Literacy Sponsorscapes and Mobile Media: Lessons from Youth on Digital Rhetorics

Transcript for Fig 1. Wargo's Analytic Video Memo on Literacy Sponsorscapes

[*Ambient public domain music backdrops the introduction. Video fades to Camille's opening epigraph. Epigraph fades to video of melted snow trodden bridge. Video transitions to epigraph from Halberstam. Epigraph fades to Wargo speaking over video of city streets. Video transitions to sponsorscapes map*]

During a mid-semester break in the spring of 2014, Ben, a youth participant and co-researcher, and I sat down at City Town's neighboring cafe to discuss his sponsors of language and literacy. During the interview, I invited Ben to draw a sponsorscapes map detailing the institutions, tools, people, and other sponsors that influence his own understanding and identity as a reader and writer. As a language and literacy educator who has a particular interest in digital literacies and writing in digital environments, I was curious to see what techno-tools made the map. Moreover, I was attentive to Ben detailing his sponsors as I was quite aware that the writing and composing Ben shared with me was just one facet of a much larger ecology and network of literacy. [*Map fades to fingers on book and then transitions to black screen with quote*] Borrowing from Brandt, I view sponsors as,

> …any agents, local or distant, concrete or abstract, who enable, support, teach, model, as well as recruit, regulate, suppress, or withhold literacy…sponsors nevertheless set the terms for access to literacy and wield powerful incentives for compliance and loyalty. (118)

[*Quote fades to hands shifting letter tiles on U.S. map*] I share this quote with youth to help explain, that sponsors are not just people, but could be larger institutions, tools, etc. *[Embedded video of Wargo stretching rubber bands across geoboard appears in upper-right corner]* Literacy Sponsorscapes, in the spirit of both Appadurai's –scapes suffix and Brandt's sponsorship construct, was a way for us to account for the various literacy sitings participants documented in interviews. [*Embedded video of Wargo interviewing youth appears in bottom left corner*] The –scapes suffix, an additive placeholder for the fluid and multiple realities of youth composing, illuminates the dynamic processes of multimodal writing in a collapse of what Massey would call "spacetime." Literacy sponsorscapes center the cultural capacity of digital composing as youth create, curate, and compose laminations of self through sedimented identity texts.

The sponsorscapes map not only highlights chasms between conceptions of contemporary language and literacy learning, but it echoes the tensions of literacy and composition in an era of techno-inclusionism (see Alexander & Rhodes). How, in a world comprised of both human and non-human actors, do we account for the traces of techno-literacies? What might these traces teach us about method/ology and the digital humanities? How can these resonances of youth literacies be rendered as facets of digital rhetorics? [*Video zooms into literacy sponsorscapes tiles and then fades to black*]