

This is a pre-print version of the Ron Balthazor and Elizabeth Davis' webtext "Infrastructure and Pedagogy: An Ecological Portfolio" published in *Kairos: Rhetoric, Technology, Pedagogy*, 20(1), available at <http://kairos.technorhetoric.net/20.1/coverweb/balthazor-davis>.

Surveying the Landscape: Voice-over Transcript

Background: Guitar music

Ideas and questions always lead to more ideas and questions, so research is key to the development of any larger project, whether a term paper or an effort to create and extend a writing "ethos" across the wider curriculum of a large research university. As we noted, Elizabeth's position as the Coordinator of a new Writing Certificate Program was one of the results of the task force's recommendations for creating more opportunities for student writing at UGA. Starting from the question of how to increase and improve student writing, she needs to review and document not just the landscape here on this campus, but to survey a range of research on writing across the curriculum in order to know the theoretical and practical ground on which she stands.

All writers must be able to document their sources, so the <emma> program has evolved to support research-based writing work, as you can see here in the Notes section that Elizabeth is using to create citation cards with bibliographic information, direct quotes from the source, and any notes she wants to make on that source.

Now, Ron is posting a draft that evolved from his earlier pre-write back in video one in which he elaborates on the conceptual development of the <emma> program.

After reviewing the literature and documenting her sources, Elizabeth is now able to create her first draft of this article.

The interface of <emma>, through its prioritization of the process of writing and research, creates a space where students can practice this process and document and archive it at the same time. This becomes particularly important when they must compile a portfolio that makes an argument for their understanding of writing and their development as writers and reviewers.