

Waldrop-inspired "Alarms & Excursions" collaborative writing summary:

1) Get into group of 3 (I'll call individuals "Partners "A," "B," and "C" just for ease of writing this out). This experiment should take about 35-45 minutes, with minimal (up to only 10 min) of discussion time. We took almost 40 in class to write these.

2) 10 min: Trade/discuss final project writings or writing ideas brought to class so that each has someone else's--whatever order you go in is up to you. You are trading parts of the 10 page freewrite you feel OK sharing OR at least briefly discussing what you're up to by this point, what you've been thinking about etc.

3) **Write for 5-7 min a mini "thesis"** THAT SPEAKS TO SOME COMPELLING ASPECT OF the discussion. PLUS use 1 of 2 quotes I asked us to take up. You must weave 1 of the 2 quotes into your thesis, make it be the start for that thesis. Thus begin your thesis with either 1) Phillip's "The story cannot be told. It must be told" or 2) Moten's "poetry enacts and tells the open secret." Take on-board one of these 2 claims/statements re poetic work, and make a thesis from it/in relation to it, synthesizing the quotes with the writing you just read of your partner's or the ideas just briefly discussed. When finished reflecting on the Moten or the Phillip and making your "thesis," trade writing by passing your notebook.

4) Suppose you are "Partner A." Partner "B" or "C" has read your thesis using Moten or Phillip to start and you've likewise written a

thesis for someone. Now having passed your thesis and writing onwards (having rotated), read Partner "B" or "C"'s thesis. Once done, **write an "alarm"** to Partner "B" or "C"'s thesis, one that takes into account, of course, the Moten or Phillip as center of gravity for the thesis, but also the discussion had for 10 min just beforehand. Write for 5-7 more minutes.

5) Trade writings a final time (rotating in the same direction, whichever you chose to begin with), which means you are getting a notebook which has a thesis and an alarm side by side. This time, to close out the day: **write an excursion** in response/relation to what partner B and C have written--a thesis and an alarm combined. Write for 5-7 minutes.

6) Trade back notebooks so everyone gets back theirs. AT HOME: Develop your own writings/notes on your writings in relation to this work you've done in class. Each goes home and writes a short poem or "poetic piece" (20 min tops) in response to the miniature theses, alarms and excursions. Generate your poem using language pulled out from the writing done that day. In other words: close this loop somewhat by way of responding/reflecting on the whole conversation, doing so with a poem serving as "end" to the mini-essay you just collaborated to make. This is to allow you to reflect on your final project writing as it currently reads (or as you so far have been currently thinking about it), and to reflect on it in relation to others' written responses. It is also to help you warm up before beginning to incorporate ideas your partners had back into your drafts, i.e., to develop your drafts using some of the discussion plus writing you did

that day. It helps get the freewrite process, or wherever you are now, going, and allows for momentum to generally take shape, for ideas to sharpen.

***if you have not read Waldrop's "Alarms & Excursions," this exercise will make far less sense to you. So make sure that you've read this essay first (linked on the blog). We did cover the first 3 pages of the essay in class.