Danning Liang
Krista Sarraf
Dr. Mary Stewart
Collaborative Learning and Digital Authorship
October 19th, 2018

Project Proposal & Group Contract

Project Proposal

Our project examines collaborative writers' perceptions of creativity both in their writing processes and in their written products. We arrived at this topic due to a shared interest in collaborative authorship, especially in multimodal and creative writing spaces, as well as our shared interest in experimenting with digital-born web texts and learning HTML. To examine the relationship between collaborative writing and collaborative writers' perceptions of their creative growth, we wish to conduct a mixed-methods empirical study of a professional writing team (Andy and Rob) and student writing teams (Dr. Weinstein's class). Our study will examine the following research questions:

1. What are collaborative writers' perceptions of how collaborative writing facilitates their creativity during the writing process?
2. What are collaborative writers' perceptions of the creativity seen in their written product?
3. How do collaborative undergraduate student writers and collaborative professional writers' perceptions of creativity in collaborative writing processes and products compare?

As for the research method, we are planning to send out a survey that focuses on examining participants' perception of their creativity during their writing processes and in their written products. There will be a follow-up interview after the survey to look into more details about the participants' perception.

We want to enter academic conversations centered about digital collaborative writing, with our target publications as Kairos, Computers and Composition Online, or Composition Forum. We envision a linear, multimodal web text. The multimodal components may be images, such as the design elements of Dr. Weinstein's class

projects, or videos, such as video interviews with participants. We are also considering collaboratively writing a flash fairy tale or a flash comedy spy piece that would appear near the beginning of the article and be followed by our reflection of collaborative writing this digital text. Since Danning does not identify as a creative writer and Krista does, we are interested in our own perceptions towards our creativity as we collaboratively compose in an unfamiliar genre. However, the flash text will act as a frame for our discussion and will not be the focus of our discussion. After our collaborative fairy tale, our web text will follow the structure of an empirical research article.

Group Contract

Unifying Vision

Our vision is to improve our skills with and learn HTML, to explore a topic that connects our interests in collaborative authorship, creativity, and creative writing. We envision our main goal as completing the project for the purposes of this course. Our expectations for the quality of our study are higher than our expectations for the quality of our born-digital webtext, as HTML is a new skill that we are both developing. Beyond a unified vision for this project, we also have a plan to keep up accountable.

Plan for accountability/performance

To keep each other accountable, we have developed a system that involves mutual trust, understanding, and camaraderie. If one of us misses a deadline, that person has to buy their co-author lunch. That person also much agree to a new deadline. If the person misses the new deadline, then their teammate will stare at them until they finish the task. Worse case scenario, we will let Mary know that we are having trouble. Instead of privately going to Mary, we have agreed that we will approach Mary as a unified team to express any concerns. This way, we can maintain our positive relationship and, even if our working relationship is not flawless in this project, we can preserve our potential for working together in the future. Beyond our plan for accountability, we also plan to use tools to facilitate our collaboration.

To facilitate our collaboration, we have created a Google Drive folder. Within that folder, we have stored PDFs of readings, our group contract and project proposal, and a document with our informal notes. We will also draft our paper in Google Docs before we create our webtext in HTML. Not only we are going to use Google Drive and Google Docs, but we will use email, text, and WhatsApp for out-of-class communication. We have agreed that we will answer each other's messages within 24 hours. Beyond this plan to communicate and collaboratively write, we have established a writing process with clear deadlines.

Timeline

Deadline	Deliverables	Status
Oct. 25	IRB ready and submitted to Mary Started drafting the webtext structure Work on literature review	-IRB submitted to Mary Literature review in progress - (Danning created a working bib and added a bunch of lit! Thanks, Danning!)
Nov. 1	Got IRB approval (hopefully!) Work on HTML Work on literature review Data collection	-Contact Dr. Weinstein if we can't go to Tuesday's class -Danning: create webtext resource doc, add resources, find templates/work on design -Krista: add to lit review and make changes to IRB from Mary
Nov. 8	Data collection Data analysis, discussion, conclusion	
Nov. 15	Complete study draft Krista's day for Outside Artifact! YAH!)	
Nov. 22	Draft of HTML (Thanksgiving break 19th-23th)	
Nov. 29	Final HTML Draft presentation Practice presentation in class (Project work day in-class)	
Dec. 6	Group presentations in-class (20 minutes/group)	
Dec. 12 (Wed.)	Final Paper due at 8am	
Dec. 13 (Thurs.)	Final reflection due at 8am	

Assigned Roles

We each have an assigned role beyond our shared role of co-writing. Krista is the project manager. As project manager, Krista will get to say things like, "Hey, we have a deadline coming up. How's our progress?" Beyond checking our progress, Krista's role is to ensure that we move to the next step of the process in a timely manner. There, she gets to say things like, "Hey, this draft looks good. Let's move onto the next step." Krista's role also is to initiate meetings, as in, "Hey, our project is due next week, when can we get together to revise?" Danning also has a role as project manager for the Presentation portion and the HTML portion of our project. So, for the presentation, Danning will check our progress, set meetings, and move us along to the next step. For the HTML portion, Danning will check our progress, set meetings, and move us along to the next step.

As encourager, Danning brings snacks and cookies to our meetings and collaborative writing sessions. She also finds some fun things that we can do to relieve stress. Danning helps to keep the attitude positive, gives hugs, and offers encouragement. The encourager also creates a non-stressful academic atmosphere by reminding Krista that the world will not end if our product is not perfect, as this experience is about learning. Krista also has a role as an encourager for the presentation phase of the project. During the presentation phase, Krista will suggest something fun to do to relieve stress, bring snacks, and encourage stress free environment.

A Final Commitment

Krista and Danning are excited to work together and commit to reviewing their group contract and project proposal at least once a week throughout the collaboration process so that we are reminded of our goals, timeline, and roles.