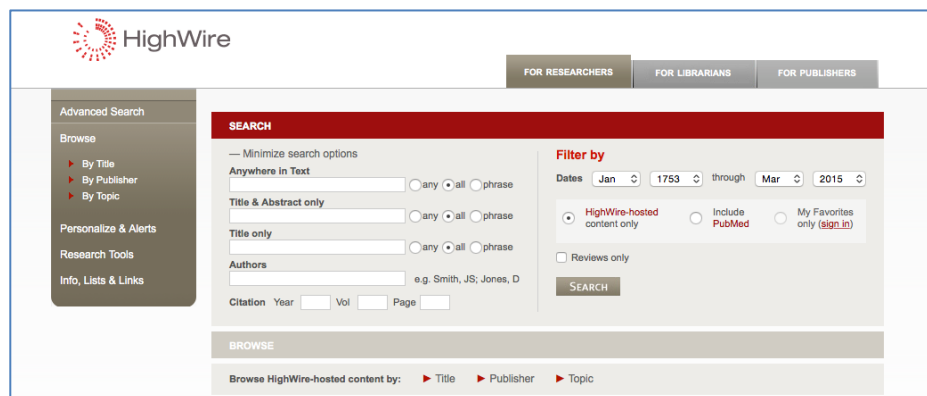
3. arXive: http://arxiv.org -- Based at Cornell University, this government database offers free open-access to articles in mathematics, computers, and science.
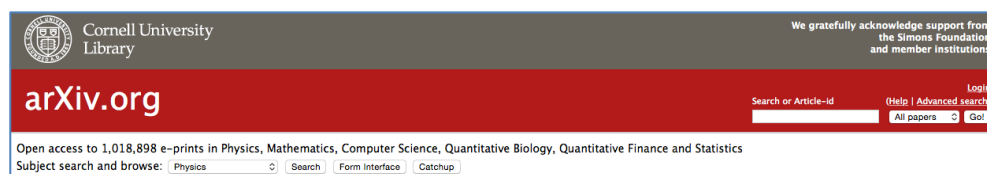
Crowd-Sourced Web Archives: These are Internet-based spaces where individuals, like yourself, can help collect, organize, publish, circulate, and present a body of work across disciplines. In crowd-sourcing, members of a community share in the work by giving effort toward a small portion of the greater result. As you might imagine, there are web-based crowd-sourced archives that publish and circulate images, text, videos and other media on everything from skateboarding (see: http://www.theskateboardarchives.com/home.htm) to professional sports (see: http://www.thesportsarchives.com/). One crowd-sourced site that you probably have familiarity with is Wikipedia. This site is a notable example of crowd sourcing as thousands of individuals, each with interest or expertise in their content area, contribute to the larger online encyclopedia. However, when using this work for your research be careful as crowd-sourced data is not always reliable. Other popular examples of crowd-sourcing include:

1. Crowdfind: https://www.crowdfynd.com -- This community uses crowd sourcing to circulate information for a virtual "lost and found."
2. Kickstarter: https://www.kickstarter.com/hello -- This online community offers a way for individuals to publish and circulate ideas for a creative or business venture when seeking crowd source funding.
3. Crowdrise: https://www.crowdrise.com -- This online community creates a space for users to present and circulate information about charitable causes while using crowd sourcing to raise money.

Assignment: The Project:

Step #1: Pick a topic from the list below. You'll be comparing and contrasting the information on that topic as it's presented in both Scholarly Web Archives and Crowd-Sourced Web Archives.

Topics:
- Climate change: Is global warming for real? Or, is it an exaggerated hoax?
- Alternative Energy Sources: From Solar and wind to hydro and lithium ion batteries, is it really inexpensive, efficient, and on the horizon?
- Cyber crimes: What are the effective ways to protect your data and identity?

Step 2: With your topic, go to: http://en.wikipedia.org/ and first examine the topic in a crowd sourced web archive. (See Image 13.8)

Image 13.8: Wikipedia

Step 3: Use **highwire to** examine the topic in a Scholarly Web Archive: http://highwire.stanford.edu/cgi/search.

As you search for published work, try a few variations on naming your topic. Perhaps computer crime can be "cybercrime" "internet crime" "netcrime" "network security" or "cyber underworld and the deep web"

Step 4: Make a list of the similarities and differences in facts within 2-3 of the articles from each site.

Step #5: What makes one site academic, navigable or user-friendly than the other? After your review of both sites, do a 20-minute free write. Consider starting with these questions:

- What are the differences in the rhetorical situation between **Scholarly Web Archives and Crowd-Sourced Web Archives?**
- How do purposes vary between the two types of sites?
- How do appeals to audience differ on these two types of sites?
- In what ways does the writer's voice vary between the types of sites?
- What differences in word choice or language appear between the two types of sites?
- Which articles were most effective in informing your understanding of the topic and why?
- Did anything specific from either site alter your position on the topic?
- What elements of each site (from "contents boxes" on **Wikipedia** to citation building tools on **HighWire** contribute to your desire to use or avoid that site with future work?
- How might you compare and contrast the purposes (e.g., informing, critiquing, reporting, influencing, arguing) of these spaces?

Conclusion: Where Do I Circulate, Present, and Publish My Compositions?

By going through the Ps of circulating, presenting, and publishing work, writers bring each text into a public space for the purposes of connecting with others. In each setting, writers can use publication to refine ideas, build community, and learn with others. Yet presenting, while it pushes the writer toward exposure to public criticism, also affords the writer a unique window into understanding how audience(s) read, draw meaning from, learn with, and enjoy one's text. Therefore, as you continue to circulate your work in academic, business, or community contexts use the examples throughout this chapter as opportunities to extend your ability to learn from, and work with others on your writing.

Assignment: Reflect and Write:
Where, in your academic, business, and community lives do you see upcoming opportunities for presenting your compositions? Perhaps you need to give a research presentation in an upcoming class, an oral presentation at a community meeting, or a written presentation to your boss that details your work accomplishments in a given time.

As you choose an upcoming context where you'll need to present, write a short (500-word) self-reflective response that analyzes your Ps for that project. As you write, consider:

1. Who is my audience for this presentation?
2. What processes in composing will help me present my best work?
3. What places (web versus print) are best for circulating this work?
4. What purposes do I hope to address by presenting this work?
5. What products will best address my audience's expectations?