

6-9-2010

The Student Writer as Blogger: A Longitudinal Case Study of a Blogger's Critical Narrative Events

Eric A. Glicker

Indiana University of Pennsylvania

Follow this and additional works at: <http://knowledge.library.iup.edu/etd>

Recommended Citation

Glicker, Eric A., "The Student Writer as Blogger: A Longitudinal Case Study of a Blogger's Critical Narrative Events" (2010). *Theses and Dissertations (All)*. 199.

<http://knowledge.library.iup.edu/etd/199>

This Dissertation is brought to you for free and open access by Knowledge Repository @ IUP. It has been accepted for inclusion in Theses and Dissertations (All) by an authorized administrator of Knowledge Repository @ IUP. For more information, please contact cclouser@iup.edu, sara.parme@iup.edu.

STUDENT HAS RESTRICTED ACCESS TO FULL TEXT OF THE DISSERTATION.

ONLY COVER PAGES AND ABSTRACT ARE AVAILABLE AT THIS TIME

THE STUDENT WRITER AS BLOGGER: A LONGITUDINAL CASE STUDY OF A
BLOGGER'S CRITICAL NARRATIVE EVENTS

A Dissertation

Submitted to the School of Graduate Studies and Research
in Partial Fulfillment of the
Requirements for the Degree
Doctor of Philosophy

Eric A. Glicker

Indiana University of Pennsylvania

May 2010

© 2010 by Eric Albert Glicker
All Rights Reserved

Indiana University of Pennsylvania
The School of Graduate Studies and Research
Department of English

We hereby approve the dissertation of

Eric Albert Glicker

Candidate for the degree of Doctor of Philosophy

Gian S. Pagnucci, Ph.D.
University Professor, Advisor

Lilia P. Savova, Ph.D.
Professor of English

Kenneth W. Sherwood, Ph.D.
Associate Professor of English

ACCEPTED

Timothy P. Mack, Ph.D.

Dean

The School of Graduate Studies and Research

ABSTRACT

Title: The Student Writer as Blogger: A Longitudinal Case
Study of a Blogger's Critical Narrative Events

Author: Eric A. Glicker

Dissertation Chair: Dr. Gian S. Pagnucci

Committee Members: Dr. Lilia P. Savova /Dr. Ken W. Sherwood

This case study evaluates four years of blog writing produced by a university student, Karen (pseudonym), at Seton Hill University from her freshman year (September, 2003) through the summer after graduation (July, 2007) to determine the effectiveness of using blogging as a composition tool for students developing into better writers. The narrative analysis of writing efficacy, based on examination of sixteen hundred pages of blog entries, showed how blogging is useful for freewriting; developing a better sense of audience; and building a sense of community.

I drew on a modified version of Vilma Hanninen's (2004) sociological model of narrative circulation. The model can assist academic researchers in seeing how stories are circulated, shared and retold in slightly different ways by each community member within a social network. My theoretical framework divided the blog posts into **told**, **lived** and **inner**

narratives. A **told** narrative is intertextual academic writing; a **lived** narrative is a reflective episodic story of Karen's undergraduate experience; and an **inner** narrative is an expressive post on her writing development.

The results from four years of blog entries demonstrated the extent to which blogging acts as an effective means of online composition which can build writing skills through practice. It will show how the writer learned how to brainstorm, organize and exchange ideas with peers through academic blogging; how the student learned how to write more effectively in a public context, and how sharing daily narratives online can help students more effectively plan and organize their learning. The student developed a useful network of peers and educators on campus with whom to discuss her academic work; complete her English coursework; and participate in activities for development into a professional writer.