
FIRST-YEAR PORTFOLIO

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CONTENTS

1	Introduction	5
1.1	Executive Summary	5
1.2	Personal Narrative	8
1.3	Curriculum Vita	8
2	Teaching	13
2.1	Critical Pedagogy	16
2.2	Curriculum	16
2.3	Digital Portfolios	17
2.4	Teaching Goals for Next Year	17
2.5	Documentation of Teaching	18
2.5.1	Course Syllabi	19
2.5.2	Student Feedback	51
2.5.3	Observations	58
3	Scholarship & Professional Development	83
3.1	Publications	84
3.2	Podcast Production	85
3.3	Professional Development	87
3.3.1	On-Campus	87
3.3.2	Conference Attendance	90
3.4	Editorial Work	92
3.5	Scholarship & Professional Development Goals for Next Year	93
3.6	Documentation of Scholarship	93
3.7	Documentation of Professional Development	101
4	Community Service	113
4.1	This Year's Community Service	113

4.1.1	Curriculum Revision for ENG 002 Course Description	114
4.1.2	Composition Reading Group	115
4.1.3	Hiring Committees	116
4.1.4	2015 QEP Faculty Fellows	116
4.1.5	Instructional Resources KRA Lunch Meeting	116
4.2	Service Goals for Next Year	117
4.3	Documentation of Service	117

INTRODUCTION

1.1 Executive Summary

Summarizing an academic year into a single document has proven to be a daunting task. However, if I take the summarizing to an extreme, it might be possible to do it with merely two words: *experimental* and *enlightening*. In this portfolio, I demonstrate how I have used my first year at Saint Leo University as a way to learn—about myself, about my institution, and foremost about my students—through experimentation and the risks that come with it. Although our school’s core value of **excellence** cannot be guaranteed amid the uncertainty of experimentation, I have learned from my experiments and improved my teaching and other professional endeavors as a result. This portfolio reflects that iterative process of experimentation and improvement.

In the Teaching chapter, I review experiments I conducted with student-driven learning and critical pedagogy. I show how these experiments led to unpredictable classes and occasional student frustration, but then I show how they also enlightened me and my students. The process of implementing student-driven courses taught me about student expectations at Saint Leo, the ways our courses do and do not align with those expectations. Students felt a tension between student-driven learning and their assumptions about the classroom hierarchy and the role of college overall, making them question

the authority and opportunity they are typically given throughout their education. My experiments also considered the curriculum of the courses I taught (ENG 002, 121, and 122), enlightening me about their interconnectedness, opportunities for development, and even their current limitations. I explain how these insights will help as I work to develop the curriculum for our first-year writing program. In the Teaching chapter, you will find evidence of each of my teaching roles:

Instructional Delivery Skills Evidenced mostly through my dean's and department chair's observations (see section 2.5.3), I have demonstrated my ability to explain ideas to students and to create learning environments that value inquiry and collaboration.

Instructional Design Skills Most evident through my course syllabi (see section 2.5.1), I have demonstrated my ability to design courses that creatively induce student learning of various elements of academic writing and assignments that lead to authentic assessment of student learning, but that also align with the existing outcomes of each established Saint Leo course.

Content Expertise Though this can best be seen through the Scholarship & Professional Development chapter, I demonstrate my competencies and active participation in not only my subject area but also the community of scholars who work within that area. I bring that involvement into my classroom by showing students how academic communities function and by sharing insights from members of those communities.

Course Management The experimental emphasis of my approach to teaching means I have to manage and adapt my courses as my students' needs change, allowing for greater flexibility and responsiveness. The enclosed observations (see section 2.5.3) reflect my ability to manage facilities and resources for a successful class.

In the Scholarship & Professional Development chapter, I document my efforts to share my understanding of pedagogy and the importance of **respect** for students. Each of my publications this year reflects a belief that students are of primary importance in any education environment, and that those who work in higher education must help our students become better learners, better citizens, and better people. I have experimented with the form of my scholarship, as well, with most of my work taking the form of a new podcast I developed this year, bringing the discussion of critical digital pedagogy into an audible space. The podcast has been a deeply rewarding experience, bringing me together with inspiring educators from around the globe and enriching

my own pedagogical views. I go on to explain how the on-campus sessions and national conferences I attended this year have enhanced my **personal development**. They have expanded my approach to teaching on our campus and have motivated me to experiment with the resources we use to teach our writing classes. My participation in conferences throughout the year (and in the upcoming summer) demonstrates my conviction that the only way to be a **responsible steward** of pedagogy is to practice it and to share it. My scholarship works to spread pedagogy that centers on helping students take control of their learning.

In the Community Service chapter, each example of institutional service I provide is an experiment of sorts, since I did not expect to participate in any of the listed projects when the school year began. As the year progressed, however, I found myself increasingly drawn to involvement and active engagement with the goings-on of this institution. By participating in hiring committees, leading a composition reading group, pursuing a course-description revision, and being accepted to the QEP Faculty Fellows for next year, I have deepened my understanding of, and involvement with, this institution. In each of these cases, the experiments paid off, and I have been rewarded with a greater sense of **community** than I had anticipated when moving to my new institutional home.

Each of the above chapters concludes with documentation supporting the respective narratives of my teaching, service, and scholarship. This documentation is itself an extension of my experimentation, as it reflects an effort to represent on paper a year of work that has mostly existed in classrooms and in digital spaces. Many parts of this portfolio work best in an electronic form (available from <http://chrisfriend.us/portfolios>). In that digital file, article titles link to online documents, audio files of my podcast production and editing work can be sampled along with the print material, and examples of interactions through online backchannels like Twitter are more complete and interactive. But regardless of the medium or format, this portfolio reflects a journey of successful experimentation and enrichment over the past nine months as I have grown in my role as a teacher and asserted my **integrity** through consistent representations of myself, my intentions, and my aspirations as a public scholar.

1.2 Personal Narrative

During a meeting on my first day of work at Saint Leo University, Trish Parrish called me “the troublemaker” of the group. Trish laughingly gave me that label because I creatively engaged with the content of the meeting and used playful humor in my interactions with the other participants. In short, I worked to have fun with (despite?) the content of the day-long orientation meetings.

That same approach—the desire to have fun in whatever situation I’m in—has helped me survive, learn from, and even enjoy my first year at Saint Leo. It seems my reputation as a troublemaker has grown stronger during year, rather than dissipating. In addition to providing levity, being a troublemaker has also made occasional messes, led to some productive failures, and helped me learn more than I expected about my teaching, my students, and my goals for future academic years. The troublemaker persona compels me to push buttons, bend things until they break, and play with ideas to see how they work in different circumstances and combinations. In general, by being a troublemaker, I am more adaptive to changing situations, which came in handy this year as I moved from teaching in a dedicated writing and rhetoric department at a major research institution with 60,000 students to working in a traditional English department at a small liberal-arts school with 2,500 on-campus students. The differences have proved challenging, but the troublemaker in me sees them as opportunities to play around with things.

Those opportunities are what keep me coming to work every day, and they are what I always strive to create for my students. As a result, my classrooms are intellectual playgrounds, chances to experiment with ideas or approaches to teaching and learning. My scholarship (and this portfolio) reflects the experimental approach through an emphasis on the digital and with both collaborative authorship and audio-format work being the most prominent. The experimental approach can be seen in my service efforts, as well: from playing around with the description of ENG 002, to playing with the challenges of our writing curriculum in an informal reading group, to asking interviewing employment candidates what they do to have fun in their classes.

I look forward to remaining a troublemaker in the best sense by continuing these productive experiments in the years to come.

Christopher R. Friend

christopher.friend@saintleo.edu | Saint Leo University

- EDUCATION** PhD in Texts & Technology, University of Central Florida, 2014
MEd in Curriculum & Instruction (Gifted Education), University of Central Florida, 2006
BA in English (Creative Writing) *cum laude*, University of Central Florida, 2000
- DISSERTATION** **Composing the Classroom, Constructing Hybridity: Writing Technology in(to) Course Design**
Explored differences in teaching practices, student learning, and the co-creation of the environment of interaction when composition courses transition from face-to-face delivery to a blended format. Using Composition I (ENC 1101) courses taught at UCF as the initial investigation site, this project explored how students, instructors, and institutions defined and created hybrid writing classes. The research examined differences in course design, teacher pedagogy, institutional training, and student perception and performance. Qualitative data from class observations and interviews with a variety of stakeholders combined with student perception and performance assessment to form a detailed picture of how we understand blended composition courses, how teachers adapt FYC courses to different delivery modes, and how students perform in those environments.
- EMPLOYMENT** **Assistant Professor of English—Saint Leo University** Aug 2014–present
Graduate Teaching Associate—University of Central Florida Aug 2011–May 2014
Facilitator—John Scott Dailey Florida Institute of Government, UCF Sept 2010–July 2011
English Teacher—Seminole County Public Schools July 2000–Jan 2012
- PUBLICATIONS** Friend, Christopher R., Morris, Sean Michael, and Stommel, Jesse. Writing at Scale: Composition MOOCs and Digital Writing Communities. In Abigail G. Scheg and Daniel Ruefman (Eds.) *Applied Pedagogies* (under contract). Logan: Utah State University Press.
- Friend, Christopher R., Morris, Sean Michael, and Stommel, Jesse. (2014). A Kaleidoscope of Variables: The Complex Nature of Online Education in Composition Courses. In Abigail G. Scheg (Ed.) *Critical Examinations of Distance Education Transformation across Disciplines*. Hershey: IGI Global.
- Friend, Christopher R. (2014). How (Not) to Plan Your Entire Course. *Journal of Interactive Technology and Pedagogy — Teaching Fails*, 20 October 2014.
- Friend, Christopher R. (2013). Collaborative Writing in Composition: Enabling Revision and Interaction Through Online Technologies. *International Journal of Online Pedagogy and Course Design (IJOPCD)*, 3(3), 1–17. doi:ijopcd.2013070101
- Friend, Christopher R. (2013). “Will MOOCs Work for Writing?” *Hybrid Pedagogy*, 27 March 2013.
- Friend, Christopher R. (2013). “Learning as Performance: MOOC Pedagogy and On-ground Classes.” *Hybrid Pedagogy*, 24 August 2012.
- Friend, Christopher R. (2010). “Balancing Act: A Review of Boellstorff’s *Coming of Age in Second Life*,” *Rhizomes* (20), 2010.

**CONFERENCE
PRESENTATIONS**

“Modality as Contact Zone: The Convolution of Access, Politics, and Ethics in Florida’s Online Courses” | Computers & Writing (wsu), June 2014

“Out of Our Hands or Out of Our Minds? Using Distributed, Collaborative Tools to Crowd-Source Content Creation in Humanities Classes” | Digital Humanities Summer Institute Colloquium (UVic), June 2014

“Flipping the Classroom: Philosophy, Pedagogy, Praxis, and Production” with Susan Crisafulli and Christina Grimsley | CCCC Workshop, March 2014

“More than Cogs: Using MOOC Pedagogies to Resist the Mechanization of FYC Students” | Computers & Writing (Frostburg State), June 2013

“Promoting Access: Improving Intertextuality and Information Accessibility with Digital Portfolios” | CEA National Convention, April 2013

“Going (Pedagogically) Green: Student Work as Objects Created for Re-Consumption” | English Symposium (UCF), March 2013

“Implications of Delivery Mode for an Outcomes-Based FYC Curriculum” | CCCC, March 2013

“Taking a Byte in the Middle: Implementing Digital Portfolios in FYC Courses” | CCCC Computer Connection, March 2013

“From Knowledge-Seeking to Knowledge-Making: Improving Intellectual Capital in First-Year Composition Courses” | Globalization, Information, Policy & Knowledge Production Annual Meeting (UCF), February 2013

“Built Beyond the Walls: Bringing MOOC Strategies into the Composition Classroom” | North Carolina Symposium on Teaching Writing (NCSSU), February 2013

“Managing Expectations: Directed Self-Placement for In-Person or Online Courses” | Student Success in Writing (GSU), February 2013

“Umbrella or Bridge: Discourse Communities as the Centerpiece of FYC” | Classroom Matters: Pedagogy in Practice and Philosophy (UF), February 2013

“Promoting Access: Creating Information Literacy Through Digital Portfolio Design” | Georgia International Conference on Information Literacy (GSU), September 2012

“Putting Digital Humanities in First-Year Composition” | Digital Humanities Summer Institute Colloquium (UVic), June 2012

“Digital Literacies in FYC Classrooms: Enhancing Understanding, Engagement, and Transfer” with Laura Martinez and Leslie Wolcott | Computers & Writing, May 2012

“Reimagining Collaboration: Peer-Review Workshops and Joint Authorship” | English Symposium (UCF), April 2012

“Assessing and Preserving Intellectual Property in Online Collaborative Composition” | Georgia International Conference on Information Literacy (GSU), September 2011

“Fortune Regained: Online Collaborative Writing Tools” | CEA National Convention, April 2010

“The Impact of Socio-Economic Status on Acceptance of LGBT Gifted Students in Urban/Suburban Schools” | NAGC National Convention, June 2006

POSTER SESSIONS “Delivering the WAW: Instructional Mode & UCF’s Writing Studies Curriculum” | Graduate Research Forum (UCF), April 2013

“Between Print and Web: Technical Skills & Intertextuality with Digital Portfolios” | CCCC Digital Pedagogy Poster Session, March 2013

“Between Print and Web: Information Fluency Through Digital Portfolio Design” | Information Fluency Conference (UCF), March 2012

ATTENDED SEMINARS

Research Network Forum | CCCC, March 2013
Hybrid Pedagogy’s MOOC MOOC | Online, August 2012
Digital Pedagogies in the Humanities | DHSI, June 2012
Graduate Research Network | Computers & Writing, May 2012
Composition Teaching Circles | UCF, August 2011 to May 2012
NGLC Composition Teacher Training | Online, July 2011
Preparing Future Faculty | UCF, July 2011
Issues in Large Project Planning and Management | DHSI, June 2011

HONORS & AWARDS

UCF CAH Excellence in Graduate Student Teaching Award winner, 2014
CCCC Professional Equity Project Grant recipient, 2013
WPA-GO CCCC Travel Grant recipient, 2013
UCF CAH Excellence in Graduate Student Teaching Award nominee for DWR, 2012
UCF Trustees Doctoral Fellow, 2009
Who’s Who Among America’s Teachers, 2004 & 2005

INSTITUTIONAL SERVICE

Composition II Curriculum Revision Pilot | Spring 2013 (Pilot Instructor)
“Implications of Genre Theory for Writing Instruction and 1102” | Fall 2012 (Co-presenter)
Discourse-Community Curriculum Unit Redesign Task Force | Spring 2012 (Member/Presenter)
Composition Community Chronicle (newsletter) | Jan 2012 – Aug 2014 (Design Co-editor)
Composition II Curriculum Revision Committee | Fall 2011 – Dec 2013 (Member)
Allies Advance Diversity Training | Fall 2011 – May 2013 (Panelist)
Composition I Curriculum Revision Committee | Fall 2011 – Spring 2012 (Member)
Program Assessment Portfolio Review Team | Summer 2011 – May 2013 (Member)

AFFILIATIONS

Council of Writing Program Administrators
National Council for Teachers of English
Association for Computers in the Humanities
College English Association
Association for Supervision and Curriculum Development, 2000–2008
National Association for Gifted Children, 2006–2008

CHAPTER



TEACHING

If we assume that the Department of Language Studies and the Arts hired me to challenge the status quo in our writing classes, I've certainly achieved that goal this year. I've worked to create courses that preserve the existing Saint Leo curriculum while also challenging students' views of empowerment and authority in writing and in education. My classroom experimentation this year has allowed me to learn along side my students, rather than presenting myself as an expert who knows exactly what is supposed to happen in every class or every conversation. The flexibility has been invigorating, enriching, and humbling.

This year, I have taught the full range of introductory writing courses offered at Saint Leo, including ENG 002, 121, and 122. Each has presented a unique pedagogical challenge, and each has taught me about both my teaching and our students here at Saint Leo. Coming from the nation's second-largest university campus, with a RU/VH Carnegie rating, and moving to a Catholic, liberal-arts campus with less than 5% of the student population I had known has created some culture shock in terms of the expectations of my students. What I have learned this year will help me design courses in the future that will take into account not only what our curriculum expects of our students but also what our students expect of their educational institutions.

While I will detail below how each course became an experiment, let me first review my expected outcomes for myself as a learner in my classes. I aimed to experiment with Freirian critical pedagogy, encouraging students to take control of their learning and using student interests as a main motivating factor in course content and design. I also aimed to increase student autonomy and responsibility, having them contribute to the design of the course and its assignments/components. Additionally, I wanted to learn about the current introductory writing curriculum, better understanding what Saint Leo aims to do with, for, and to its students as they progress through the course sequence. I met each of these self-assigned learning objectives this year.

It bears mentioning that those learning objectives sometimes led to surprise or disappointment. My greatest challenges this year have come with learning more about our students' motivations. In the fall semester, after seeing students relatively uninterested in the initial thematic design of my 121 course, I suggested that we change our approach from "ENG 121" to "Life 101," studying a topic of personal interest. When I asked students what they would want to study for 15 weeks, my classes were silent. A couple students told me they had never been asked that in school; that led of course to a great conversation about the design and flaws of our public-education system. The dynamic of the class changed from that moment, and students began to see how their own determination can lead to meaningful experiences with learning, and they saw how they could judge what they learned in class without waiting for a test score.

The next semester, I took a similar (but more restrained) approach to 122, asking students to follow their interests within thematic guidelines. Tensions soon surfaced, with many students wondering how the content of our course applied to their majors, the "real world," or their life goals; class discussions highlighted the divide between student expectations and traditional academic values. It is worth noting that one of my students explained that his goal in life is "to make six figures." Many of his peers hold a similar, though less explicit, perspective: They view college as a pre-requisite to earning money, rather than as an opportunity to develop personally. Learning what motivates my students—and how that differs from the goals of my courses—has drawn my attention to the need at Saint Leo to better advocate for the benefits of a liberal-arts education, since my students seem not to know what one is or why they signed up to get one.

The situation was rather different in my ENG 002 class. Based on the course catalog description for Basic Composition Skills (a description I worked to

change; see section 4.1.1), I knew students would start the semester resenting the course for suggesting they had deficiencies. Being told that they didn't test well enough to take the regular first-year writing course but instead having to take a not-for-credit course would understandably create frustration and issues with esteem for the students and seriousness for me. In short, the nature of this course is problematic, and I worked to design and run a course which mitigated that trouble.

I started and ended the semester with a question: "What is writing, and what makes it good?" During finals week, students shared how their conceptions of writing had changed over the semester, becoming more complicated, nuanced, and situation-specific. Throughout the term, we devoted considerable attention to the expectations of various writing situations, thinking of the best ways to approach issues they cared about. From on-campus concerns about parking, speed bumps, and cafeteria options, to zoning issues, politics, and employment concerns, my students found a number of perceived problems and considered solutions to those problems from a variety of writing-based angles.

To emphasize the non-punitive nature of my class, I made sure to show students a lot of work in progress and encouraged them to write together as often as possible—seeing how writing is messy before it is finished, and how thinking through revisions can greatly enhance the effectiveness of a piece of writing. I am convinced that these students improved in their understanding of how writing works and are ready to tackle the challenges of ENG 121.

Having only seven regularly attending students in this class made it possible for each person in the room to consider the unique perspectives everyone else brought to the table. In that way, students saw not only how writing is a personal endeavor, influenced by experience, but also how writing is interpreted through the equally personal lens of experience. We had a student from the Bahamas, one who is Dutch, one from New York, one from Puerto Rico, one from Haiti, one African-American, and one who identifies as lesbian. Because the diversity was so balanced—with each student contributing a distinct perspective—we had candid, genuine conversations that engendered mutual trust and allowed everyone in the room to feel listened to.

Overall, I took the traditional 002, 121, and 122 courses and delivered the content to students in a more flexible and student-driven way than my students were expecting. My experiences this first year at Saint Leo have helped me better understand the positions and needs of our students, which I believe will help me do my job more effectively in the coming years. By knowing our

students, I can work to create courses that meet their expectations while also challenging them to become better people.

In my Annual Faculty Development Review Plan, I listed three goals for my teaching this year:

1. Increase application of critical pedagogy to classes; allow students greater control over content, assignments, etc.
2. Demonstrate facility with the curriculum
3. Implement digital portfolios in all classes to allow student work to be preserved, studied, and shared among faculty and other stakeholders

In each case, I believe I met the stated goal while also uncovering ways to progress further with the challenge.

2.1 Critical Pedagogy

Students in my 002 classes chose several issues to write about throughout the semester, students in my 121 classes chose topics for their semester-long research topics, and students in my 122 classes chose readings and publication venues for their three major writing assignments of the semester. In each case, I believe the ability to choose helped the students take their work more seriously, imbuing it with more meaning than had I assigned topics of my choosing. Students who took my 122 class after being with me for 121 have commented that they miss the control they had over their studies, preferring less structure to more.

At the same time, I recognize the need for more structure, particularly in terms of guidelines for applicability, depth of thought, or amount of labor. The lines separating the freedom to choose, the freedom to experience meaningful failure, and the freedom to meet minimal expectations become thin in writing classes, and in the future I need to better structure my courses and my assignments to allow the first two habits of mind while deterring students who wish to slack off.

2.2 Curriculum

I demonstrated in each course a comfort with the specific curriculum expected by the master syllabus. In fact, I had students in my 121 and 122 courses write

end-of-semester reflections that identified how they each met the standard student learning outcomes.

That said, my efforts to creatively experiment with course design led to a few changes that were perhaps a bit too far afield. My 122 courses in particular are proving insightful and beneficial to learn from, but they have not succeeded in bringing out the learning outcomes as much as I had hoped.

2.3 Digital Portfolios

As mentioned above, students in my 002 and 121 classes created end-of-term reflections addressing how each learning outcome was met. Students in these courses used the work they did as documentation of those outcomes, referring to online versions of each of their major assignments. At the end of the semester, students submitted a single URL (to a Google Doc) as their final projects. Many students liked the flexibility and simplicity of the process, and I was able to see a record of all the work my students did and easily see connections from document to document via hyperlinks. Additionally, I published student papers from 121 in a sort of “class journal” that presents student work in a professional format, lending their work additional seriousness and sophistication. Those journals also allow me to share with others the work that my students do.

One major drawback to the use of digital portfolios needs to be addressed before the end of term the next time I implement them. Many students forgot, despite countless verbal and written warnings, to grant sufficient access to their documents while I was reviewing them for final grades. Though most students quickly fixed the problem once they noticed a failing final grade, a few students made no changes and now hold me in very low esteem, as demonstrated through fleeting on-campus interactions and even comments made to their academic advisors. In the future, I will address issues of access before the final deadline by having students set up and share their final documents in class, rather than at home on their own time.

2.4 Teaching Goals for Next Year

The experimental nature of my approach to classes means I rarely repeat the same course year after year. I certainly intend to make changes in the future,

some of which pose significant challenges to my normal assumptions. Specifically, I intend to:

- provide more summative feedback on student work throughout the term,
- give students a better sense of their progress and performance throughout the semester,
- provide a clearer sense of structure for assignments at the start of the term, and
- preserve my focus on critical digital pedagogy in my course design.

Additionally, my service work over the coming year will more heavily incorporate teaching and curriculum-design elements, meaning the goals for my teaching and service will be very closely aligned and interconnected.

2.5 Documentation of Teaching

On the following pages, I have included copies of sample syllabi for the courses I have taught this year—ENG 002, 121, and 122. Because my students develop some elements of their syllabus (such as behavioral policies, sequence of assignments/units, etc.), each section I teach uses a slightly different syllabus. In the interest of brevity and representation, only one syllabus for each course, rather than one per section, is presented here. These following documents are provided as demonstration of my teaching this year:

1. Sample course syllabi for Fall 2014 and Spring 2015
2. Student Feedback Report for Fall 2014¹
3. Department Chair's observation from Fall 2014 (ENG 002)
4. Dean's observation from Fall 2014 (ENG 121)
5. Mentor's observation from Spring 2015 (ENG 122)

Any additional documentation, including syllabi for all sections or individual student feedback reports, is available upon request.

Part of the feedback provided by my dean included my need to wrap up the class session with an overview of activities and learning goals for the day, to help students see what they had achieved during that class meeting. While I had that suggestion very much in mind during my subsequent observation from my mentor, he left the room prior to the conclusion of the class session, and I was unable to document improvement in that specific area. (During

¹This report includes summaries of only three classes, my ENG 121 sections. I failed to distribute feedback forms to my small 002 class that semester, forgetting the paperwork. Evaluations for my 122 sections were not available by the time this portfolio was assembled.

our debrief meeting, my mentor and I shared a chuckle about the admittedly minor missed opportunity.)

2.5.1 Course Syllabi

Course syllabi appear on the following pages.



Course Syllabus: Basic Composition Skills

Course Section: ENG 002.CA01

Meeting: MWF 15:30–16:20, Lewis Hall, room 113

Prerequisite: None

Term: Fall 2014

Credit Hours: 3

Professor: Chris Friend

Email: christopher.friend@saintleo.edu

Office: Saint Edward Hall 238

Office Hours: MWF 14:00–15:00 and T 13:00–16:00; appointments strongly recommended. Visit <http://friend.lattiss.com> for availability.

1. COURSE DESCRIPTION FROM CATALOG

This course does not satisfy a LINK (General Education) requirement in English or an elective credit for an associate or bachelor's degree. This course is designed to remedy the special problems of students whose English preparation reveals marked deficiencies in written skills.

2. GOAL OF THE COURSE

Basic Composition Skills is designed to help students develop the writing skills they need to succeed in future college-level courses with heavy writing components, including ENG 121. It builds upon the foundation of writing instruction provided in high-school classes and enhance it with a focus specifically on college-level writing and Saint Leo's culture.

3. STUDENT LEARNING OUTCOMES

Through successful completion of this course and its activities, you should be able to

- Expand and improve your vocabulary.
- Demonstrate at least minimal college-level skills in spelling, punctuation, and grammar.
- Write grammatical sentences and cohesive paragraphs.
- Create a coherent, thorough piece of writing with appropriate structure and scope.
- Develop college-level reading, critical thinking, and problem-solving skills.

4. KEY CORE VALUES

Although all six of Saint Leo University (SLU)'s core values should be evident in the daily operation of our class and in every assignment you complete, the School of Arts & Sciences has chosen two as the key core values for this course.

Integrity: The SLU commitment to excellence “demands that its members live its mission and deliver on its promise. The faculty, staff, and students pledge to be honest, just, and consistent in word and deed.” We will demonstrate integrity by presenting our own work genuinely and our ideas honestly, both in discussion and in writing.

Respect: At SLU, “we value all individuals’ unique talents, respect their dignity, and strive to foster their commitment to excellence in our work. Our community’s strength depends on the unity and diversity of our people; on the free exchange of ideas; and on learning, living, and working harmoniously.” We will demonstrate respect in our dealings with others, including our peers with us in class and the authors whose work inspires or informs our discussion and writing.

5. MATERIALS FOR CLASS

- Required
 - (1) Biays and Wershoven, *Along These Lines: Writing Paragraphs and Essays*, Sixth Edition (ISBN 978-0-205-11013-1)
 - (2) Reliable connection to the Internet outside of class. Make a plan for what you will do/use if your device or connection dies.
 - (3) Automated, reliable backup system. Every semester, I have a student who loses everything due to a hard drive failure. Don't be that student.
 - (4) Regular access to your student email account. I check my email multiple times per day and will almost always reply within one business day. You should to check yours *at least* once per day, but definitely before each class meeting. (Why not set it up on your phone?)
- Recommended
 - (1) A Google account associate with your SLU email address. We will use this account for collaborative writing and to make document submission simpler. We will set this up on the second day of class.
 - (2) Your own computer running a full (non-mobile) operating system. Some of the work we do is much simpler with new software and the ability to run multiple programs simultaneously. Phones are too limited, and tablets can get frustrating. (Campus computer labs can work in a pinch.)

6. GRADING & ASSESSMENT

Your grade in this course will be based on two holistic grades listed in Table 1b. Think of these like grades for a semester-long project: the components work together to build the overall value of the whole, which will be graded in this course. You will get consistent feedback throughout the semester to help ensure you are on-track for a successful grade. Additionally, each major assignment will have a specific assessment rubric, and every smaller assignment will have detailed completion guidelines. The smaller assignments

count toward process and are designed to help you build skills and confidence as you work toward your final portfolio. They should not be dismissed.

Please note the following distinctive characteristics about grading in this course:

- You can earn a D for a major component, but you cannot earn a D for this course. To pass, you must earn at least a C, or 70 points.
- Your Products must earn a passing score (≥ 70) for you to pass the course. The Process grade can help your average, but it cannot make up for writing that is not passable. Because the goal of ENG 002 is to help you improve your writing, this policy should make sense as a reflection of the integrity of the course.
- Unlike most courses at SLU, grades for this course are on the 10-point scale, with no +/- grades available. This is reflected in Table 1a.

6.1. Grading Standards. Participation in all activities, and successful completion of all assignments (as defined by each assignment's assessment rubric) will earn you a passing grade of C, indicating that you have achieved the expected outcomes of the course. If you do not take part in all assignments and activities, you should not expect a passing grade in the course. If the quality of your work or your participation falls below acceptable standards (i.e. if you are heading for failure), I will be sure to let you know. Along more optimistic lines, grades of B or A are used for work that is good and excellent, respectively, surpassing the basic expectations. Assignment sheets will suggest ways to exceed those expectations, so you won't have to guess. If your performance exceeds basic standards, I will be sure to let you know.

6.2. Expectations. While enrolled in this course, you can expect these things from me:¹

- enthusiasm for learning, teaching, and writing;
- clarity and thoroughness in assignments, goals, and expectations;
- personal interest in your learning and work;
- flexibility, allowing you the freedom to be creative with the products you create for this course;
- critical feedback to help you improve your thinking and writing; and
- preparation to ensure a beneficial and productive semester.

If at any point you feel I am failing to meet any of those expectations, please let me know. Your feedback is the best way I can learn how to improve my teaching.

As we progress through the semester, your peers and I will expect these things from you:

¹The structure and approach of the Expectations section is adapted from the English 239 syllabus of Cheryl E. Ball, ISU.

GRADE	MIN. POINTS	COMPONENT	POINTS
A	90	Products (essays & other portfolio contents)	50
B	80	Process (participation, exercises, etc.)	50
C	70		
F	<70	TOTAL	100

(A) Grade Calculations

(B) Grade Components

TABLE 1. Course Grading System

- consistent and active participation in class activities, including peer review assignments;
- informed contributions, based on sufficient preparation and consideration (i.e. doing the readings and research)
- an open mind, tolerant and curious about differences of opinion; and
- honest and polite commentary and feedback that helps your peers improve their work.

During class discussions and as you work on your assignments, keep in mind that I value these things in my students:

- thought-out and supported opinions;
- willingness to take risks and try new approaches to solving problems, as risks often create the greatest opportunities;
- creativity in how you respond to the challenges created and faced by this course; and
- excellence in your work, showing the best you can produce.

7. COURSE CONTENTS

The first day of class will involve discussion about how students think our semester together could be used to help them improve and succeed in college writing. In general, this class will consist of discussing and writing your ideas, reading the writing of others, and revising your writing to improve its effectiveness for various uses.

While some of the work we do this semester will be aimed toward traditional, generic, for-the-teacher-only essays, I will try to help aim your writing beyond my desk. We should be able to create more practical audiences for your writing, making it easier to know when your work achieves its intended goal.

Because we will work together to evaluate one another's writing, and because we are interested in a diverse range of perspectives, your active participation in class discussions is the most essential component of a successful semester. This importance is reflected in the grading system used for this course.

The information in Table 2 (detailed in the Course Calendar) are suggestions, presented in a suggested order. We will discuss, debate, and decide how the class will actually flow as we progress. At the very least, you should expect to regularly complete exercises from the textbook and the online MyWritingLab system that are targeted toward specific trouble spots that develop during the semester. Because I have to plan the course before I know how you write, these details cannot effectively be "set in stone" until the course is underway.

8. POLICIES

8.1. Participation. Your attendance is mandatory, and your success in this course depends on your active engagement. If you are absent more than three times, your final grade will be reduced by one letter grade per additional day missed; therefore, after three absences, I recommend that you drop the class. If you are absent more than five times, you risk failing the course. If you must be absent, it is *your* responsibility to complete the day's activities and contact your peers to determine what you missed and how you need to recover. Any absence will cause you to forfeit credit for any participation or activities for those days.

Absences due to university-sponsored events—such as music performances, athletic competitions, debates, and some conferences—can excuse you from certain minor assignments (but not major papers). When participating in school-sponsored events, get the appropriate form from the organization sponsor

and submit it to your instructor before you miss class. Absences due to religious holidays not observed by the university should be discussed with the instructor during the first week of the semester.

Please note these details:

- (1) Major assignments will be submitted online, so attendance (or lack thereof) does not affect your ability to submit work. You are still expected to turn in your work regardless of whether you are in class that day.
- (2) For the purposes of this attendance policy, arriving tardy to class twice equals one absence.
- (3) I do not distinguish between “excused” and “unexcused” absences. If you are not in class, we cannot benefit from your participation, and you are absent. I consider university-sponsored events (mentioned in the paragraph above) the equivalent of attendance.

Treat participation in class activities (including discussions, peer review assignments, etc.) as evidence of attending to the course. I expect complete participation on all assignments from each student. We all know that the most boring classes are the ones where the instructor does all the talking. Don’t let that become the case here. Share your thinking, provide your opinion, and join in the work. When in doubt, speak your mind—it’s the only way your peers and your instructor will know what you’re thinking, and the only way we can compliment, complement, or correct, as appropriate.

8.2. Late and Make-Up Work. Major writing assignments will be submitted online, and computers are good at treating deadlines as absolutes. You will not be able to submit work late; I expect that you will be prepared. Minor activities done in class are designed to take advantage of the live interactions of all students and cannot be meaningfully “made up” after the class has ended; therefore, there is no make-up work in this class.

8.3. Etiquette. In short, the members of this class, both the instructor and the students, are expected to behave courteously and professionally in all interactions. Under that umbrella statement, the following general guidelines should inform your participation.

TABLE 2. Assignment Overview

WEEKS	UNIT	MAJOR PRODUCTS
1–2	Setting Goals	Writing samples, list of potential topics, semester goal statements, analyses of other syllabi
3–5	Organizing Paragraphs	3 revised ¶s, notes handout for selected textbook chapter
6–11	Drafting an Essay	2 Essays, list of social issues, 2 memos
12–14	Incorporating Research	Sample ¶, revised essay
15	Portfolios	2 polished essays, ≥ 3 polished ¶s, cover letter

Tolerance: Many of our discussions will be driven by opinions and based on challenging material. Since we are all writers, everyone in class will have personal experiences and viewpoints that can contribute meaning to the conversations. All participants are expected to treat others with dignity and respect and are expected to refrain from insensitive comments, including racist, ageist, sexist, classist, homophobic, or other disparaging and unwarranted views.

Timeliness: Students are expected to be ready for class at its designated time just as much as you expect the instructor to dismiss class by the designated time. Should you arrive to class late for any reason, please do so with a minimum level of disruption. If you need to leave class early for any reason, please notify the instructor in advance and be as non-disruptive as possible when leaving.

Phones: As a courtesy, all phones should be silenced during this or any other class. Should your phone accidentally create a distraction during class, you should take action to eliminate the distraction without adding to it.

Computers: You will need to use your computer in class regularly to collaborate with others and complete your assignments. Having the discipline of shutting off distractions (such as Facebook, chat applications, etc.) improves your ability to focus and participate meaningfully.

Messages: Grammar, spelling, and punctuation reflect the formality of the situation in which they appear. Keep in mind that emails and discussion posts you write for this class are being read by an English teacher in a composition course. Though I don't expect discussion posts to be perfectly error-free (they're not that important), I do expect you to treat written language with respect. Complete sentences and full words ("you" instead of "u") are always a good idea, even if the intended audience is your peers.

Email: As a SLU student, you have access to a student email account, which will be the primary method of communication for course-related announcements and information. Your instructor generally replies to messages within 24 hours Sunday through Thursday; messages sent on Fridays or Saturdays might get a delayed response.

8.4. **Computer Reliability.** Save everything, and save often. Computer problems are regular part of life, and I expect you to prepare for them rather than use them as an excuse for late work. Every semester, your instructor has students sustain a complete hard drive failure, losing all their work. Such failures are unavoidable, but losing data is not, if you plan ahead. Working backups and protection from Windows viruses are essential to avoid the most common catastrophes. A free Dropbox account (<http://dropbox.com>) provides convenient and automatic backups, allows you to access your files from any networked computer in case disaster befalls yours, and preserves old versions of files so that if a file is deleted or altered, a previous copy can be restored. Regardless of the solution you choose, know how you will keep moving if your computer fails.

8.5. **Honor Code.** Saint Leo University holds all students to the highest standards of honesty and personal integrity in every phase of their academic life. All students have a responsibility to uphold the Academic Honor Code by refraining from any form of academic misconduct, presenting only work that is genuinely their own, and reporting any observed instance of academic dishonesty to a faculty member.

Complete details can be found in the full SLU Academic Honor Code, from which the above paragraph was excerpted. Additionally, SLU's Core Values include Integrity, by which we "pledge to be honest, just, and consistent in word and deed."

8.6. **Commitment to Academic Excellence.** Academic excellence is reflected by balance and growth in mind, body, and spirit that develops a more effective and creative culture for students, faculty, and staff. It promotes integrity, honesty, personal responsibility, fairness, and collaboration at all levels of the university. At the level of students, excellence means achieving mastery of the specific intellectual content, critical thinking, and practical skills that develop reflective, globally conscious, and informed citizens ready to meet the challenges of a complex world.

8.7. **Instructor's Research.** For the purposes of conducting research or improving his teaching practices, your instructor may use your work anonymously as an example in other classes, in workshops and lectures, or in publications. For example, I might quote from one of your assignments in a journal article or conference presentation, without revealing your identity. If you do **not** wish your work to be used in this manner, let me know in writing (via email is fine) within one week after the date your final grade is due. (This date is listed on SLU's Academic Calendar.) Your course grade will not be affected by your decision to permit or deny my use of your work.²

9. AVAILABLE RESOURCES

9.1. **Libraries.** You may find that libraries and their resources, both online and on-ground, come in handy for this course. You have a few options, including but not limited to, the below:

9.1.1. *Daniel A. Cannon Memorial Library.* Librarians are available in the University Campus library during reference hours to answer questions concerning research strategies, database searching, locating specific materials, and interlibrary loan (ILL). Learn more about library services and check their hours by visiting their LibGuides page (<http://saintleo.libguides.com/calendar>) or search their catalog from their main page (<http://saintleo.edu/library>).

9.1.2. *Community Libraries.* Almost all public library systems offer free borrowing privileges to local community members, as well as free access to their online databases, including access from your home. The key is obtaining a library card. Check with your local library to find out how to get a borrower's card.

9.1.3. *The Library at USF.* University Campus students have borrowing privileges at the University of South Florida. Be sure to bring a current Saint Leo student ID card and proof of current enrollment with you to borrow USF library books.

9.2. Writing Resources on Campus.

9.2.1. *Writing and Research Instruction at the Library.* The Cannon Memorial Library now offers instruction in writing and research to students of all levels, across the curriculum. Ángel L. Jiménez and John David Harding offer instruction on all aspects and stages of the writing process. Please make an appointment by visiting their website (<http://saintleolibrary.cloudaccess.net/research-writing-help.html>).

²The "Instructor's Research" section is adapted from the syllabus of Beth Rapp-Young, UCF.

9.2.2. *Learning Resource Center.* The Learning Resource Center (LRC) provides tutoring services for all SLU students. The LRC is located on the second floor of the Student Activities Building and appointments are available through TutorTrac or on a walk-in basis. When attending a session you will need to bring: course syllabus, course notes and materials presented in class, course textbook(s), and any questions you have for the tutor. An English tutor will be able to help you:

- Understand assignment requirements
- Develop ideas; plan and organize your writing
- Identify and address some key aspects of your writing for you to revise
- Learn to cite and document sources
- Practice strategies for proofreading and editing
- Learn to correct errors in grammar, punctuation, and mechanics

9.3. **Accommodations.** Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has both contacted the Office of Disability Services [Student Activities Building 207, phone (352) 588-8464, fax (352) 588-8605, or email adaoffice@saintleo.edu] and contacted the instructor to discuss appropriate accommodations.

More personally, I am dedicated to incorporating inclusive practices for all students within the classroom, as well as providing for specific accommodation requests. Beyond the provisions of the Office of Disability Services, please feel free to contact me with any suggestions and/or requests you have regarding the accessibility of information and/or interactions in this course. I am always interested in these types of suggestions, as they may not only meet a specific student's needs but could also be employed to make the overall class more accessible and inclusive for all students.³

10. COURSE CALENDAR

UNIT	WEEK	DATES	TOPICS OF STUDY	PRIMARY DELIVERABLE
Setting Goals	1	26–29 Aug	Plan the semester; see how we can support your writing in other courses	Writing samples; syllabus analyses
	2	01–05 Sept	Setting ¶ goals (Ch 1); “Topics for Critical Thinking and Writing”	List of potential writing topics; goal statement Add/Drop Deadline Monday
Organizing Paragraphs	3	08–12 Sept	Classification (Ch 7)	Classification ¶; revision of goal statement
	4	15–19 Sept	Argument (Ch 10)	Argument ¶; revision of Classification ¶
	5	22–26 Sept	Your group's choice of ¶ type (Chs 2–6, 8, or 9)	Review handout w/ sample ¶; revision of Argument ¶
Drafting an Essay	6	29 Sept - 03 Oct	Drafting an essay (Ch 11)	Essay 1 draft; explanation of ¶-type decisions

³The second ¶ in the “Accommodations” section is adapted from the syllabus of Barbi Smyser-Fauble, ISU.

UNIT	WEEK	DATE	TOPICS OF STUDY	PRIMARY DELIVERABLE
	7	06–10 Oct	Revising an essay	Essay 1 final w/ comments from tutor Essay 1 Due
	8	13–17 Oct	Reflection; social issues	Course status memo; list of potential social issues Midterm Grades
	9	20–24 Oct	Multipattern essays (p 345); setting essay goals	Essay 2 planning ¶
	10	27–31 Oct	Argument essays (pp 338–45)	Revision of planning ¶
	11	03–07 Nov	Drafting essay 2	Essay 2 draft; explanation of ¶-type decisions Registration for Spring begins Monday
Incorporating Research	12	10–14 Nov	Incorporating Research (Ch 14); secondary audiences	List of research sources; list of potential audiences/venues Non-failing Withdraw deadline Monday
	13	17–21 Nov	Gathering sources; incorporating quotes	Source-integration demo ¶
		24–28 Nov	Thanksgiving Break—No Class	
	14	01–05 Dec	Re-write Essay 2, strengthening with sources	Re-draft of Essay 2 Re-written Essay 2 due Monday
Portfolios	15	08–12 Dec	Revise Essay 2; create portfolio	Essay 2 final w/ tutor comments; portfolio w/ cover letter Complete portfolio of writing due at beginning of exam period

10.1. **Changes.** Material in the preceding schedule is subject to change at the discretion of the instructor. Students will be notified of any changes in class. If relevant, changes will also be reflected in LearningStudio.

10.2. **Final Exams.** Because this class includes a portfolio that documents your progress over the semester, there is no final exam as such. However, we will meet for our exam period to share our work from the semester and practice oral presentation skills. Your exam will be held Fri, 12 Dec 2014, 15:20–17:20.

11. WORK CITED

Biays, John Sheridan and Carol Wershoven. *Along These Lines: Writing Paragraphs and Essays*. 6th ed. Boston, MA: Prentice Hall, 2012. Print.



Course Syllabus: Academic Writing I

Course Section: ENG 121.CA09

Meeting: TR 11:00–12:20, Daniel A. Cannon Memorial Library,
Southard room

Prerequisite: Passing grade in ENG 002 or satisfactory score on the
English Placement Test

Term: Fall 2014

Credit Hours: 3

Professor: Chris Friend

Email: christopher.friend@saintleo.edu

Office: Saint Edward Hall 238

Office Hours: MWF 14:00–15:00 and T 13:00–16:00; appointments
strongly recommended. Visit <http://friend.lattiss.com>
for availability.

1. COURSE DESCRIPTION

Academic Writing I is designed to teach students to communicate effectively in an academic environment. The goal of the course is to provide instruction, practice, and discussion to improve students' communication skills. Students will write for a variety of purposes and audiences and in a variety of rhetorical modes. The focus of the course is on practical, relevant, academic writing skills. Although good prose models are used throughout the course, the students' writing is the primary focus. All students will present one formal speech.

See Table 2 for an overview of the topics studied in this course and a list of the major required papers.

2. STUDENT LEARNING OUTCOMES

Through successful completion of this course and its activities, you should be able to

- Perfect the ability to write clear theses.
- Demonstrate proficiency in writing well-constructed introductory, body, and concluding paragraphs.

- Demonstrate the ability to revise and proofread various kinds of writing.
- Demonstrate proficiency in producing, revising, and editing drafts of an essay.
- Demonstrate proficiency in spelling, punctuation, and grammar.
- Improve your critical thinking, problem solving, writing style, and speaking skills.
- Develop proficiency in writing a five-paragraph essay in the various rhetorical modes.

3. KEY CORE VALUES

Although all six of Saint Leo University (SLU)'s core values should be evident in the daily operation of our class and in every assignment you complete, the School of Arts & Sciences has chosen two as the key core values for this course.

Integrity: The SLU commitment to excellence “demands that its members live its mission and deliver on its promise. The faculty, staff, and students pledge to be honest, just, and consistent in word and deed.” We will demonstrate integrity by presenting our own work genuinely and our ideas honestly, both in discussion and in writing.

Respect: At SLU, “we value all individuals’ unique talents, respect their dignity, and strive to foster their commitment to excellence in our work. Our community’s strength depends on the unity and diversity of our people; on the free exchange of ideas; and on learning, living, and working harmoniously.” We will demonstrate respect in our dealings with others, including our peers with us in class and the authors whose work inspires or informs our discussion and writing.

4. MATERIALS FOR CLASS

- Required
 - (1) Harris and Kunka, *Prentice Hall Reference Guide*, Ninth Edition (ISBN 978-0-321-92131-4)
 - (2) Saint Leo University, *The Academic Writing Reader* (ISBN 0-536-97592-2)
 - (3) Reliable connection to the Internet outside of class. Make a plan for what you will do/use if your device or connection dies.
 - (4) Automated, reliable backup system. Every semester, I have a student who loses everything due to a hard drive failure. Don't be that student.
 - (5) Regular access to your student email account. I check my email multiple times per day and will almost always reply within one business day. You should to check yours *at least* once per day, but definitely before each class meeting. (Why not set it up on your phone?)
- Recommended
 - (1) A Google account associate with your SLU email address. We will use this account for collaborative writing and to make document submission simpler. We will set this up on the second day of class.

- (2) Your own computer running a full (non-mobile) operating system. Some of the work we do is much simpler with new software and the ability to run multiple programs simultaneously. Phones are too limited, and tablets can get frustrating. (Campus computer labs can work in a pinch.)

5. GRADING & ASSESSMENT

Your grade in this course will be based on two holistic grades listed in Table 1b. Think of these like grades for a semester-long project: the components work together to build the overall value of the whole, which will be graded in this course. You will get consistent feedback throughout the semester to help ensure you are on-track for a successful grade. Additionally, each major assignment will have a specific assessment rubric, and every smaller assignment will have detailed completion guidelines. The smaller assignments count toward process and are designed to help you build skills and confidence as you work toward your final portfolio. They should not be dismissed.

Please note the following distinctive characteristics about grading in this course:

- You can earn a D for one of the major components, but you cannot earn a D for this course. To pass, you must earn at least a C, or 74 points. **Earning a C– is not sufficient.**
- Your Products must earn a passing score (≥ 74) for you to pass the course. The Process grade can help your average, but it cannot make up for writing that is not passable. Because the goal of ENG 121 is to help you improve your writing, this policy should make sense as a reflection of the integrity of the course.

GRADE	MIN. POINTS
A	94
A–	90
B+	88
B	84
B–	80
C+	78
C	74
C–	70
D+	68
D	60
F	<60

(A) Grade Calculations

COMPONENT	POINTS
Products (essays & other portfolio contents)	50
Process (participation, exercises, etc.)	50
TOTAL	100

(B) Grade Components

TABLE 1. Course Grading System

5.1. **Grading Standards.** Participation in all activities, and successful completion of all assignments (as defined by each assignment's assessment rubric) will earn you a passing grade of C, indicating that you have achieved the expected outcomes of the course. If you do not take part in all assignments and activities, you should not expect a passing grade in the course. If the quality of your work or your participation falls below acceptable standards (i.e. if you are heading for failure), I will be sure to let you know. Along more optimistic lines, grades of B or A are used for work that is good and excellent, respectively, surpassing the basic expectations. Assignment sheets will suggest ways to exceed those expectations, so you won't have to guess. If your performance exceeds basic standards, I will be sure to let you know.

5.2. **Expectations.** While enrolled in this course, you can expect these things from me:¹

- enthusiasm for learning, teaching, and writing;
- clarity and thoroughness in assignments, goals, and expectations;
- personal interest in your learning and work;
- flexibility, allowing you the freedom to be creative with the products you create for this course;
- critical feedback to help you improve your thinking and writing; and
- preparation to ensure a beneficial and productive semester.

If at any point you feel I am failing to meet any of those expectations, please let me know. Your feedback is the best way I can learn how to improve my teaching.

As we progress through the semester, your peers and I will expect these things from you:

- consistent and active participation in class activities, including peer review assignments;
- informed contributions, based on sufficient preparation and consideration (i.e. doing the readings and research)
- an open mind, tolerant and curious about differences of opinion; and
- honest and polite commentary and feedback that helps your peers improve their work.

During class discussions and as you work on your assignments, keep in mind that I value these things in my students:

- thought-out and supported opinions;
- willingness to take risks and try new approaches to solving problems, as risks often create the greatest opportunities;
- creativity in how you respond to the challenges created and faced by this course; and
- excellence in your work, showing the best you can produce.

6. COURSE CONTENTS

The first day of class will involve discussion about what students think would be the best way for them to achieve the Student Learning Outcomes. In general, this class will consist of writing

¹The structure and approach of the Expectations section is adapted from the English 239 syllabus of Cheryl E. Ball, ISU.

and discussing your ideas, reading the ideas of others, and then writing again to see whether or how the ideas of others integrate with your initial thinking. Because we will determine how class progresses together, and because we are interested in a diverse range of ideas, your active participation in class discussions is the most essential component of a successful semester. This importance is reflected in the grading system used for this course.

The units presented below (and the information in Table 2) are suggestions, presented in a suggested order. We will discuss, debate, and decide how the class will actually flow on the first day of class.

6.1. Rules, Regulations, and Following Orders.

Guiding question: What should we do in this class?

Working unit: Whole class

Reading responses: Selections from these options:

Stanley Milgram: “The Perils of Obedience” (p. 653)

Anthony Burgess: from *A Clockwork Orange* (p. 246)

Joseph M. Williams: “The Phenomenology of Error” (get from LearningStudio)

John Warner: “Rethinking My Cell Phone/Computer Policy” (get from LearningStudio)

Michael Kleine: “What Is It We Do...?” (get from LearningStudio)

Your choice: Find related content online

Survey: What kinds of writing are done in other disciplines/classes? (Ask other teachers.)

Product: Detailed assignment plans—What will you do for each unit, and what is the focus of each? Are they built around required assignments, interesting topics, traditional writing concepts, or something else?

TABLE 2. Proposed Assignment Overview

WEEKS	UNIT	MAJOR PAPERS
1	Planning the Term	Course Calendar
2–5	The Rules of Writing	Narrative Essay Assignment Sheets & Rubrics
6–8	Teaching Writing	Expository Essay Document, type TBD
9–11	Writing in Society	Descriptive Essay Project Proposal
12–15	Writing for Change	Persuasive Essay Campaign Plan Oral Presentation/“Pitch”

Essay: Narrative form telling how the process [reflected/challenged/reinforced/etc.] your core values. Audience: SLU administration, other writing teachers, or someone else?

6.2. The Value of Education.

Guiding question: Is teaching writing actually important?

Working unit: Large teams

Reading responses: Selections from these options:

Jonathan Kozol: “The Human Cost of an Illiterate Society” (p. 158)

Temple Grandin: “Thinking in Pictures” (p. 208)

David Rothenberg: “How the Web Destroys...” (p. 182)

Your choice: Anything else in Chapter 3

Josh Keller: “Studies Explore...” (get from LearningStudio)

Helen Keller: “The Day Language Came into My Life” (p. 206)

Aldous Huxley: “Propaganda Under a Dictatorship” (p. 235)

Your choice: Anything in Chapter 10—The Artistic Impulse

Your choice: Find related content online

Survey: Why do we teach writing? (Ask college graduates, especially those in your major.)

Product: Class-chosen; audience probably past selves, younger students, or former teachers.

Essay: Expository form defining *education* and explaining its function from multiple sides, examining multiple values/perspectives.

6.3. Issues in Popular Culture.

Guiding question: How do we change society?

Working unit: Small groups

Reading responses: Selections from these options:

Juliet B. Schor: “The Culture of Consumerism” (p. 256)

Philip Slater: “Want-Creation Fuels Americans’ Addictiveness” (p. 264)

Your choice: Anything else in Chapter 5

Your choice: Anything in Chapter 9—The Impact of Technology

Nicholas Carr: “Is Google Making Us Stupid?” (get from LearningStudio)

Your choice: Find related content online

Survey: Your group will design its own question(s) and choose a relevant audience.

Product: Project proposal for a group-selected change agent. How do changes happen in a large [institutional/governmental/regional] scale?

Presentation: Your group will create a Pecha Kucha to “pitch” your project to your peers.

Essay: Descriptive form focusing on the problem. [To consider in discussion: Should the essay include the solution?]

6.4. Personal Project Unit. For this unit, you will create your own products, rather than contributing to group products. Whether you still work in groups as you progress will be determined

by class discussion. Because the product is individual, you will have more choice regarding what you read and create.

The expectations below apply to whichever option you choose to study.

Working unit: Individual

Interview: Chat with a small number of people (1–3) about the issue you chose.

Product: Plan a campaign to bring about awareness or change based on the issues studied; present that plan to the class

Presentation: You will create a Pecha Kucha to “pitch” your project to your peers.

Essay: Persuasive form, perhaps intended for *The Lions’ Pride* campus newspaper or an online blog posting.

6.4.1. *Matters of Ethics, Philosophy, and Religion (Option 1).*

Guiding question: How do we make complex decisions?

Reading responses: Selections from these options:

Philip Wheelwright: “The Meaning of Ethics” (p. 628)

Your choice: Anything else in Chapter 11

Your choice: Find related content online

6.4.2. *The Pursuit of Justice (Option 2).*

Guiding question: How do we determine what is “fair”?

Working unit: Individual

Reading responses: Selections from these options:

Barbara Ehrenreich: “Nickel-and-Dimed” (p. 474)

Your choice: Anything else in Chapter 8

Coward, Ashe, or Kantowitz: from Pop Culture chapter (see top of p. viii)

Your choice: Find related content online

7. POLICIES & MISCELLANEA

7.1. Participation. Your attendance is mandatory, and your success in this course depends on your active engagement. If you are absent more than three times, your final grade will be reduced by one letter grade per additional day missed; therefore, after three absences, I recommend that you drop the class. If you are absent more than five times, you risk failing the course. If you must be absent, it is *your* responsibility to complete the day’s activities and contact your peers to determine what you missed and how you need to recover. Any absence will cause you to forfeit credit for any participation or activities for those days.

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religious holidays not observed by the university should be discussed with the instructor during the first week of the semester.

Please note these details:

- (1) Major assignments will be submitted online, so attendance (or lack thereof) does not affect your ability to submit work. You are still expected to turn in your work regardless of whether you are in class that day.
- (2) For the purposes of this attendance policy, arriving tardy to class twice equals one absence.
- (3) I do not distinguish between “excused” and “unexcused” absences. If you are not in class, we cannot benefit from your participation, and you are absent. I consider university-sponsored events (mentioned in the paragraph above) the equivalent of attendance.

Treat participation in class activities (including discussions, peer review assignments, etc.) as evidence of attending to the course. I expect complete participation on all assignments from each student. We all know that the most boring classes are the ones where the instructor does all the talking. Don't let that become the case here. Share your thinking, provide your opinion, and join in the work. When in doubt, speak your mind—it's the only way your peers and your instructor will know what you're thinking, and the only way we can compliment, complement, or correct, as appropriate.

7.2. Late and Make-Up Work. Major writing assignments will be submitted online, and computers are good at treating deadlines as absolutes. You will not be able to submit work late; I expect that you will be prepared. Minor activities done in class are designed to take advantage of the live interactions of all students and cannot be meaningfully “made up” after the class has ended; therefore, there is no make-up work in this class.

7.3. Etiquette. In short, the members of this class, both the instructor and the students, are expected to behave courteously and professionally in all interactions. Under that umbrella statement, the following general guidelines should be followed in any class here at SLU.

Tolerance: Many of our discussions will be driven by opinions and based on challenging material. Since we are all writers, everyone in class will have personal experiences and viewpoints that can contribute meaning to the conversations. All participants are expected to treat others with dignity and respect and are expected to refrain from insensitive comments, including racist, ageist, sexist, classist, homophobic, or other disparaging and unwarranted views.

Timeliness: Students are expected to be ready for class at its designated time just as much as you expect the instructor to dismiss class by the designated time. Should you arrive to class late for any reason, please do so with a minimum level of disruption. If you need to leave class early for any reason, please notify the instructor in advance and be as non-disruptive as possible when leaving.

Phones: As a courtesy, all phones should be silenced during this or any other class. Should your phone accidentally create a distraction during class, you should take action to eliminate the distraction without adding to it.

Computers: You will need to use your computer in class regularly to collaborate with others and complete your assignments. Having the discipline of shutting off distractions (such as Facebook, chat applications, etc.) improves your ability to focus and participate meaningfully.

Messages: Grammar, spelling, and punctuation reflect the formality of the situation in which they appear. Keep in mind that emails and discussion posts you write for this class are being read by an English teacher in a composition course. Though I don't expect discussion posts to be perfectly error-free (they're not that important), I do expect you to treat written language with respect. Complete sentences and full words ("you" instead of "u") are always a good idea, even if the intended audience is your peers.

Email: As a SLU student, you have access to a student email account, which will be the primary method of communication for course-related announcements and information. Your instructor generally replies to messages within 24 hours Sunday through Thursday; messages sent on Fridays or Saturdays might get a delayed response.

7.4. Computer Reliability. Save everything, and save often. Computer problems are regular part of life, and I expect you to prepare for them rather than use them as an excuse for late work. Every semester, your instructor has students sustain a complete hard drive failure, losing all their work. Such failures are unavoidable, but losing data is not, if you plan ahead. Working backups and protection from Windows viruses are essential to avoid the most common catastrophes. A free Dropbox account (<http://dropbox.com>) provides convenient and automatic backups, allows you to access your files from any networked computer in case disaster befalls yours, and preserves old versions of files so that if a file is deleted or altered, a previous copy can be restored. Regardless of the solution you choose, know how you will keep moving if your computer fails.

7.5. Honor Code. Saint Leo University holds all students to the highest standards of honesty and personal integrity in every phase of their academic life. All students have a responsibility to uphold the Academic Honor Code by refraining from any form of academic misconduct, presenting only work that is genuinely their own, and reporting any observed instance of academic dishonesty to a faculty member.

Complete details can be found in the full SLU Academic Honor Code, from which the above paragraph was excerpted. Additionally, SLU's Core Values include Integrity, by which we "pledge to be honest, just, and consistent in word and deed."

7.6. Commitment to Academic Excellence. Academic excellence is reflected by balance and growth in mind, body, and spirit that develops a more effective and creative culture for students, faculty, and staff. It promotes integrity, honesty, personal responsibility, fairness, and collaboration at all levels of the university. At the level of students, excellence means achieving mastery

of the specific intellectual content, critical thinking, and practical skills that develop reflective, globally conscious, and informed citizens ready to meet the challenges of a complex world.

7.7. **Instructor's Research.** For the purposes of conducting research or improving his teaching practices, your instructor may use your work anonymously as an example in other classes, in workshops and lectures, or in publications. For example, I might quote from one of your assignments in a journal article or conference presentation, without revealing your identity. If you do **not** wish your work to be used in this manner, let me know in writing (via email is fine) within one week after the date your final grade is due. (This date is listed on SLU's Academic Calendar.) Your course grade will not be affected by your decision to permit or deny my use of your work.²

8. AVAILABLE RESOURCES

8.1. **Library Resources.** You may find that libraries and their resources, both online and on-ground, come in handy for this course. You have a few options, including but not limited to, the below:

8.1.1. *Daniel A. Cannon Memorial Library.* Librarians are available in the University Campus library during reference hours to answer questions concerning research strategies, database searching, locating specific materials, and interlibrary loan (ILL). Learn more about library services and check their hours by visiting their LibGuides page (<http://saintleo.libguides.com/calendar>) or search their catalog from their main page (<http://saintleo.edu/library>).

8.1.2. *Community Libraries.* Almost all public library systems offer free borrowing privileges to local community members, as well as free access to their online databases, including access from your home. The key is obtaining a library card. Check with your local library to find out how to get a borrower's card.

8.1.3. *The Library at USF.* University Campus students have borrowing privileges at the University of South Florida. Be sure to bring a current Saint Leo student ID card and proof of current enrollment with you to borrow USF library books.

8.2. **Writing Resources on Campus.** While on University Campus, SLU students have access to two helpful resources targeted specifically at writing assistance. Basically, we offer two places where you can get free tutoring and after-class help with your writing.

8.2.1. *Writing and Research Instruction at the Library.* The Cannon Memorial Library now offers instruction in writing and research to students of all levels, across the curriculum. Ángel L. Jiménez and John David Harding offer instruction on all aspects and stages of the writing process. Please make an appointment by visiting their website (<http://saintleolibrary.cloudaccess.net/research-writing-help.html>).

²The "Instructor's Research" section is adapted from the syllabus of Beth Rapp-Young, UCF.

8.2.2. *Learning Resource Center.* The Learning Resource Center (LRC) provides tutoring services for all SLU students. The LRC is located on the second floor of the Student Activities Building and appointments are available through TutorTrac or on a walk-in basis. When attending a session you will need to bring: course syllabus, course notes and materials presented in class, course textbook(s), and any questions you have for the tutor. An English tutor will be able to help you:

- Understand assignment requirements
- Develop ideas
- Plan and organize your writing
- Identify and address some key aspects of your writing for you to revise
- Learn to cite and document sources
- Practice strategies for proofreading and editing
- Learn to correct errors in grammar, punctuation, and mechanics

8.3. **Accommodations.** Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has both contacted the Office of Disability Services [Student Activities Building 207, phone (352) 588-8464, fax (352) 588-8605, or email adaoffice@saintleo.edu] and contacted the instructor to discuss appropriate accommodations.

More personally, I am dedicated to incorporating inclusive practices for all students within the classroom, as well as providing for specific accommodation requests. Beyond the provisions of the Office of Disability Services, please feel free to contact me with any suggestions and/or requests you have regarding the accessibility of information and/or interactions in this course. I am always interested in these types of suggestions, as they may not only meet a specific student's needs but could also be employed to make the overall class more accessible and inclusive for all students.³

9. COURSE CALENDAR

UNIT	WEEK	DATES	TOPICS OF STUDY	PRIMARY DELIVERABLE
Planning the Term	1	26–29 Aug	What will we do this semester? What skills are needed?	Writing samples; Course Calendar
Writing Rules	2	01–05 Sept	How do rules work among people and in society?	Reading responses Add/Drop Deadline Monday
	3	08–12 Sept	How do rules work in writing? How do we choose which to use?	Project plans for the semester
	4	15–19 Sept	How do disciplines view writing?	Survey responses; revised project plans
	5	22–26 Sept	What have you discovered? How can that be communicated?	Narrative paper w/ survey data Essay 1 Due

³The second ¶ in the “Accommodations” section is adapted from the syllabus of Barbi Smyser-Fauble, ISU.

UNIT	WEEK	DATE	TOPICS OF STUDY	PRIMARY DELIVERABLE
Teaching Writing	6	29 Sept - 03 Oct	What does language do to/for people?	Reading responses
	7	06-10 Oct	How is language used after college?	Survey responses; list of audience options
	8	13-17 Oct	How should writing be taught?	Expository paper w/ survey data Midterm Grades; Essay 2 Due
Writing in Society	9	20-24 Oct	How do authors write about cultural concerns? Who are their audiences?	Reading responses; revised narrative
	10	27-31 Oct	Who can change the issues you identify?	Survey responses, as appropriate
	11	03-07 Nov	How can we convince others to support our cause?	Project pitch with presentation; Descriptive paper Spring Registration Monday; Essay 3 & Presentation 1 Due
Writing for Change	12	10-14 Nov	What issues compel discussion?	Reading responses; revised exposition Non-failing Withdraw deadline Monday
	13	17-21 Nov	What views exist? How can you motivate change?	Interview data
		24-28 Nov	Thanksgiving Break—No Class	
	14	01-05 Dec	What action needs to be taken by whom?	Persuasive paper; revised description Essay 4 Due
Portfolios	15	08-12 Dec	What have you accomplished?	Campaign pitch & Cover letter Complete Portfolio & Presentation 2 Due

9.1. **Changes.** Material in the preceding schedule is subject to change at the discretion of the instructor. Students will be notified of any changes in class. If relevant, changes will also be reflected in LearningStudio.

9.2. **Final Exams.** Because this class includes a portfolio that documents your progress over the semester, there is no final exam as such. However, we will meet for our exam period to share our work from the semester and practice oral presentation skills. Your exam will be held Tue, 09 Dec 2014, 10:10-12:10.

10. WORKS CITED

- Harris, Muriel and Jennifer L. Kunka. *Prentice Hall Reference Guide*. Ninth Ed. Boston, MA: Pearson Education, 2015. Print.
- Saint Leo University. *The Academic Writing Reader*. Boston, MA: Pearson Custom Publishing, 2006. Print.



Course Syllabus: Academic Writing II

Course Section: ENG 122.CA09

Meeting: MWF 10:30–11:20, campus portables, room 3

Prerequisite: Credit for Academic Writing I (ENG 121)

Term: Spring 2015

Credit Hours: 3

Professor: Chris Friend

Email: christopher.friend@saintleo.edu

Office: Saint Edward Hall 238

Office Hours: MWF 15:45–17:00 and T 14:00–17:00; appointments strongly recommended. Visit <http://friend.lattiss.com> for availability.

1. COURSE DESCRIPTION

Academic Writing II is a continuation of ENG 121 emphasizing expository writing based on analytical study of literary genres. It also includes an introduction to the research process and oral communication through class presentation.

2. STUDENT LEARNING OUTCOMES

Through successful completion of this course and its activities, you should be able to

- Demonstrate proficiency in argumentation and expository writing, emphasizing content and mechanical skills.
- Improve critical skills through the analysis of selected literature.
- Practice speaking skills through participating in regular class discussion.
- Gain an appreciation of literature through class discussion and lecture.
- Relate literary works and their authors to one another and to their common heritage.
- Demonstrate proficiency in using library resources, taking notes, documenting sources accurately according to the Modern Language Association MLA guidelines, and incorporating source materials into a research paper.

3. MATERIALS FOR CLASS

- Required
 - (1) James and Merickel, *Reading Literature and Writing Argument*, Fifth Edition (ISBN 978-0-321-87186-2)
 - (2) Reliable connection to the Internet outside of class. Make a plan for what you will do/use if your device or connection dies.
 - (3) Automated, reliable backup system. Every semester, I have a student who loses everything due to a hard drive failure. Don't be that student.
 - (4) Regular access to your student email account. You should check mail *at least* once per day, but definitely before each class. (Why not set it up on your phone?)
 - (5) A Google account, preferably associated with your Saint Leo University (SLU) email address. We will use this account for collaborative writing and to make document submission simpler. We will set this up on the second day of class.
 - (6) A Twitter account that you can use for classwork. You are welcome to use an existing account or to create one just for this class.

4. COURSE CONTENTS

This course focuses on the public uses of writing, particularly online publication. Because the Internet provides countless opportunities to share your thinking with a large audience and ultimately the chance to influence what others think about various issues. To help connect authors, ideas, and readers, activities and discussions throughout the semester will work with these main issues:

- authorship, referencing/citation, and credibility
- audience, publicity, and accessibility
- style, peer review, and rhetorical appropriateness

In this class, you will use writing for a number of purposes throughout the semester. Many times, that writing will be for your use or to help other learners in class. Sometimes, your writing will have a public audience: another class, people interested in a specific topic you choose, or a publication venue. This class is designed to prepare you to publish in such a venue. In three modules, you'll look for places online that already discuss an issue you're thinking about, and you'll work to create writing appropriate for publication in that setting.

Ultimately, you'll submit three pieces to be considered for publication online. Note that submitting them for publication, not being published, is the ultimate goal of your work in this course. Rarely are things accepted for publication on the first attempt. Because publication schedules don't line up with semester calendars, and because publication cannot be guaranteed in real-world situations, whether your work is accepted and/or published will not affect your evaluation in this course.

4.1. **Expectations.** While enrolled in this course, you can expect these things from me:¹

- enthusiasm for learning, teaching, and writing;
- clarity and thoroughness in assignments, goals, and expectations;
- personal interest in your learning and work;
- flexibility, allowing you the freedom to be creative with your work in this course;
- critical feedback to help you improve your thinking and writing; and
- preparation to ensure a beneficial and productive semester.

If at any point you feel I am failing to meet any of those expectations, please let me know. Your feedback is the best way I can learn how to improve my teaching.

As we progress through the semester, your peers and I will expect these things from you:

- consistent and active participation in class activities, including peer review assignments;
- informed contributions, based on sufficient preparation and consideration (i.e. doing the readings and research)
- an open mind, tolerant and curious about differences of opinion; and
- honest and polite commentary and feedback that helps your peers improve their work.

During class discussions and as you work on your assignments, keep in mind that I value these things in my students:

- thought-out and supported opinions;
- willingness to take risks and try new approaches to solving problems, as risks often create the greatest opportunities;
- creativity in how you respond to the challenges created and faced by this course; and
- excellence in your work, showing the best you can produce.

5. POLICIES & MISCELLANEA

5.1. **Grading & Assessment.** Grades are based on participation as determined by group members. Participation includes:

- doing all the work
- contributing to group conversations/discussions
- offering help to others and giving suggestions

5.2. **Attendance & Participation.** Show up. Be on time. If you can't:

- email (or otherwise communicate with) your group and
- don't leave your group hanging. Send in your part.

¹The structure and approach of the Expectations section is adapted from the English 239 syllabus of Cheryl E. Ball, ISU.

5.3. **Accommodations.** Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has both contacted the Office of Disability Services [Student Activities Building 207, phone (352) 588-8464, fax (352) 588-8605, or email adaoffice@saintleo.edu] and contacted the instructor to discuss appropriate accommodations.

More personally, I am dedicated to incorporating inclusive practices for all students within the classroom, as well as providing for specific accommodation requests. Beyond the provisions of the Office of Disability Services, please feel free to contact me with any suggestions and/or requests you have regarding the accessibility of information and/or interactions in this course. I am always interested in these types of suggestions, as they may not only meet a specific student's needs but could also be employed to make the overall class more accessible and inclusive for all students.²

5.4. **Late and Make-Up Work.** Major writing assignments will be submitted online, and computers are good at treating deadlines as absolutes. You will not be able to submit work late; I expect that you will be prepared. Minor activities done in class are designed to take advantage of the live interactions of all students and cannot be meaningfully "made up" after the class has ended; therefore, there is no make-up work in this class.

5.5. **Etiquette.** In short, the members of this class, both the instructor and the students, are expected to behave courteously and professionally in all interactions. Under that umbrella statement, the following general guidelines should be followed in any class here at SLU.

Tolerance: Many of our discussions will be driven by opinions and based on challenging material.

Since we are all writers, everyone in class will have personal experiences and viewpoints that can contribute meaning to the conversations. All participants are expected to treat others with dignity and respect and are expected to refrain from insensitive comments, including racist, ageist, sexist, classist, homophobic, or other disparaging and unwarranted views.

Timeliness: Students are expected to be ready for class at its designated time just as much as you expect the instructor to dismiss class by the designated time. Should you arrive to class late for any reason, please do so with a minimum level of disruption. If you need to leave class early for any reason, please notify the instructor in advance and be as non-disruptive as possible when leaving.

Phones: As a courtesy, all phones should be silenced during this or any other class. Should your phone accidentally create a distraction during class, you should take action to eliminate the distraction without adding to it.

Computers: You will need to use your computer in class regularly to collaborate with others and complete your assignments. Having the discipline of shutting off distractions (such as Facebook, chat applications, etc.) improves your ability to focus and participate meaningfully.

²The second ¶ in the "Accommodations" section is adapted from the syllabus of Barbi Smyser-Fauble, ISU.

Messages: Grammar, spelling, and punctuation reflect the formality of the situation in which they appear. Keep in mind that emails and discussion posts you write for this class are being read by an English teacher in a composition course. Though I don't expect discussion posts to be perfectly error-free (they're not that important), I do expect you to treat written language with respect. Complete sentences and full words ("you" instead of "u") are always a good idea, even if the intended audience is your peers.

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6. KEY CORE VALUES

Although all six of SLU's core values should be evident in the daily operation of our class and in every assignment you complete, the School of Arts & Sciences has chosen two as the key core values for this course.

Integrity: The SLU commitment to excellence "demands that its members live its mission and deliver on its promise. The faculty, staff, and students pledge to be honest, just, and consistent in word and deed." We will demonstrate integrity by presenting our own work genuinely and our ideas honestly, both in discussion and in writing.

Excellence: At SLU, "All of us, individually and collectively, work hard to ensure that our students develop the character, learn the skills, and assimilate the knowledge essential to become morally responsible leaders. The success of our University depends upon a conscientious commitment to our mission, vision, and goals." We will demonstrate excellence in our work and our professional interactions with one another and the public.

6.1. **Honor Code.** Saint Leo University holds all students to the highest standards of honesty and personal integrity in every phase of their academic life. All students have a responsibility to uphold the Academic Honor Code by refraining from any form of academic misconduct, presenting only work that is genuinely their own, and reporting any observed instance of academic dishonesty to a faculty member.

Complete details can be found in the full SLU Academic Honor Code, from which the above paragraph was excerpted. Additionally, SLU's Core Values include Integrity, by which we "pledge to be honest, just, and consistent in word and deed."

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6.3. Instructor's Research. For the purposes of conducting research or improving his teaching practices, your instructor may use your work anonymously as an example in other classes, in workshops and lectures, or in publications. For example, I might quote from one of your assignments in a journal article or conference presentation, without revealing your identity. If you do **not** wish your work to be used in this manner, let me know in writing (via email is fine) within one week after the date your final grade is due. (This date is listed on SLU's Academic Calendar.) Your course grade will not be affected by your decision to permit or deny my use of your work.³

7. AVAILABLE RESOURCES

7.1. Library Resources. You may find that libraries and their resources, both online and on-ground, come in handy for this course. You have a few options, including but not limited to, the below:

7.1.1. Daniel A. Cannon Memorial Library. Librarians are available in the University Campus library during reference hours to answer questions concerning research strategies, database searching, locating specific materials, and interlibrary loan (ILL). Learn more about library services and check their hours by visiting their LibGuides page (<http://saintleo.libguides.com/calendar>) or search their catalog from their main page (<http://saintleo.edu/library>).

7.1.2. Community Libraries. Almost all public library systems offer free borrowing privileges to local community members, as well as free access to their online databases, including access from your home. The key is obtaining a library card. Check with your local library to find out how to get a borrower's card.

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7.2. Writing Resources on Campus. While on University Campus, SLU students have access to two helpful resources targeted specifically at writing assistance. Basically, we offer two places where you can get free tutoring and after-class help with your writing.

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7.2.2. *Learning Resource Center.* The Learning Resource Center (LRC) provides tutoring services for all SLU students. The LRC is located on the second floor of the Student Activities Building and appointments are available through TutorTrac or on a walk-in basis. When attending a session you will need to bring: course syllabus, course notes and materials presented in class, course textbook(s), and any questions you have for the tutor. An English tutor will be able to help you:

- Understand assignment requirements
- Develop ideas
- Plan and organize your writing
- Identify and address some key aspects of your writing for you to revise
- Learn to cite and document sources
- Practice strategies for proofreading and editing
- Learn to correct errors in grammar, punctuation, and mechanics

8. COURSE SCHEDULE

8.1. Final Exams. Because this class centers on public writing, there is no final exam as such. However, we will meet for our exam period to share our work from the semester and practice oral presentation skills. Your “exam” will be held Fri, 24 Apr 2015, 10:10–12:10. Please note that even though you aren’t being tested on that day, your attendance is mandatory.

8.2. Changes. Material in the following calendar is subject to change at the discretion of the instructor. Students will be notified of any changes in class. If relevant, changes will also be reflected in LearningStudio.

8.3. Semester Calendar.

UNIT	WEEK	DATES	TOPICS OF STUDY	PRIMARY DELIVERABLE
Planning the Term	1	12–16 Jan	Writing tools: Google Docs, Twitter, etc.	Course syllabus; personal intro
Individuality & Community	2	19–23 Jan	Using literature as source material	Topic teaser (in groups) Add/Drop Deadline 1/19
	3	26–30 Jan	Finding “good” sources	Annotated Bib
	4	2–6 Feb	Finding places to write	Draft 1
	5	9–13 Feb	Mimicking writing styles	Submitted Draft
Nature & Place or Family & Identity	6	16–20 Feb	Appealing to a specific audience	Topic teaser (in groups) Adjusted schedule 2/16
	7	23–27 Feb	The citation process	Annotated Bib
	8	2–6 Mar	Advocacy and calls to action	Draft 1 Midterm Grades Due 3/2
	9	9–13 Mar	Using publication venues	Submitted Draft
	n/a	16–20 Mar	Spring Break—No class	
Power & Responsibility	10	23–27 Mar	Gaining authority through authorship	Topic teaser (in groups)
	11	30 Mar - 3 Apr	Using sources to gain credibility	Annotated Bib Summer/Fall Registration begins 3/30; No class 4/3
	12	6–10 Apr	Influencing people through public writing	Draft 1 Non-failing Withdrawal deadline 4/6
	13	13–17 Apr	How do we change the world?	Submitted Draft
Course Audit	14	20–22 Apr	What have you learned from this semester’s failures?	Course audit Exams start 4/23
	15	23–28 Apr	Show and tell!	Presentations Exam Week

2.5.2 Student Feedback

Student Feedback Reports appear on the following pages.

Instructor: 2014FA1 Student Feedback Report for ENG-121-CA09— Friend Christopher
 Based on 13 Returned Surveys out of 17 Enrolled Students (at University College CA)

The section GPA for ENG-121-CA09 = . 2.51. The percent of As = 33.3 and the percent of Fs = 11.1

Items ("5" Agree Strongly to "1" Disagree Strongly)	Group Mean for 243 classes in your school	Class Mean	Agree Strongly	Agree	Neither	Disagree	Disagree Strongly
Composite Score (Average of items in Student Learning, Communication & Clarity of Materials, Organization & Preparation, and Stimulating Interest & Instructor's Enthusiasm)	4.46	4.18					
Student Learning							
1. I feel that I have become more confident in this area because of this course	4.41	3.92	30.8	46.2	7.7	15.4	0.0
2. I gained an excellent understanding of the concepts in this field	4.37	4.00	30.8	46.2	15.4	7.7	0.0
3. I gained significant knowledge about the course subject matter	4.41	4.15	46.2	30.8	15.4	7.7	0.0
4. I learned something valuable in this course	4.47	4.38	61.5	23.1	7.7	7.7	0.0
5. I learned to analyze and critically evaluate ideas, arguments, and points of view	4.41	4.31	53.8	30.8	7.7	7.7	0.0
6. I learned to apply course concepts to solve problems and make decisions	4.35	4.08	38.5	38.5	15.4	7.7	0.0
7. This course challenged me to perform to the best of my abilities	4.41	4.38	53.8	38.5	0.0	7.7	0.0
Communication & Clarity of Materials	4.47	4.48					
8. The instructor clarified complex sections of the text	4.44	4.46	53.8	38.5	7.7	0.0	0.0
9. The instructor communicated clearly	4.47	4.46	69.2	7.7	23.1	0.0	0.0
10. The instructor effectively used examples or illustrations to clarify course material	4.48	4.54	69.2	15.4	15.4	0.0	0.0
11. The instructor presented material at a pace suitable for my comprehension	4.46	4.54	61.5	30.8	7.7	0.0	0.0
12. The instructor responded effectively to student questions	4.49	4.38	53.8	30.8	15.4	0.0	0.0
Organization & Preparation	4.49	4.49					
13. The instructor's presentations were well organized	4.46	4.38	61.5	15.4	23.1	0.0	0.0
14. Lectures were relevant to course content	4.54	4.46	53.8	38.5	7.7	0.0	0.0
15. Instructional activities were relevant to the course content	4.51	4.46	69.2	7.7	23.1	0.0	0.0
16. Discussions were well organized	4.46	4.46	53.8	38.5	7.7	0.0	0.0

Items ("5" Agree Strongly to "1" Disagree Strongly)	Group Mean for 243 classes in your school		Class Mean	Agree Strongly	Agree	Neither	Disagree	Disagree Strongly
	4.48	4.46						
17. I understood what was expected of me in this course	4.48	4.46	4.46	61.5	23.1	15.4	0.0	0.0
18. The instructor gave assignments that helped me learn the course content	4.45	4.54	4.54	61.5	30.8	7.7	0.0	0.0
19. Instructor feedback in this course was helpful	4.45	4.62	4.62	76.9	7.7	15.4	0.0	0.0
20. The instructor used class time effectively	4.51	4.46	4.46	53.8	38.5	7.7	0.0	0.0
21. The class met for the scheduled number of hours	4.59	4.54	4.54	69.2	15.4	15.4	0.0	0.0
Stimulating Interest & Instructor's Enthusiasm	4.48	4.53	4.53					
22. The instructor encouraged students to participate in class	4.54	4.54	4.54	61.5	30.8	7.7	0.0	0.0
23. The instructor helped students feel comfortable in seeking assistance	4.48	4.62	4.62	69.2	23.1	7.7	0.0	0.0
24. The instructor introduced stimulating ideas about the subject	4.48	4.46	4.46	61.5	23.1	15.4	0.0	0.0
25. The instructor was accessible	4.50	4.54	4.54	61.5	30.8	7.7	0.0	0.0
26. The instructor was enthusiastic	4.57	4.54	4.54	61.5	30.8	7.7	0.0	0.0
27. The instructor's style of presentation held my interest during class	4.34	4.46	4.46	61.5	23.1	15.4	0.0	0.0
Course Resources	4.34	4.38	4.38					
28. The instructor used technology effectively in this course	4.40	4.54	4.54	61.5	30.8	7.7	0.0	0.0
29. The library resources were adequate for my needs in this course	4.28	4.31	4.31	46.2	46.2	0.0	0.0	0.0
30. The technology resources were adequate for my needs in this course	4.40	4.54	4.54	61.5	30.8	7.7	0.0	0.0
31. The text(s) aided my learning in this course	4.28	4.31	4.31	46.2	46.2	0.0	0.0	0.0
				Percent Answering—				
HOURS STUDYING				20+	15 to <20	10 to <15	5 to <10	<5
How many hours did you spend (outside of class) on this course per week?				13	0.0	23.1	23.1	46.2

Instructor: 2014FA1 Student Feedback Report for ENG-121-CA10-- Friend Christopher
 Based on 11 Returned Surveys out of 18 Enrolled Students (at University College CA)

The section GPA for ENG-121-CA10 = .2.91. The percent of As = 44.4 and the percent of Fs = 0.0

Items ("5" Agree Strongly to "1" Disagree Strongly)	Group Mean for 243 classes in your school	Class Mean	Agree Strongly	Agree	Neither	Disagree	Disagree Strongly
Composite Score (Average of items in Student Learning, Communication & Clarity of Materials, Organization & Preparation, and Stimulating Interest & Instructor's Enthusiasm)	4.40	4.09					
Student Learning							
1. I feel that I have become more confident in this area because of this course	4.41	3.91	36.4	36.4	9.1	18.2	0.0
2. I gained an excellent understanding of the concepts in this field	4.37	4.18	45.5	36.4	9.1	9.1	0.0
3. I gained significant knowledge about the course subject matter	4.41	3.91	27.3	45.5	18.2	9.1	0.0
4. I learned something valuable in this course	4.47	4.18	36.4	45.5	18.2	0.0	0.0
5. I learned to analyze and critically evaluate ideas, arguments, and points of view	4.41	4.00	36.4	45.5	9.1	0.0	9.1
6. I learned to apply course concepts to solve problems and make decisions	4.35	4.09	45.5	36.4	9.1	0.0	9.1
7. This course challenged me to perform to the best of my abilities	4.41	4.36	36.4	63.6	0.0	0.0	0.0
Communication & Clarity of Materials	4.47	4.38					
8. The instructor clarified complex sections of the text	4.44	4.45	54.5	36.4	9.1	0.0	0.0
9. The instructor communicated clearly	4.47	4.45	54.5	36.4	9.1	0.0	0.0
10. The instructor effectively used examples or illustrations to clarify course material	4.48	4.36	36.4	63.6	0.0	0.0	0.0
11. The instructor presented material at a pace suitable for my comprehension	4.46	4.18	36.4	54.5	0.0	9.1	0.0
12. The instructor responded effectively to student questions	4.49	4.45	45.5	54.5	0.0	0.0	0.0
Organization & Preparation	4.49	4.37					
13. The instructor's presentations were well organized	4.46	4.36	36.4	63.6	0.0	0.0	0.0
14. Lectures were relevant to course content	4.54	4.36	45.5	45.5	9.1	0.0	0.0
15. Instructional activities were relevant to the course content	4.51	4.09	45.5	36.4	0.0	18.2	0.0
16. Discussions were well organized	4.46	4.36	45.5	45.5	9.1	0.0	0.0

Items ("5" Agree Strongly to "1" Disagree Strongly)	Group Mean for 243 classes in your school	Class Mean	Percent Answering—				
			Agree Strongly	Agree	Neither	Disagree	Disagree Strongly
17. I understood what was expected of me in this course	4.48	4.27	45.5	36.4	18.2	0.0	0.0
18. The instructor gave assignments that helped me learn the course content	4.45	4.18	45.5	36.4	9.1	9.1	0.0
19. Instructor feedback in this course was helpful	4.45	4.36	36.4	63.6	0.0	0.0	0.0
20. The instructor used class time effectively	4.51	4.55	54.5	45.5	0.0	0.0	0.0
21. The class met for the scheduled number of hours	4.59	4.82	81.8	18.2	0.0	0.0	0.0
Stimulating Interest & Instructor's Enthusiasm	4.48	4.30					
22. The instructor encouraged students to participate in class	4.54	4.36	36.4	63.6	0.0	0.0	0.0
23. The instructor helped students feel comfortable in seeking assistance	4.48	4.18	45.5	36.4	9.1	9.1	0.0
24. The instructor introduced stimulating ideas about the subject	4.48	4.18	54.5	27.3	9.1	9.1	9.1
25. The instructor was accessible	4.50	4.36	45.5	45.5	9.1	0.0	0.0
26. The instructor was enthusiastic	4.57	4.45	45.5	54.5	0.0	0.0	0.0
27. The instructor's style of presentation held my interest during class	4.34	4.27	54.5	27.3	9.1	9.1	0.0
Course Resources	4.34	4.30					
28. The instructor used technology effectively in this course	4.40	4.64	63.6	36.4	0.0	0.0	0.0
29. The library resources were adequate for my needs in this course	4.28	4.27	36.4	54.5	9.1	9.1	0.0
30. The technology resources were adequate for my needs in this course	4.40	4.64	63.6	36.4	0.0	0.0	0.0
31. The text(s) aided my learning in this course	4.28	4.27	36.4	54.5	9.1	9.1	0.0
			Percent Answering—				
HOURS STUDYING	N		20+	15 to <20	10 to <15	5 to <10	<5
How many hours did you spend (outside of class) on this course per week?	11		0.0	0.0	18.2	72.7	9.1

Instructor: 2014FA1 Student Feedback Report for ENG-121-CA14– Friend Christopher
 Based on 14 Returned Surveys out of 18 Enrolled Students (at University College CA)

The section GPA for ENG-121-CA14 = . 2.28. The percent of As = 16.7 and the percent of Fs = 16.7

Items ("5" Agree Strongly to "1" Disagree Strongly)	Group Mean for 243 classes in your school	Class Mean	Agree Strongly	Neither	Disagree Strongly
Composite Score (Average of items in Student Learning, Communication & Clarity of Materials, Organization & Preparation, and Stimulating Interest & Instructor's Enthusiasm)	4.46	4.29	Class mean: average of all responses to item(s) from students in your section		
Student Learning	4.40	4.21	Group Mean (comparison group) Average of mean scores for all sections in your school and in your type of location (COL, DL, Face-to-face center, University College, Graduate).		
1. I feel that I have become more confident in this area because of this course	4.41	4.21	42.9	7.1	7.1
2. I gained an excellent understanding of the concepts in this field	4.37	4.21	42.9	7.1	7.1
3. I gained significant knowledge about the course subject matter	4.41	4.14	50.0	21.4	7.1
4. I learned something valuable in this course	4.47	4.29	57.1	21.4	7.1
5. I learned to analyze and critically evaluate ideas, arguments, and points of view	4.41	4.29	50.0	35.7	7.1
6. I learned to apply course concepts to solve problems and make decisions	4.35	4.14	42.9	35.7	7.1
7. This course challenged me to perform to the best of my abilities	4.41	4.21	50.0	28.6	7.1
Communication & Clarity of Materials	4.47	4.24			
8. The instructor clarified complex sections of the text	4.44	4.36	42.9	50.0	7.1
9. The instructor communicated clearly	4.47	4.21	35.7	50.0	14.3
10. The instructor effectively used examples or illustrations to clarify course material	4.48	4.14	35.7	42.9	21.4
11. The instructor presented material at a pace suitable for my comprehension	4.46	4.29	42.9	42.9	14.3
12. The instructor responded effectively to student questions	4.49	4.21	35.7	50.0	14.3
Organization & Preparation	4.49	4.31			
13. The instructor's presentations were well organized	4.46	4.29	42.9	42.9	14.3
14. Lectures were relevant to course content	4.54	4.36	42.9	50.0	7.1
15. Instructional activities were relevant to the course content	4.51	4.43	50.0	42.9	7.1
16. Discussions were well organized	4.46	4.43	50.0	42.9	7.1

Items ("5" Agree Strongly to "1" Disagree Strongly)	Group Mean for 243 classes in your school		Class Mean	Agree Strongly	Agree	Neither	Disagree	Disagree Strongly	
17. I understood what was expected of me in this course	4.48		4.43	50.0	42.9	7.1	0.0	0.0	
18. The instructor gave assignments that helped me learn the course content	4.45		4.21	35.7	50.0	14.3	0.0	0.0	
19. Instructor feedback in this course was helpful	4.45		4.07	35.7	42.9	14.3	7.1	0.0	
20. The instructor used class time effectively	4.51		4.23	38.5	46.2	15.4	0.0	0.0	
21. The class met for the scheduled number of hours	4.59		4.36	42.9	50.0	7.1	0.0	0.0	
Stimulating Interest & Instructor's Enthusiasm	4.48		4.37						
22. The instructor encouraged students to participate in class	4.54		4.36	42.9	50.0	7.1	0.0	0.0	
23. The instructor helped students feel comfortable in seeking assistance	4.48		4.43	57.1	28.6	14.3	0.0	0.0	
24. The instructor introduced stimulating ideas about the subject	4.48		4.36	50.0	35.7	14.3	0.0	0.0	
25. The instructor was accessible	4.50		4.29	50.0	28.6	21.4	0.0	0.0	
26. The instructor was enthusiastic	4.57		4.50	57.1	35.7	7.1	0.0	0.0	
27. The instructor's style of presentation held my interest during class	4.34		4.29	42.9	42.9	14.3	0.0	0.0	
Course Resources	4.34		4.34						
28. The instructor used technology effectively in this course	4.40		4.36	42.9	50.0	7.1	0.0	0.0	
29. The library resources were adequate for my needs in this course	4.28		4.36	42.9	50.0	7.1	7.1	0.0	
30. The technology resources were adequate for my needs in this course	4.40		4.36	42.9	50.0	7.1	0.0	0.0	
31. The text(s) aided my learning in this course	4.28		4.36	42.9	50.0	7.1	7.1	0.0	
				Percent Answering—					
HOURS STUDYING				20+	15 to <20	10 to <15	5 to <10	<5	
How many hours did you spend (outside of class) on this course per week?				12	0.0	0.0	25.0	41.7	33.3

2.5.3 Observations

Observation reports appear on the following pages, including:

- Mary Spoto (dean), 30 Oct 2014
- Elisabeth Aiken (chair), 10 Nov 2014
- Vyas Krishnan (mentor), 20 Apr 2015

Press tab (or click) to move through the form

Date of Class Visit: 10/30/14
Instructor Name: Chris Friend
Course Number, Section, and Name: ENG 121: Academic Writing I
Location: Southard Room
Number of Students: 15

Y	N	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pre-observation form completed?
<input checked="" type="checkbox"/>	<input type="checkbox"/>	In person observation?
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Online observation?
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Was this a follow-up observation?
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Post-observation conference conducted within 5 days?
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Informal Observation completed Date: N/A

Observer Name:

<input type="checkbox"/>	Peer
<input type="checkbox"/>	Certified Peer Observer
<input checked="" type="checkbox"/>	Chair/Administrator

No OR Insufficient Evidence	Partial Evidence	Solid Evidence	N/A	I. Instructional Strategies
Instructional Planning and Resources				
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Uses a variety of instructional methods as appropriate, including active learning strategies (e.g. group work, paired discussions, polling, role play, class presentations)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Incorporates various instructional supports (e.g. handouts, PowerPoint, films)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Activities used in instruction are aligned to the learning outcome(s)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Activities used in instruction are intellectually rigorous
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Uses a presentation style that facilitates note-taking, as appropriate
Academic Questioning/Discussion				
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Asks probing questions
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Allows adequate wait time when asking questions
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Refrains from answering own questions or posing rhetorical questions
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Responds to incorrect answers constructively
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Promotes class discussion to provide opportunity for all students to contribute
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Supports students in applying critical thinking strategies during class discussion
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Guides the direction of the discussion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Mediates conflict or differences of opinions
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Draws non-participating students into discussion
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Encourages students to respond to their peers throughout the discussions
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Facilitates two-way communication during the lesson
Examples of instructor actions or behaviors that demonstrate the above component descriptors and their impact on learning.				
<p>Class focused on group activity on rhetorical analysis of essay assignment. After some initial discussion, students were formed into groups to discuss. PPTs supported and guided group discussion by placing key terms (discourse community, rhetor, audience, etc) for students to refer.</p>				
<p>Instead of reviewing terms, the professor left this to the students, stating, "for those of you who were not here last time, get with people who were...."</p>				
<p>After group activity, moved to another slide dealing with "causal complaint" vs. "official complaint" to a chair or dean based on this question: if you were complaining about me as a teacher to your friends, how would you do it?" This prompted discussion of social media. Students wrote down their ideas privately (I am not going to collect this....). But although private writing, more attention could have been given to what specific rhetorical choices would be different.</p>				
<p>Performance Level: <input type="checkbox"/> Action Required <input type="checkbox"/> Developing <input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary</p>				

No OR Insufficient Evidence	Partial Evidence	Solid Evidence	N/A	H. Instructional Organization
Organizing Instruction				
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Conveys learning outcome(s) for this lesson/session (verbally or in writing)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reviews the agenda for the lesson/session (verbally or in writing)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Connects instruction to previous learning or grounds to the sequence of topics
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Conveys the purpose of each class activity or assignment
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sequences instruction in a cohesive manner to promote understanding of content concepts
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Provides scaffolding of content concepts to promote learning
Management of Instructional Time				
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Begins instruction promptly, maintains instructional momentum, and ends class as scheduled.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Provides sufficient time to participate in or complete in-class assignments / practice
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Summarizes periodically throughout and at end of class or prompts students to do so
<p>Examples of instructor actions or behaviors that demonstrate the above component descriptors and their impact on learning.</p> <p>Agenda placed on slide. Began with brief quiz on rhetorical terms with students swapping papers to grade. Then moved to larger group activity which was the focus for the class period. Professor gave ample room for groups to discuss among themselves before visiting each group. Consider dedicating some time toward the end on what the various groups discovered or can share (See interaction below).</p>				
Performance Level: <input type="checkbox"/> <i>Action Required</i> <input type="checkbox"/> <i>Developing</i> <input checked="" type="checkbox"/> <i>Accomplished</i> <input type="checkbox"/> <i>Exemplary</i>				

No OR Insufficient Evidence	Partial Evidence	Solid Evidence	N/A	III. Instructional Delivery and Learner Engagement	
Delivery					
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Notes and explains new terms or concepts
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Elaborates or repeats complex information
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Uses examples to explain content
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Makes explicit statements drawing student attention to key ideas
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Relates new ideas to familiar concepts
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Provides sufficient direction to complete in-class assignments / practice
Engagement					
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Invites equal participation of all learners
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Invites student participation and comments
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Students engage in rigorous and intellectually challenging activities
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Draws non-participating students into class activities
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Responds to changes in student attentiveness and/or disengagement
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Adjustments are made, as needed, to promote engagement and learning
<p>Examples of instructor actions or behaviors that demonstrate the above component descriptors and their impact on learning.</p> <p>While visiting groups, prompted students with questions to aid discovery. Assisted one group in understanding exigence and purpose. Asked, "Why are we doing this assignment, a process analysis essay?" "First, figure out the situation in the class that leads to it.....What is the situation that led to this assignment?"</p>					
Performance Level: <input type="checkbox"/> <i>Action Required</i> <input type="checkbox"/> <i>Developing</i> <input checked="" type="checkbox"/> <i>Accomplished</i> <input type="checkbox"/> <i>Exemplary</i>					

No OR Insufficient Evidence	Partial Evidence	Solid Evidence	N/A	IV. Use of Content Knowledge in Instruction
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Makes accurate statements according to discipline standards
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Incorporates current research in the field / cites authorities to support statements as appropriate
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Presents divergent viewpoints
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Depth of learning is appropriate to the course-level
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Asks content/discipline related questions of students that challenge them to think more deeply
<p>Examples of instructor actions or behaviors that demonstrate the above component descriptors and their impact on learning.</p> <p>Class stayed focused on topic. Applied rhetorical terms throughout. Questions stayed on track with the activities. Consider more specific checks on comprehension rather than simply stating, "If you understood that, then I am very happy...."</p>				
<p>Performance Level: <input type="checkbox"/> <i>Action Required</i> <input type="checkbox"/> <i>Developing</i> <input checked="" type="checkbox"/> <i>Accomplished</i> <input type="checkbox"/> <i>Exemplary</i></p>				

No OR Insufficient Evidence	Partial Evidence	Solid Evidence	N/A	V. Instructor-Student Interaction
Learning Environment				
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Treats students with respect
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Encourages students to interact civilly/respectfully with each other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Addresses potentially disruptive behaviors before the learning environment is impacted
Interactions During Instruction				
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses positive reinforcement to encourage student participation and intellectual risk-taking
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Incorporates student responses when appropriate
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Attends respectfully to student comprehension or puzzlement
<p>Examples of instructor actions or behaviors that demonstrate the above component descriptors and their impact on learning.</p> <p>Interacted with students in groups. Gave prompts and guided students to discovery and further discussion. In a few instances, some discussion would have benefitted entire class, such as "Consider when the assignment becomes final? When it becomes the student's?" Also, discussion on rhetor with one group also valuable to the whole. Perhaps have students briefly report back to whole class briefly to share some of these important points.</p> <p>Gave positive reinforcement to the group: "If that makes sense to you, pat yourselves on the back because you would not have known that a few weeks ago."</p>				
Performance Level: <input type="checkbox"/> <i>Action Required</i> <input checked="" type="checkbox"/> <i>Developing</i> <input type="checkbox"/> <i>Accomplished</i> <input type="checkbox"/> <i>Exemplary</i>				

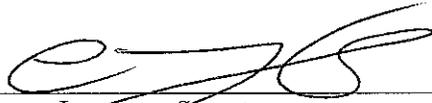
Optional Comments Related to Discipline Specific Approaches to Teaching

Comments:

Instructors Response

Comments:

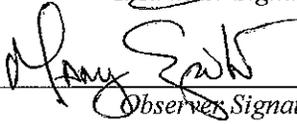
This overview accurately reflects the nature of the class session and provides appropriate suggestions for improvement, including sharing group conclusions with the whole class and targeting discussion to respond to and develop the in-class activity.



Instructor Signature

11/4/2014

Date



Observer Signature

Date

Post Observation Communication Date:

11-4-14

Adapted 11-3-2011 from: Central Piedmont Community College
Saint Leo Assessment Research and Planning Committee (ARPC)

Press tab (or click) to move through the form

Date of Class Visit: Nov 10, 2014
Instructor Name: Chris Friend
Course Number, Section, and Name: ENG 002
Location: UC
Number of Students: 7

Y	N	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pre-observation form completed?
<input checked="" type="checkbox"/>	<input type="checkbox"/>	In person observation?
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Online observation?
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Was this a follow-up observation?
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Post-observation conference conducted within 5 days?
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Informal Observation completed
<input type="checkbox"/>	<input type="checkbox"/>	Date:

Observer Name:

<input type="checkbox"/>	Peer
<input type="checkbox"/>	Certified Peer Observer
<input checked="" type="checkbox"/>	Chair/Administrator

No OR Insufficient Evidence	Partial Evidence	Solid Evidence	N/A	I. Instructional Strategies
-----------------------------	------------------	----------------	-----	-----------------------------

Instructional Planning and Resources

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Uses a variety of instructional methods as appropriate, including active learning strategies (e.g. group work, paired discussions, polling, role play, class presentations)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Incorporates various instructional supports (e.g. handouts, PowerPoint, films)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Activities used in instruction are aligned to the learning outcome(s)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Activities used in instruction are intellectually rigorous
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Uses a presentation style that facilitates note-taking, as appropriate

Academic Questioning/Discussion

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Asks probing questions
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Allows adequate wait time when asking questions
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Refrains from answering own questions or posing rhetorical questions
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Responds to incorrect answers constructively
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Promotes class discussion to provide opportunity for all students to contribute
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Supports students in applying critical thinking strategies during class discussion
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Guides the direction of the discussion
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mediates conflict or differences of opinions
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Draws non-participating students into discussion
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Encourages students to respond to their peers throughout the discussions
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Facilitates two-way communication during the lesson

Examples of instructor actions or behaviors that demonstrate the above component descriptors and their impact on learning.

Students were clearly comfortable trying their hand at all activities and were engaged throughout.

Performance Level: Action Required Developing Accomplished Exemplary

No OR Insufficient Evidence	Partial Evidence	Solid Evidence	N/A	II. Instructional Organization
Organizing Instruction				
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Conveys learning outcome(s) for this lesson/session (verbally or in writing)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reviews the agenda for the lesson/session (verbally or in writing)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Connects instruction to previous learning or grounds to the sequence of topics
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Conveys the purpose of each class activity or assignment
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sequences instruction in a cohesive manner to promote understanding of content concepts
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Provides scaffolding of content concepts to promote learning
Management of Instructional Time				
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Begins instruction promptly, maintains instructional momentum, and ends class as scheduled.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Provides sufficient time to participate in or complete in-class assignments / practice
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Summarizes periodically throughout and at end of class or prompts students to do so
Examples of instructor actions or behaviors that demonstrate the above component descriptors and their impact on learning.				
<p style="text-align: center;"> <i>Agenda on overhead and verbally communicated. Lesson built on previous reading assignment. Time management and building one idea on next thoughtfully managed.</i> </p>				
Performance Level: <input type="checkbox"/> <i>Action Required</i> <input type="checkbox"/> <i>Developing</i> <input checked="" type="checkbox"/> <i>Accomplished</i> <input type="checkbox"/> <i>Exemplary</i>				

No OR Insufficient Evidence	Partial Evidence	Solid Evidence	N/A	III. Instructional Delivery and Learner Engagement
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Delivery				
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Notes and explains new terms or concepts
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Elaborates or repeats complex information
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Uses examples to explain content
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Makes explicit statements drawing student attention to key ideas
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Relates new ideas to familiar concepts
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Provides sufficient direction to complete in-class assignments / practice

Engagement				
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Invites equal participation of all learners
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Invites student participation and comments
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Students engage in rigorous and intellectually challenging activities
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Draws non-participating students into class activities
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Responds to changes in student attentiveness and/or disengagement
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Adjustments are made, as needed, to promote engagement and learning

Examples of instructor actions or behaviors that demonstrate the above component descriptors and their impact on learning.

Chris explained each idea and activity carefully, and responded thoughtfully and respectfully to areas of student confusion. Students sat in circle; collaborative nature of class was reinforced w/ use of Google Docs on overhead.

Performance Level: Action Required Developing Accomplished Exemplary

No OR Insufficient Evidence	Partial Evidence	Solid Evidence	N/A	IV. Use of Content Knowledge in Instruction
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Makes accurate statements according to discipline standards
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Incorporates current research in the field / cites authorities to support statements as appropriate
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Presents divergent viewpoints
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Depth of learning is appropriate to the course-level
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Asks content/discipline related questions of students that challenge them to think more deeply

Examples of instructor actions or behaviors that demonstrate the above component descriptors and their impact on learning.

Use of critical article challenged students, and activities built from it were creative and relevant.

Performance Level:

Action Required

Developing

Accomplished

Exemplary

No OR Insufficient Evidence	Partial Evidence	Solid Evidence	N/A	V. Instructor-Student Interaction
Learning Environment				
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Treats students with respect
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Encourages students to interact civilly/respectfully with each other
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Addresses potentially disruptive behaviors before the learning environment is impacted
Interactions During Instruction				
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Uses positive reinforcement to encourage student participation and intellectual risk-taking
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Incorporates student responses when appropriate
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Attends respectfully to student comprehension or puzzlement
Examples of instructor actions or behaviors that demonstrate the above component descriptors and their impact on learning.				
<p>Students were altogether focused on tasks at hand. A few side conversations were allowed to briefly continue before instructor interjected. Criticism and praise were both respectfully given and received.</p>				
Performance Level: <input type="checkbox"/> Action Required <input type="checkbox"/> Developing <input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary				

Optional Comments Related to Discipline Specific Approaches to Teaching

Comments:

Instructors Response

Comments:

This observation form accurately reflects the nature of the class and environment observed. Interestingly, the rapport noted in parts III (collaborative Google Doc) and IV (criticism/praise respectfully received) grew from the same spirit of community that allowed for the "few side conversations" noted in Part II. With a class of only 7 students, one making a comment and one listening becomes a ~~significant~~ noticeable discussion. The students' ability to refocus came in handy with this particular class.





Instructor Signature

12/12/14

Date



Observer Signature

11/30/14

Date

Post Observation Communication Date: _____

Press tab (or click) to move through the form

Date of Class Visit: 04/20/2015
Instructor Name: Christopher Friend
Course Number, Section, and Name: ENG-122-CA22, Academic Writing II
Location: University Campus, CASB 416
Number of Students: 18

Y	N	
<input type="checkbox"/>	<input type="checkbox"/>	Pre-observation form completed?
<input checked="" type="checkbox"/>	<input type="checkbox"/>	In person observation?
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Online observation?
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Was this a follow-up observation?
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Post-observation conference conducted within 5 days?
<input type="checkbox"/>	<input type="checkbox"/>	Informal Observation completed Date:

Observer Name:

<input checked="" type="checkbox"/>	Peer
<input type="checkbox"/>	Certified Peer Observer
<input type="checkbox"/>	Chair/Administrator

No OR Insufficient Evidence	Partial Evidence	Solid Evidence	N/A	I. Instructional Strategies
Instructional Planning and Resources				
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Uses a variety of instructional methods as appropriate, including active learning strategies (e.g. group work, paired discussions, polling, role play, class presentations)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Incorporates various instructional supports (e.g. handouts, PowerPoint, films)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Activities used in instruction are aligned to the learning outcome(s)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Activities used in instruction are intellectually rigorous
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Uses a presentation style that facilitates note-taking, as appropriate
Academic Questioning/Discussion				
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Asks probing questions
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Allows adequate wait time when asking questions
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Refrains from answering own questions or posing rhetorical questions
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Responds to incorrect answers constructively
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Promotes class discussion to provide opportunity for all students to contribute
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Supports students in applying critical thinking strategies during class discussion
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Guides the direction of the discussion
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mediates conflict or differences of opinions
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Draws non-participating students into discussion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Encourages students to respond to their peers throughout the discussions
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Facilitates two-way communication during the lesson
<p>Examples of instructor actions or behaviors that demonstrate the above component descriptors and their impact on learning.</p> <p>The instructor began the class with an overview of the goals for the class session. The instructor then led a discussion on summarizing the course projects completed by different student groups.</p> <p>Excellent participation by all students in the class. It was evident that the instructor had a good rapport with all students in the class.</p>				
Performance Level: <input type="checkbox"/> <i>Action Required</i> <input type="checkbox"/> <i>Developing</i> <input checked="" type="checkbox"/> <i>Accomplished</i> <input type="checkbox"/> <i>Exemplary</i>				

No OR Insufficient Evidence	Partial Evidence	Solid Evidence	N/A	II. Instructional Organization
Organizing Instruction				
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Conveys learning outcome(s) for this lesson/session (verbally or in writing)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reviews the agenda for the lesson/session (verbally or in writing)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Connects instruction to previous learning or grounds to the sequence of topics
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Conveys the purpose of each class activity or assignment
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sequences instruction in a cohesive manner to promote understanding of content concepts
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Provides scaffolding of content concepts to promote learning
Management of Instructional Time				
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Begins instruction promptly, maintains instructional momentum, and ends class as scheduled.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Provides sufficient time to participate in or complete in-class assignments / practice
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Summarizes periodically throughout and at end of class or prompts students to do so
<p>Examples of instructor actions or behaviors that demonstrate the above component descriptors and their impact on learning.</p> <p>The instructor was present in the classroom a few minutes before start of class, and was available for students to answer any questions - a good sign.</p> <p>The instructor makes good use of technology to share lesson plans and class notes with the entire class through the use of GoogleDocs. Maintained good control of the class discussions, asking students probing and reflective questions to foster critical thinking.</p>				
Performance Level: <input type="checkbox"/> <i>Action Required</i> <input type="checkbox"/> <i>Developing</i> <input checked="" type="checkbox"/> <i>Accomplished</i> <input type="checkbox"/> <i>Exemplary</i>				

No OR Insufficient Evidence	Partial Evidence	Solid Evidence	N/A	III. Instructional Delivery and Learner Engagement
Delivery				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Notes and explains new terms or concepts
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Elaborates or repeats complex information
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Uses examples to explain content
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Makes explicit statements drawing student attention to key ideas
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Relates new ideas to familiar concepts
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Provides sufficient direction to complete in-class assignments / practice
Engagement				
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Invites equal participation of all learners
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Invites student participation and comments
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students engage in rigorous and intellectually challenging activities
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Draws non-participating students into class activities
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Responds to changes in student attentiveness and/or disengagement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adjustments are made, as needed, to promote engagement and learning
Examples of instructor actions or behaviors that demonstrate the above component descriptors and their impact on learning.				
<p>The instructor has an excellent rapport with the students in the class. Very effective use of collaboration with the students in creating a lesson plan for the next class (which involved planning the format and structure of group project presentations, assessments and measurable outcomes, etc.)</p>				
Performance Level: <input type="checkbox"/> <i>Action Required</i> <input type="checkbox"/> <i>Developing</i> <input checked="" type="checkbox"/> <i>Accomplished</i> <input type="checkbox"/> <i>Exemplary</i>				

No OR Insufficient Evidence	Partial Evidence	Solid Evidence	N/A	IV. Use of Content Knowledge in Instruction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Makes accurate statements according to discipline standards
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Incorporates current research in the field / cites authorities to support statements as appropriate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Presents divergent viewpoints
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Depth of learning is appropriate to the course-level
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Asks content/discipline related questions of students that challenge them to think more deeply
<p>Examples of instructor actions or behaviors that demonstrate the above component descriptors and their impact on learning.</p> <p>Instructor exhibits deep knowledge in the area of creative writing and its pedagogy.</p>				
<p>Performance Level: <input type="checkbox"/> <i>Action Required</i> <input type="checkbox"/> <i>Developing</i> <input checked="" type="checkbox"/> <i>Accomplished</i> <input type="checkbox"/> <i>Exemplary</i></p>				

No OR Insufficient Evidence	Partial Evidence	Solid Evidence	N/A	V. Instructor-Student Interaction
Learning Environment				
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Treats students with respect
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Encourages students to interact civilly/respectfully with each other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Addresses potentially disruptive behaviors before the learning environment is impacted
Interactions During Instruction				
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Uses positive reinforcement to encourage student participation and intellectual risk-taking
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Incorporates student responses when appropriate
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Attends respectfully to student comprehension or puzzlement
Examples of instructor actions or behaviors that demonstrate the above component descriptors and their impact on learning.				

Performance Level: *Action Required* *Developing* *Accomplished* *Exemplary*

Optional Comments Related to Discipline Specific Approaches to Teaching

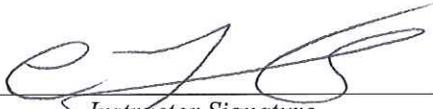
Comments:

Dr. Friend is an excellent instructor who is engaging in his classroom and challenges students to be proactive learners, with well-designed and collaborative lesson plans. He is an asset to the department and the University.

Instructors Response

Comments:

This observation captures the nature of the class and takes into consideration the timing of this snapshot within the overall semester. In our follow-up discussion, Vyas noted that he saw the consequences of earlier active learning, critical thinking, and teamwork, even though these aspects of the course may not have been directly demonstrated on the day of his visit. The observed class was the next-to-last regular class meeting, and our discussion was mostly to determine the terms of our Final presentations. As a result, the "partial evidence" of "rigorous and intellectually challenging activities" is unfortunately accurate for that day. The observer's comments fairly support this scenario.



Instructor Signature

04 May 2015
Date



Observer Signature

05/04/15
Date

Post Observation Communication Date:

05/04/15

Adapted 11-3-2011 from: Central Piedmont Community College
Saint Leo Assessment Research and Planning Committee (ARPC)

SCHOLARSHIP & PROFESSIONAL DEVELOPMENT

The majority of my scholarly publicity this year has come from my work as Managing Editor of *Hybrid Pedagogy*, an open-access online journal of learning, teaching, and technology. I have used my involvement with that journal to launch a monthly podcast, publish an online article, and connect with co-authors for a chapter in an edited collection. Beyond my publications, I have stayed connected with my field and established professional connections through conference attendance. My professional challenge this year has been to acclimate to Saint Leo while also preserving connections with rhet/comp scholars (of which I am the only one on campus) and the growing community of Critical Digital Pedagogues (who motivate me to improve my teaching). The examples of my scholarly work below show the breadth of my efforts to stay connected and influential while also being locally aware.

As an example of how my interests intertwine in ways difficult to represent in the traditional lists of presentations, I appeared in the program notes for the major annual rhet/comp conference despite not presenting a panel this year. A roundtable session titled “Massive Risk, Massive Reward: What We Learned About Teaching and Composing by Offering a MOOC” included a presentation by Kay Halasek (Ohio State University), who used an article I had written

as the theoretical framework from which she evaluated the success of an initiative launched at her institution (see the documentation at the end of this chapter). Additionally, the “Learning to Let Go” article listed below garnered forty-one comments from readers since it went live, showing active engagement of readership. Though my list of publications this year may be brief, I assert that my contributions have sufficed to engage others in conversation about important issues of pedagogy—the ultimate goal of my scholarship.

In my Annual Faculty Development Review Plan, I listed eight goals for my scholarship this year:

- Papers and Publications
 1. “Learning to Let Go: Listening to Students in Discussion” (*Published*)
 2. “Writing at Scale: Composition MOOCs and Digital Writing Communities” (*Under Contract*)
 3. “A Kaleidoscope of Variables: The Complex Nature of Online Education in Composition Courses” (*Published*)
 4. “Out of Our Hands or Out of Our Minds: Using Distributed, Collaborative Tools to Crowd-Source Content Creation in Humanities Classes” (*Published*)
- Seminars/Conferences
 1. Conference on College Composition and Communication (*Attended but did not present*)
 2. Computers & Writing (*Proposal accepted; will present in May*)
 3. Digital Pedagogy Lab (*Assisting administratively*)
 4. Digital Humanities Summer Institute (*Attending but not presenting*)

With the exception of my proposal for CCCC, I believe I met each stated goal. Additionally, I also had opportunity to participate in two other conferences that I did not anticipate when creating my FDP:

1. Open Education Conference 2014 (*Attended but did not present*)
2. GradUCon from the University of Chicago (*Spoke as invited panelist; advised graduate students*)

3.1 Publications

My published works this year reflect my interest in Critical Digital Pedagogy, with student agency foremost among my concerns. Additionally, I worked to

apply my dissertation work to a better understanding of why online education continues to perplex composition as a field.

- **Friend, C., Morris, S. M., & Stommel, J. (2015). A kaleidoscope of variables: The complex nature of online education in composition courses. In A. Scheg (Ed.), *Critical examinations of distance education transformation across disciplines* (pp. 44-60). Hershey, PA: IGI Global.**
Documents the issues preventing composition studies from creating a consistent philosophy of online education, despite the field's pedagogical emphasis and recent efforts to expand composition education into MOOC formats. (See page 95.)
- **Friend, C. (2014). Learning to let go: Listening to students in discussion. *Hybrid Pedagogy*. Retrieved from <http://www.hybridpedagogy.com>**
Illustrates my developing thinking about student authority in class and the pedagogical implications of student-led discussions. (See page 96.)
- **Friend, C. (2014). How (not) to plan your entire course. *The Journal of Interactive Technology & Pedagogy*. Retrieved from <http://jitp.commons.gc.cuny.edu>**
Advocates for student involvement in course design by trusting students to be aware enough of their own learning preferences to help direct the order in which major concepts are presented. (See page 94.)

3.2 Podcast Production

As my involvement with *Hybrid Pedagogy* increased, I saw an opportunity for expansion and personal development: The journal operated only in the visual/textual medium, and readers never got to hear the authors who wrote for us. As a fan of audiobooks and podcasts, I recognized the value of having spoken-word options for engaging audiences. As a result, I decided to initiate a podcast series for the journal.

This podcast is designed to make the journal's discussions of Critical Digital Pedagogy more accessible to a wider audience. The episodes feature interviews with prominent voices in the discussion of critical pedagogy and voices from educators who implement those ideas. These voices are interdisciplinary and international: Educators from music, composition, faculty development, and literature; America, Canada, and Egypt have appeared on the show.

Visual documentation of these podcasts appears with other publications at the end of this chapter. Audio files of these episodes can be accessed by clicking episode titles in the digital version of this portfolio, available from <http://chrisfriend.us/portfolios>. Episodes produced so far include:

Listening to Students (January 2015) Challenges teachers to hear what their students have to say, encouraging us to genuinely listen to their interests and abilities. Includes interviews with Martín Kutnowski (St. Thomas University, Fredericton, Canada), Kris Shaffer (UC—Boulder, Colorado), and Jonathan Sircy (Charleston Southern University, South Carolina). (See page 100.)

Compassion in the Classroom (February 2015) Explores education in general—and plagiarism-prevention in particular—as opportunities for teachers to enact compassion in their classrooms. Includes interviews with Maha Bali (American University in Cairo, Egypt) and Asao B. Inoue (University of Washington Tacoma). (See page 99.)

Assessment and Generosity (March 2015) Takes on the notion of standards-based assessment as a missed opportunity to let students shine. Includes interviews with Kris Shaffer (UC—Boulder, Colorado), Asao B. Inoue (University of Washington Tacoma), and Lee Skallerup Bessette (University of Kentucky). (See page 98.)

Play and Scholarship (April 2015) Addresses the importance of play in higher education and challenges its image as superfluous. Includes interviews with Stephanie Vie (University of Central Florida) and Kyle Stedman (Rockford University, Illinois).

I have also produced spoken-word versions of previously published on *Hybrid Pedagogy*, coordinating and editing the recordings before posting them online. So far, these articles are available as audio, with each one read by its author:

- Jonathan Sircy’s “Faithful Listening” (January 2015)
- Jonan Donaldson’s “The Maker Movement and the Rebirth of Constructionism” (February 2015)
- Maha Bali and Bard Meier’s “An Affinity for Asynchronous Learning” (March 2015)
- Joseph P. Fisher’s “A Soliloquy on Contingency” (April 2015)

3.3 Professional Development

Throughout the year, I have taken advantage of diverse opportunities for professional development, both specifically in my field and in education more broadly. Many of these opportunities have been offered specifically by Saint Leo, but I have also made sure to attend several national conferences to stay connected with current conversations in educational resources, college composition, and critical thinking.

3.3.1 On-Campus

Saint Leo offers abundant opportunities for professional development throughout the year, and I strove to take advantage of anything available that was relevant to writing instruction. These activities have helped to shape my understanding of the school's pedagogical and collegial expectations, and many have encouraged me to rethink how various issues apply in my classes.

Fall Faculty Development Day Before I taught my first course, I started with the full-day training on August 13, attending seminars during both sessions.

- In “Measuring What Matters,” a discussion of the new QEP assessment rubric, I got my first blunt insight into the premium placed on grammar instruction on our campus. As the participants reviewed sample student writing to evaluate its quality, one of the first responses was a comment on the student's poor grammar. When I suggested that grammatical correctness might not be part of the learning objectives of the class in question, my opinion was quickly and strongly rebuked. I was told without hesitation that our students' grammar is awful and that we had no choice but to penalize them on every paper as a result. This sobering introduction to the problem was the first of many such conversations this year. I have learned that the faculty of Saint Leo equate good writing with grammatical correctness, rather than rhetorical effectiveness to suit a given purpose.
- In “Bringing Social Justice into Your Classroom,” lively group conversations and activities showed me that many of Saint Leo's teachers are aware of the need for social justice and social equity in classes, but that issue may not always get as much attention or

consideration as we might hope. I also saw how Saint Leo views classes as opportunities for cultural engagement and the evaluation of challenging social situations—much more accommodating than I had first unjustly assumed.

QEP Scoring Guide Webinar The same week as the Faculty Development Day, I attended a webinar about the new QEP scoring rubric. This webinar reasserted many of the same arguments made in the Faculty Development session, but it also allowed me to see more faculty reactions to that rubric. This helped me understand what our teachers expect of their students based on where they were challenged by the standards of the scoring rubric. In particular, I learned that many instructors think it necessary to only include critical thinking in one assignment of the semester, and that “making a powerpoint [sic]” can suffice as a demonstration of such thinking.

WAC/RAC Workshops I attended multiple online webinars about both Reading and Writing Across the Curriculum, learning how Saint Leo’s approach affected our writing curriculum. It was also an chance to consider how a change in our writing courses might assist other departments in implementing our WAC initiatives.

Spring Faculty Development Day As with the Fall Faculty Development Day, I was eager to prepare for the spring semester by learning from other faculty about the expectations Saint Leo holds for various aspects of education. The two sessions I attended challenged my thinking about the nature of course design at Saint Leo, making me wonder about the complexities of embedding various essential yet non-content-related elements into the 002, 121, and 122 courses we will create.

- In “Social Justice and the Question of Privilege,” I continued my thinking from the fall session on social justice by questioning the assumptions of privilege that faculty bring into the classroom. This session was a helpful reminder that presumptions of access, ability, or equity are easy to accidentally bring into the classroom, yet counter to the school’s Benedictine tradition. As a result of this session, I am especially aware of my assumptions regarding student access to, and familiarity with, technology. I came to campus assuming a level of access considering all residential students have laptops or tablets, yet I have learned (especially with the students in my classes this spring) that such equipment provisions do little

to ensure actual equity among students. I have worked to accommodate a wide variety of student technological skill sets.

- In “Education 3.0,” I was introduced to the perspectives of our new vice president for Teaching and Learning Innovation. Among the take-aways was the importance of teaching “grit” to our students, which combined with other presentations to complicate my understanding of course content at Saint Leo. While “grit” is more of a personal affect than material to be taught, it combines with the university’s core values and the QEP push for critical thinking as valuable life skills that prove challenging to incorporate explicitly into course design.

VPAA Meetings Offered every month, these meetings provided first-year faculty with an opportunity to meet directly with a member of upper administration, giving us an opportunity to seek clarification of concerns or get questions answered. They were also opportunities for administration to provide incoming faculty with fully endorsed and sanctioned information on policies and procedures. I attended four such sessions, listed below. In October, the event conflicted with the only meeting my department held during the fall semester. In November, I was away at a conference (see next section) and could not attend.

- Academic Policies & Procedures; Textbooks — Sept. 11
- Mid-Year Evaluation of Orientation/Mentoring — Jan. 22
- Performance Portfolios — Feb. 19
- Advising as Teaching — Mar. 26

Copyright & Fair Use Though it followed a few weeks after a related activity in my classes, this webinar on Tuesday, Feb 10, helped me reconsider the ways that copyright and fair use apply inside a composition classroom. I recognized that many faculty hold a belief that copyright applies to student writing mostly in terms of plagiarism prevention, and that tools like online plagiarism-detection systems can be reliable quick fixes to some of our problems. However, this session added discussions of re-use and content sourcing to that conversation, complicating the situation with media-rich scenarios more appropriate for 21st-century composing practices. Our discussions motivated me to continue addressing issues of rights and re-use in my classes, and to advocate for the incorporation of media into composition assignments in our writing classes.

Examining How We Think about What We Think On Thursday, April 2, I participated in a webinar designed to get faculty to be aware of and consider the assumptions involved in our personal thinking. I attended to get help draw my attention to the assumptions of *disciplinary* thinking in my field, to help me keep those things in mind as I work to revise the academic-writing curriculum from a composition-studies perspective. The session also showed me a bit more about Saint Leo's approach to critical thinking, as it was offered by the current QEP Faculty Fellows, a group I will join in the next academic year.

3.3.2 Conference Attendance

Throughout the year, I worked to stay connected with academic communities in an effort to keep current with the latest research and trends in various fields and to help broaden my thinking with regard to interdisciplinary considerations. Each conference offered a distinct opportunity to learn, connect, and explore ideas.

OpenCon (November 2014) Established connections with members of the Open Educational Resources (OER) community and learned about other institutions' implementations of such tools. As a result, I hope to implement OERs for our students to use in their writing courses in an effort to reduce costs and improve relevance and flexibility.

Conference on College Composition and Communication (March 2015) At this conference, I preserved contacts with members of my field from across the country and introduced Saint Leo's unique situation to contacts who support Writing Program Administrators as well as textbook publishing companies, to learn more about their offerings for teacher training to support any new curriculum we create.

Grad UConn (April 2015) Invited speaker for a Digital Pedagogies panel at the University of Chicago's graduate-student professional conference. In that role, I discussed the need to consider the digital as an integral part of daily professional life, asserting that training students to be engaged and productive adults needs to include the digital in whatever form is commonplace for the field. The panelists agreed that "digital pedagogies" (the name of the panel) was a distraction, and that new technologies merely provide the need to do what we should have done for years: carefully consider how we teach. I provided an example of using a shared Google Doc to take notes on what my students say in class

discussion, citing my “Learning to Let Go: Listening to Students in Discussion” article (see Publications, above). The panelists agreed on the limitations of technology in classrooms, and audience members asked challenging questions about the potential perils of ignoring technology. Additionally, as part of my participation in this conference, I advised graduate students from the University of Chicago in thirty-minute one-on-one sessions ranging from pedagogical advice to CV-revision advice. These sessions allowed me to turn my conference attendance into a mentoring opportunity, and they helped me develop my persona as an established academic—something particularly beneficial as a first-year faculty member.

Computers and Writing (May 2015) I will participate in a panel, presenting “The Missing Link: Interventions for Enhancing Traditional Student Composition,” in which I propose incorporating hyperlinks more regularly in composition coursework. I also plan to seek contacts that can help me plan how to roll out our composition reform in both online and on-ground modalities in a flexible way that takes advantages of the affordances of each modality.

Digital Humanities Summer Institute (June 2015) Though I am not presenting at this conference, I will attend a weeklong “Pragmatic Publishing Workflows” seminar to help me reconsider the ways I publish texts and podcasts for *Hybrid Pedagogy*, collections of student work, and my own scholarship.

InstructureCon (June 2015) During this trade conference from the makers of the Canvas LMS, I will assist with the implementation of an “unconference” workshop in which participants will determine the nature of topics discussed and artifacts created.

Digital Pedagogy Lab (July 2015) I will provide logistical, administrative, and marketing support as a representative of *Hybrid Pedagogy*, the organization hosting this week-long seminar series. Though I won’t attend the courses as a participant, I will assist with their development and implementation. This work will help me apply Critical Digital Pedagogy in my own courses next year.

International Conference on Critical Thinking & Educational Reform (July 2015) My participation will be guided by the goals of the 2015 QEP Faculty Fellows. I expect to seek out ways to incorporate Saint Leo’s approach to critical thinking into our composition reform process.

3.4 Editorial Work

As a member of the editorial staff of *Hybrid Pedagogy*, I'm often called on to be one of the peer reviewers of articles destined for publication with the journal. While editing work may not traditionally be considered scholarship, I agree with the perspective of Janine Utell (2015) in "Making a Space for the Digital and the Scholarly: The Editor as Teacher":

By taking on a position as editor of a digital scholarly journal, I can fulfill a pedagogical role for the contributors to the journal, for those who offer organizational and professional support, and for our audience. I can use the epistemological positions and the tools made available through open access, collaborative peer review, and digital communication to foster productive scholarly work for my colleagues—and to teach others the value of this endeavor for individuals, our institutions, and our organizations. I can help create a community and teach others how to participate. (para. 6)

By working to "create a community" and "foster productive scholarly work" from the authors contributing to the journal, my editorial work becomes an opportunity for teaching. This scholarship allows me to connect with other academics from various fields and engage in meaningful conversations about pedagogy.

To that end, I have served as a peer reviewer on several articles over the past academic year:

1. Janine Utell's "Making a Space for the Digital and the Scholarly: The Editor as Teacher"
2. Jill Darling's "Community and Citizenship in the Computer Classroom"
3. Jonathan Sircy's "Faithful Listening"
4. Jody R. Rosen and Maura A. Smale's "Open Digital Pedagogy = Critical Pedagogy"
5. Adam Heidebrink-Bruno's "Envisioning the Radical Syllabus: A Critical Approach to Classroom Culture, Part 2"
6. Valerie Robin's "Addressing the Elephant: The Importance of Infrastructure"

Additionally, I served as editor of a chapter in *Critical Examinations of Distance Education Transformation across Disciplines*, the collection edited by Abigail Scheg in which my co-authored chapter also appears.

3.5 Scholarship & Professional Development Goals for Next Year

While I am more than satisfied with my scholarly output this year, I want to continue developing in this area. Specifically, I intend to continue my work with *Hybrid Pedagogy* as its Managing Editor and podcast producer, expanding the collection of topics discussed in various episodes. Beyond that, I intend to:

- present at more national conferences, rather than simply attend them;
- publish work derived from my dissertation (before the material grows stale); and
- produce content for on-campus professional development, especially material for
 - QEP Faculty Fellows,
 - Writing Across the Curriculum, and
 - Composition Curriculum Reform.

Of course, this work would not prove purposeful without continued development in my teaching and service, so all three components of my work should benefit from the goals outlined here.

3.6 Documentation of Scholarship

Each publication (both aural and textual) mentioned in this document can be accessed, to some degree, online. In the interests of thoroughness and parity between the versions of this portfolio, the following pages contain screenshots of each document and the webpage for each podcast episode. The electronic version of this document, which presents document titles as links to the original on the web, is available from <http://chrisfriend.us/portfolios>.



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Critical Examinations of Distance Education Transformation across Disciplines
EDUCATION

A Kaleidoscope of Variables: The Complex Nature of Online Education in Composition Courses

Christopher Friend (Saint Leo University, USA), Sean Michael Morris (Hybrid Pedagogy, USA) and Jesse Stommel (University of Wisconsin – Madison, USA)

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Abstract Top

The relationship between composition courses and online education is complicated, and attempting to summarize that relationship in a blanket statement may be feeble or futile. As a field, composition faces the challenge of identifying best practices in online education at the same time that it struggles to identify standardized content for its courses. Assessment challenges also plague online composition courses. While other fields might assess student work with standardized methods or computerized scoring, the work of composition requires tedious and labor-intensive assessment methods difficult to delegate to software; indeed, a recent petition illustrates significant instructor opposition to computer scoring (Haswell & Wilson, 2013). This chapter illustrates the current state of challenging conversations within composition studies as a kaleidoscope of positions in which instructors using online education position themselves.

Chapter Preview

Introduction

With the exception of work done by Hewett (2001, 2010), Hewett and Ehman (2004), and Warnock (2009), little attention has been paid to the way writing instruction should work in an online environment. Unlike many of the disciplines represented in other chapters of this volume, writing studies does not have a unified approach to online education. At first, this may seem a significant oversight in its own right, considering the volume of students served by our nation's first year writing courses and the general push in the American education system to present more courses in a more cost-effective manner. However, the conversation that exists among writing scholars in place of conversations about online pedagogy suggests significant issues that are far deeper and far more fundamental than merely a lack of consensus about teaching online. The conversation (or lack thereof) about online writing instruction illustrates not only the turmoil within writing studies as a discipline, but also general misconceptions about the nature and capacity of online education in any field. By reviewing the discussion of online writing instruction, we hope to uncover striking assumptions about the benefits and potential of online education.

As we go forward, it is important to be transparent about our strategy, and our eventual thesis. Online education is based on a few components of traditional teaching and learning, but not all of them, and so is founded on only a partial understanding of how instruction and learning coexist. There are no rooms in online education, at least not in the way that on-ground learning leverages a shared physical space as its platform. And representations of students and teachers in online environments are only representations. Too many voices in the conversation about transitioning courses to online environments imagine that the space of the physical classroom and all its contents can be neatly shifted online, as though the move online is merely a question of delivery. Indeed, many institutional teacher-training programs purport to help "move a class online," and many online Learning Management Systems (LMS) provide tools to help instructors transfer content such as quizzes, assignments, and grading systems directly into the new system, reinforcing the perception that a class can be moved. The duplication-by-transfer approach has become standard practice in many distance-learning programs, including those that design online composition courses. It is our hope here to illuminate the path that first-year composition has taken—in both its on-ground and online evolutions—based on a history that repeatedly loses focus on pedagogy. We argue this history leads to a future for online composition which holds more promise for endless duplication than it does for reflection, creativity, and innovation—the central craft of composition.

In a conversation toward the beginning of writing this chapter, we discussed what we felt were the primary elements of the craft of composition. Composition, we surmised, is a movable thing, it must by its nature be distributable, it must find a home beyond the context in which it's written, i.e., the classroom. This essay, not written in a classroom, but as part of an edited collection, must somehow find context outside the context of the book cover, outside the confines of the bookshelf and bookends. In essence, we ask that our readers read this chapter not as a chapter, but only as it may be applied off the page. For composition must have use, and this must always be at the heart of what it does, and how it is taught, online and off. And so, this chapter is both a history of pedagogy and, to be successful, must also be pedagogical, and must gesture beyond the physical page in which it sits.

Forming the backbone of this essay, then, is a keen critical approach. Not an article of reportage, rather the authors of this chapter intend to review a history of first-year composition (FYC)—both analog and digital—with an eye toward what future that history heralds. History is done, but it is also an artifact, and so available for



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Learning to Let Go: Listening to Students in Discussion

SEPTEMBER 11, 2014 / CHRIS FRIEND / 41 COMMENTS

A class discussion where the teacher pre-determines the outcome is just a lecture in disguise, dressed up to feel student-centered while still being instructor-directed. When a class involves discussion, we owe it to our students to *not* know what's going to happen, lest we start dictating what we want them to think. To truly engage another in a conversation, we respond to the ideas that develop organically; a person who talks without listening delivers a speech, not a discussion. The moment we attempt to set the conclusion of a discussion before it starts, we cheat our students out of an opportunity for honest engagement, and we fool ourselves into thinking we let our students learn things for themselves.

I sensed I had a problem with discussions last semester, when I taught two consecutive classes that were identical on paper: same course, same content, same classroom. Only the time and the students were different. It took many weeks before I realized how foolish that view was; despite the "on paper" claims, the two classes were not at all alike. What could possibly be more defining of a class than the students involved and the time we spend with them? Yet my efforts to plan and run my classes kept frustrating me — I struggled to keep the classes aligned so that I could remember where we were and what we needed to do next.

Those complaints, which I've heard from many other teachers as we work to preserve our sanity, reveal deeply troubling perspectives on how a class operates. I talked about how I plan and run a class that I wanted to align. It was I who did these things. Students weren't a part of the process; they didn't plan the course, they didn't run the course, and I tried to align them to the course, not the other way around. I've been hearing about and talking about "meeting students where they are" for years, yet here I was, complaining that my students, wherever they were, weren't meeting me where I thought the class should be.



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The HybridPod | A podcast from Hybrid Pedagogy



What is HybridPod?

HybridPod is a podcast exploring conversations of Critical Digital Pedagogy, listening for ways to empower students and champion learning. It's hosted by Chris Friend from Saint Leo University. It's the aural side of *Hybrid Pedagogy*—a digital journal of learning, teaching, and technology.

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Each episode of *HybridPod* presents a conversation with pedagogues from across disciplinary and political borders. Episodes are built around an aspect of Critical Digital Pedagogy. Explore our latest episodes here:

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HybridPod Replay presents spoken-word versions of articles published on *Hybrid Pedagogy*, usually read by the author(s). It's a great way to stay in-tune with the content of the journal.

 [An Affinity for Asynchronous](#)



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Assessment and Generosity

MARCH 21, 2015 / CHRIS FRIEND, KRIS SHAFFER, ASAO B. INOUE AND LEE SKALLERUP BESSETTE / 11 COMMENTS

00:00 00:00

Download file | Duration: 29:36 | Size: 27.1M

The traditional take on assessment positions the teacher (or the state) as the one with all the answers and asks students to prove that they can figure out what the testers want them to know. Think of AP exams, SATs/ACTs/GREs, and loads of other acronym-derived test names, notably including statewide benchmark testing made widespread in America by [No Child Left Behind legislation from 2001](#). In short, there's significant inertia behind standardized assessment that critical pedagogy needs to address in order to reform traditional education.

In this episode, we'll return to Kris Shaffer and Asao Inoue to pick up the assessment-focused parts of their conversations that didn't make it on the air, and we'll hear from Lee Skallerup Bessette to consider institutional assessment, empathy, and student needs. We'll look at assessment in music classes and writing classes, classrooms of composition and classrooms of compassion. We'll find ways of assessing students that prioritize their abilities and new experiences over their ability to do exactly what everyone else has done before them. We'll ask how we can give students greater authority in the assessment process, and we'll even address the idea of standards within the context of Critical Digital Pedagogy.

Chris Friend is managing editor for *Hybrid Pedagogy*.

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Compassion in the Classroom

FEBRUARY 24, 2015 / MAHA BALI, CHRIS FRIEND AND ASAO B. INOUE / 1 COMMENT



Download file | Duration: 16:40 | Size: 15.27M

Maha Bali's featured column on *Hybrid Pedagogy* prompted the topic of this episode—compassion—but from an unusual angle. She and I talked about the problems we see with the way plagiarism is presented, discussed, and treated systemically. We thought that common systems that check finished work for signs of plagiarism turn it into a punitive situation, rather than a teaching opportunity. That's the big difference between the student experience of plagiarism and the academic understanding of it. What if we looked at citation as a compassionate authorial act? Could we situate quoting and referencing as an act of academic kindness?

We also hear from Asao B. Inoue, who explains his efforts to make compassion an integral part of his teaching and learning practice. For him, compassion starts with the act of reading, and focusing attention on others helps students work in the moment and in the actual situation of class.

Eventually, I turn to the question of the role of education. What should education do? To Maha, "the role of education should be to promote this empathy of a different world view," to make her students better global citizens. To Asao, education helps make our students "into better people."

Join the conversation below! What role does compassion play in today's classrooms? What can education help make our students?

Chris Friend is managing editor for *Hybrid Pedagogy*.



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Listening to Students

JANUARY 27, 2015 / CHRIS FRIEND, MARTÍN KUTNOWSKI, KRIS SHAFFER AND
JONATHAN SIRCY / 2 COMMENTS



[Download file](#) | Duration: 23:50 | Size: 10.91M

Much of the conversation about modern education discusses what we as teachers can *say* or *do* within our classrooms. Relatively little attention is paid to what we can *hear* from our students. In this episode, we'll explore some of the benefits we can get, and improvements we can make, if we essentially talk less and listen more.

First, I talk with Martín Kutnowski, author of "[Daring Conversations: Searching for a Shared Language](#)," about how incorporating popular songs in a music-appreciation course reflects a pedagogy of listening. He warns against closing doors of opportunity when it comes to learning and the cultural problem of student agency. Martín also discusses student expectations (lecture-based courses) and a way to combat that tendency (profound outcomes).

Then we'll hear from Kris Shaffer, [regular contributor](#) to *Hybrid Pedagogy*. He critiques traditional student-performance rubrics, advocating instead for a holistic assessment method that can be used to help us teach, rather than sort, students. Kris makes an argument for learning how our students work by listening more carefully to them. He then discusses what that sort of attention looks like in the classroom.

From there, I talk with Jonathan Sircy, author of "[Faithful Listening](#)," about his evaluation

3.7 Documentation of Professional Development

Where possible, I include below documentation of my attendance at, or participation in, various professional development opportunities. Several of the sessions discussed above provided no tangible documentation of my participation, so no tangible documentation is possible. But in every case, I attempted to include sufficient detail in the narratives above to demonstrate that I attended.

Whenever I attend an academic conference, I participate extensively with the Twitter backchannel, using it to connect with other attendees, take notes, see what others are doing/learning/sharing, and to help spread topics I consider important. As a result, an archive of tweets that include my Twitter username and the hashtag of a particular conference becomes an accurate record of my actual participation in—not merely attendance at—a conference. For this reason, I am including samples from the Twitter archive from my participation in the Open Education 2014 conference (#OpenEd14), the Conference on College Composition and Communication (#4c15), and GradUCon from the University of Chicago (#graducon15).

From: Center for Academic Excellence CFAE@saintleo.edu
Subject: Thank you for registering!
Date: 1 April, 2015 at 15:42
To: Center for Academic Excellence CFAE@saintleo.edu



Thank you for registering for the faculty development event Examining how we think about what we think on April 2, 2015.

This event is being presented as a webinar. You may access the webinar on the event day by clicking on this link: [Examining How We Think Webinar](#)

Thank you and have a great day!

April 1, 2015

Center for Academic Excellence

CFAE@saintleo.edu

From: Center for Academic Excellence CFAE@saintleo.edu 
Subject: Thank you for registering!
Date: 16 February, 2015 at 12:20
To: Center for Academic Excellence CFAE@saintleo.edu



Thank you for registering for the faculty development event Copyright and Fair Use on February 17, 2015.

This event is being presented as a webinar. You may access the webinar on the event day by clicking on this link: [Copyright and Fair Use Webinar](#)

Thank you and have a great day!

February 16, 2015

Center for Academic Excellence

CFAE@saintleo.edu

From: Center for Academic Excellence CFAE@saintleo.edu 
Subject: Faculty Development Day
Date: 8 January, 2015 at 14:43
To: Center for Academic Excellence CFAE@saintleo.edu



Thank you for attending Faculty Development Day on January 7, 2015. To help us plan events that meet your needs, please take the time to complete a survey about the faculty development event. You may access the survey by clicking on this link: [Faculty Development Day Survey](#)

If you would like to receive a Certificate of Attendance, there is a location in the survey to include your name and SLU email address.

Thank you for assisting us in improving our faculty development offerings.

January 8, 2015
Center for Academic Excellence
CFAE@saintleo.edu

Open Education 2014

CHRISFRIEND'S SCHEDULE

NOVEMBER 19 • WEDNESDAY

5 5Rs-Enabled Pedagogy **C** Competency Based Education PLA and Alternative Pathways
D Democratizing Credentialing with Badges **G** GO-GN **I** Impacts of OER on Cost and Student Success
M Improving Research on OER **K** Keynote **L** Libraries and OER **O** OER Adoption Models **P** Open Policy
S Social Learning and OER **Y** Synergies with Other Forms of Open **T** The Bleeding Edge of Open

8:30am – 9:30am	K Keynote - Larry Lessig <i>Speakers: Larry Lessig</i>	Virginia Ballroom
1:15pm – 1:45pm	5 Open Pedagogy to Solicit Student Voice <i>Speakers: Quill West</i>	Richmond
3:00pm – 3:30pm	M How can open scholarship address academia's lack of impact on the ground? <i>Speakers: Rolin Moe, George Veletsianos</i>	Virginia Ballroom
4:15pm – 4:45pm	I A multi-institutional study of the impact of open textbook adoption on the learning outcomes of post-secondary students <i>Speakers: Lane Fischer, John Hilton, David Wiley</i>	Virginia Ballroom

NOVEMBER 20 • THURSDAY

9:45am – 10:15am	I Adopt, Remix, Create: Meeting University Goals with an Open Textbook Initiative <i>Speakers: James Jonas, Carrie Nelson</i>	Virginia Ballroom
10:15am – 10:45am	Y Open peer review as educational resource <i>Speakers: Eva Amsen, Cesar A. Berrios-Otero, Erin McKiernan</i>	Roanoke
11:00am – 11:30am	O The Open Textbook Initiative: Partners and Progress <i>Speakers: David Ernst, Kristi Jensen</i>	Crystal Ballroom
11:30am – 12:00pm	I Merging the original R with the Open 4-Rs - 'wRiting goes OER' <i>Speakers: Rob Morales, Carol L. Smith, Dawn Thacker, Lisa Young</i>	Roanoke
1:15pm – 1:45pm	P How not to promote open sharing of educational materials at a university <i>Speakers: Christina Hendricks</i>	Richmond
3:00pm – 3:30pm	O How to manage the adaptation of open textbooks <i>Speakers: Lauri Aesoph, Amanda Coolidge</i>	Crystal Ballroom

NOVEMBER 21 • FRIDAY

9:45am – 10:15am	O Making the Sausage: The Greasy Process of Scaling OER in Virginia <i>Speakers: Richard Sebastian</i>	Crystal Ballroom
1:15pm – 1:45pm	C Adaptive, Competency-based, OER Programs <i>Speakers: Connie Broughton, Kim Thanos</i>	Richmond
1:45pm – 2:15pm	T Ethics, Openness and the Future of Education <i>Speakers: Robert Farrow</i>	Virginia Ballroom
3:00pm – 3:30pm	O The Transition to Open Educational Resources at UMUC <i>Speakers: Thomas Bailey, Emily Medina, Megan Wilson</i>	Crystal Ballroom
4:15pm – 4:45pm	T Domain of One's Own: Aggregating Community on the Open Web <i>Speakers: Ryan Brazell, Martha Burtis, Jim Groom, Tim Owens, Andy Rush</i>	Virginia Ballroom



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Alex Fink @alexfink · Nov 21

@philosopher1978 been suggested by @RMoeJo @chris_friend that I interview you. Can we do one via Skype? #opened14

Retweet, Like, Reply icons



Chris Friend @chris_friend · Nov 21

"Work was publicly funded in UK; why should US ppl have access to it? That's a diff public!" Wow. Open just got "more" political. #opened14

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Chris Friend @chris_friend · Nov 21

"I *think* this book might support my argument, but I guess that's a virtue of reading the book." —@philosopher1978 Paper paywall? #opened14

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Chris Friend @chris_friend · Nov 21

"The Virtues of Openness" by Peters & Roberts: Available in hardcover for only \$113. No ebook; no online preview. What? #opened14

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Chris Friend @chris_friend · Nov 21

Responsive talk from @philosopher1978: story he came across today; tweets from earlier in #opened14. In-tune with the moment.

Retweet, Like 2, Reply icons



patlockley @patlockley · Nov 21

@dkernohan @RMoeJo @chris_friend so Senator McCarthy is patient zero #opened14

Retweet, Like, Reply icons

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Chris Friend @chris_friend · Nov 21

"Techno-utopianism" listed as component of @philosopher1978's "Open Ed Heaven." Want to hear more; critical of utopianism: blind? #opened14

Retweet, Like, Reply icons



David Kernohan @dkernohan · Nov 21

@patlockley @RMoeJo @chris_friend ties back to @audreywatters on apocalyptic issues last year? #opened14 #opened13

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patlockley @patlockley · Nov 21

@dkernohan @RMoeJo @chris_friend to me its just fear of being irrelevant. Scare words as a short term attention shock doctrine #opened14

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Chris Friend @chris_friend · Nov 21

Infographic on screen now from @philosopher1978 #opened14 sciencemag.org/site/special/s...

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Chris Friend @chris_friend · Nov 21

Very human approach. "When you scrub out personally identifiable info, you lose the peoples' stories." #opened14

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Chris Friend @chris_friend · Nov 21

\$11M to minority families after open-data "map mashup" showed water service in a town stopped at racial divide. —@philosopher1978 #opened14

Retweet, Like 1, Reply icons



David Kernohan @dkernohan · Nov 21

@RMoeJo @chris_friend @patlockley would love to compare with language changes in wider society over same two years. #opened14

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Session Details

Massive Risk, Massive Reward: What We Learned About Teaching and Composing by Offering a MOOC

 [Add Item to Planner](#)

Session Code: A.07

Area Cluster: 6-Information Technologies

Type of Session: Roundtable

Level: All

Abstract: Conveys how developing and teaching a writing MOOC have impacted our views on pedagogy, collaboration, and composition.

Description: Recent experiments with Massive Open Online Courses (MOOCs) (Halasek et al., 2014; Krause & Lowe, 2014) have sparked debates about the functions of such courses, their overall efficacy, defining characteristics, and the ways in which they affect instruction. For some scholars, MOOCs are spaces for democratizing education, accommodating the shifting identities of struggling students and instructors, creating and deploying innovative content and pedagogical approaches, and motivating change in both institutions and curricula. To others, MOOCs are simply information delivery systems that signal the continued decline and the corporatization of education and the marginalization of the professoriate (Rees). With these various perspectives in mind--and speaking from their experiences teaching two sessions of a writing MOOC--the participants in this roundtable will reflect on the risks and rewards of MOOCs.

Employing the conference roundtable format, presenters will each speak for roughly five minutes, collectively using the opening thirty minutes of the session to share their respective “a-ha” moments from the MOOC and how that experience impacted their views of pedagogy, collaboration, composition, and higher education.

Speaker 1 will discuss the experience of engaging in such a massive collaborative pedagogical project. The speaker will discuss the risks of collaboratively designing and teaching a composition course with a group of instructors with ranging teaching experiences, pedagogical approaches, and research interests. Speaker 1 will also address the reward of the team-based approach to teaching and research especially as related to the student learning experience. The speaker will then conclude with practical suggestions for how such an approach could be implemented on a smaller scale.

Working from and extending Chris Friend’s “five essential MOOC philosophies,” Speaker 2 will outline the ways that teaching writing at scale in the MOOC now informs and enriches her pedagogy in face-to-face and blended writing courses. Focusing on Friend’s concepts of “connection,” “reflection,” and “trust,” Speaker 2 will ruminate on the phenomenon of intense engagement that characterized many MOOC participants’ orientation to their writing and her efforts to facilitate a similar sentiment among students in her on-campus courses. She’ll

speak specifically to her efforts in transitioning, translating, and down-scaling MOOC content, methodology, and assessment practices.

Speaker 3 will discuss practices of instructor intervention that emerged from the MOOC discussion forums. While monitoring forums, instructors’ initial impulse was to respond immediately to students’ direct requests (e.g., for technical assistance, clarification of assignments, and feedback on writing). Instructors realized that not only did the sheer volume of posts make it unfeasible to respond to such requests, but also that by strategically waiting to respond, students themselves began assisting each other with great accuracy and expertise. Subsequently, students began to request assistance from their peers (“Has anyone else experienced difficulty with _”) instead of instructors. Speaker 3 will provide examples of these exchanges in an effort to construct a theory of intervention for MOOC discussion forums.

Speaker 4 will discuss insights related to the self-correcting, self-monitoring capacities of the MOOC environment (Beaven et al.; Hart-Davidson), as well as secondary spaces such as social media groups and video sharing services. When teaching at a massive scale, grading and evaluation aren’t the only bottlenecks encountered between learners and instructors--the ability to engage with each student is compromised as well--but rather than a bug, this often manifests itself as a feature, in that the learners themselves take up the responsibility of creating durable learning communities tied to course content, skill levels, and socio-cultural affinities.

Speaker 5 speaker will explore the effects of teaching classes in an increasingly globalized eduscape (Appadurai, 1996; Luke 2006) and the challenges such a project poses to our own unacknowledged cultural narratives about teaching and learning in composition classrooms. This speaker will also identify interesting connections between emerging work on multi/translinguality and multi/transmodality in composition classrooms and programs (Horner, Selfe, Lockridge, 2014) and the promise such work offers to composition scholars and teachers.

These reflections on the risks and rewards of offering a MOOC will then contextualize a conversation with audience members during the remaining 35-40 minutes. That time will engage any number of topics of interest to the audience:

To what extent might teaching experiences in the MOOC translate to other (smaller scale) institutional contexts?

What sorts of institutional factors serve to help or hinder the implementation of pedagogical lessons learned from MOOCs? How might we effectively utilize or mitigate these factors?

What might the MOOCs and other forms of massive or scaled education look like in the future? What types of support will need to be provided for students and instructors in this future educational landscape?

What emerging cultural narratives about teaching and learning do MOOCs help us tell into being? What existing cultural narratives about teaching and learning might MOOCs help us interrogate/re-write?

During this open discussion, roundtable speakers will seek to share their personal experiences with MOOCs by utilizing a variety of frameworks from composition studies (collaborative teaching, classroom community, global classrooms, etc.) as a means of initiating a critical conversation about what is known and assumed about teaching composition with regard to scale, distribution, and location, among other issues.

Presenter(s)

- Speaker: [Kaitlin Clinnin](#) Ohio State University -
- Speaker: [Scott DeWitt](#) The Ohio State University -
- Speaker: [Kay Halasek](#) The Ohio State University, Columbus -
- Speaker: [Ben McCorkle](#) The Ohio State University at Marion -
- Speaker: [Cindy Selfe](#) The Ohio State University, Columbus -
- Respondent: [Jennifer Michaels](#) The Ohio State University, Columbus -

Schedule

- Thursday 3/19 10:30 AM - 11:45 AM in Convention Center, Tampa CC, Room 15, First Floor

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Chris Friend @chris_friend · Mar 22

Preach. MT @fulwilerm: It can be lonely out there as comp teacher. All the more reason to love the learning, camaraderie, sunshine of #4c15.

Retweets 4



Rosemary G. Feal @rgfeal · Mar 22

Good stuff! RT @chris_friend: @dalekatherine Assessment episode of @HybridPod is up! hybridpedagogy.com/columns/podcas... #4c15 #mla16

Retweets 2, Likes 8

View conversation



Kyle D. Stedman @kstedman · Mar 22

#4c15 MT @chris_friend: Catch-up-on-all-your-emails time? Download @HybridPod episode(s) for the flight? ;-) hybridpedagogy.com/hybridpodcast/

Retweets 3



Chris Friend @chris_friend · Mar 21

Today at #4c15: Enjoyed delightful conv's w/ @janicewalker, Mary Tripp, & @csthegame folks. Hey @JoyceLocke: Can we have #4c15 in 6 mo.?

Retweets 1, Likes 6



Chris Friend @chris_friend · Mar 21

Suggestion for all TT fac at #4c15 who took free swag: Buy one beer/shot/coffee for a contingent fac/student in Houston for each item taken.

Retweets 2, Likes 5



ladychris moore @ladybethel · Mar 21

@chris_friend Why I read aloud to learners every opportunity I can make. :) #4c15

Retweets 1

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Rosemary G. Feal @rgfeal · Mar 21

ZOMG w us at #MLA! MT @chris_friend: while I'm geeking out abt Peter Elbow, Exec Dir of MLA gives me card. IZOMG!!1! all over again. #4c15

Retweets 1

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Stephanie H Williams @stephwilliams · Mar 21

Interesting @chris_friend: Elbow: No such thing as a language. ... Each person speaks individual idiolect, incl. grammars. #4c15 #m18

Retweets 2



Chris Friend @chris_friend · Mar 21

Danberg: When I write something, it's not a natural voice, it's a crafted one. #4c15 #m18

Retweets 2, Likes 2



Chris Friend @chris_friend · Mar 21

So while I'm geeking out about listening to Peter Elbow, @rgfeal hands me her card. Exec Dir of the MLA? It's ZOMG!!1! all over again. #4c15

Retweets 5, Likes 10



Chris Friend @chris_friend · Mar 21

Elbow: "Spoken language is music. If I take a hard language in a book and read it out loud well, that does half the job." Amen. #4c15 #m18

Retweets 4, Likes 3



Chris Friend @chris_friend · Mar 21

@msuwrac ...which she then chipped to put in her drink because 80° Tampa weather. #4c15

Retweets 1

View conversation



Chris Friend @chris_friend · Mar 21

Elbow: If you're going to write an argument, be right. #4c15 #m18

Retweets 1, Likes 3

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Digital Pedagogies

About the Panel

Effective pedagogy has never been a static concept or practice. But recent shifts in technology and in systems of communication are ushering in a period of innovation and change that is proving to be particularly profound. This panel gathers educators from a variety of institutional positions, in order to share information around a range of digitally-enhanced pedagogical practices. Topics under discussion will include, for example, using and making web-based tools, data mining as undergraduate coursework, “blended learning” and “flipped classroom” course structures, and online instruction -- from MOOCs to DOCCs. Attendees can expect to better understand the widening range of student-centered educational careers and instructional practices, while also identifying key digital skills that are broadly transferable, within academia and beyond.

Panelists

Cori Anderson, PhD, Senior Lecturer and Russian Language Coordinator, University of Chicago: Cori Anderson holds a Ph.D. in Slavic Linguistics from Princeton. Cori’s pedagogical expertise is in foreign language teaching, and she has been an early adopter of classroom technology, including digital and web-based pedagogical practices.

Chris Friend, PhD, Assistant Professor of English at St. Leo’s University: Chris Friend is an Assistant Professor of English at Saint Leo University, teaching composition courses, including Developmental Writing and Academic Writing. Chris earned his Ph.D. from the University of Central Florida’s Texts and Technology program. He is the Managing (and contributing) Editor of [Hybrid Pedagogy](http://www.hybridpedagogy.com/) (<http://www.hybridpedagogy.com/>), an online journal of learning, teaching, and technology.

Molly Hatcher, JD, PhD, Program Coordinator, Graduate Student Development, Center for Teaching and Learning, UT Austin: Molly Hatcher provides support to graduate student instructors who seek to leverage smart pedagogy as they build their academic careers. Molly earned her PhD in English and Women’s Studies at the University of Michigan, where she researched the effects of digital technologies on reading practices and on higher education.



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Kristy Rawson @EstherRawson · 16h
 .@Jessifer I can't thank you enough for bringing @chris_friend our way for the digi-ped panel at #GradUCon15! Couldn't be happier w outcome!

Retweets 0 Likes 3

Chris Friend @chris_friend · Apr 10
 In a Chicago pub called "The Pub."
 Colleague: "I don't use the Oxford comma." Rest of table: "NOOOOOOOOO!"

Found my peeps at #graducon15.

Retweets 1 Likes 4

Chris Friend @chris_friend · Apr 10
 Talking plagiarism/originality in the #graducon15 Digital Pedagogies panel. How many of us have used others' lessons, slides, assignments?

Retweets 1 Likes 1

Chris Friend @chris_friend · Apr 10
 We all use digital technologies in our daily lives. To disallow their use in class is to reject an element of reality. #graducon15

Retweets 0 Likes 2

Chris Friend @chris_friend · Apr 10
 Those resources can be technological or biological. The internet affords access to info/people. #graducon15

Retweets 0 Likes 1

Chris Friend @chris_friend · Apr 10
 Digital pedagogy can be old tricks in new medium (video lectures) or real learning in real environments (networks of resources). #graducon15

Retweets 2 Likes 1

Chris Friend @chris_friend · Apr 10
 Digital tools can allow us to focus on learning...or on testing. "Huge" difference; we must know which is most important. #graducon15

Retweets 1 Likes 5

Chris Friend @chris_friend · Apr 10
 Digital pedagogy is inevitable. Digital pedagogy is "a thing that isn't a thing." Distraction but a conversation starter. #graducon15

Retweets 0 Likes 1

Chris Friend @chris_friend · Apr 10
 The digital provides opportunities. Our pedagogy needs to critically evaluate before it incorporates. #graducon15

Retweets 0 Likes 1

Chris Friend @chris_friend · Apr 10
 Neat example of student-created blog posts with Russian words in the middle of English-language sentences for Russian I course #graducon15

Retweets 0 Likes 1

chattycee @chattycee · Apr 10
 "@chris_friend: Learning to Let Go: Listening to Students in Discussion hybridpedagogy.com/journal/learni... #graducon15: nonprofits panel ditto!

Retweets 0 Likes 1

Chicago Grad Careers @UChicago_Grad · Apr 10
 LRT from @chris_friend #graducon15

Retweets 0 Likes 1

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Chris Friend @chris_friend · Apr 10
 Learning to Let Go: Listening to Students in Discussion hybridpedagogy.com/journal/learni... #graducon15

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 Followed by Jesse Stommel
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COMMUNITY SERVICE

Though institutional service may not necessarily be expected out of first-year faculty, I feel the reason I was brought on board at Saint Leo prioritizes my involvement with the institution. Serving the campus and its community helps enrich my connection to the school and bring added depth to my relationship with the school, beyond merely academics. Additionally, I believe that active involvement with departmental needs has helped me feel better integrated with the school's culture and activities. I have enhanced my relations with peers in various departments, helping my integration into campus culture. I have also seen how serving the campus community can have a direct impact on students in my classes, both now and in the future. By integrating community service at multiple levels throughout the year, I have joined and improved the campus community and culture in a number of ways.

4.1 This Year's Community Service

In my Annual Faculty Development Review Plan, I listed a single goal for my service this year:

1. Conduct pilot of courses applying critical pedagogy to current student learning outcomes

This goal was intended to benefit the process of updating the 121/122 curricula. While I believe I accomplished this goal (see narrative in Chapter 2 for details), I believe my experiences were of greater personal benefit than of departmental benefit. Instead, my service to the department has included additional elements I had not anticipated when creating my FDP:

1. Revise course description for ENG 002 to be more affirming, student-centered, and suggestive of value, rather than remediation
2. Join hiring committee for comp/lit lecturer search; participate in the interviews for dramaturgy and humanities instructors
3. Host composition reading group to introduce the perspective of rhetoric and composition to faculty more familiar with literature studies
4. Apply for the QEP Faculty Fellows to help enhance the upcoming composition curriculum redesign
5. Attend planning session for Instructional Resources KRA to enhance plans for composition curriculum implementation

I set out to experiment with my course design, which I did (as discussed in previous chapters). But as the year progressed, I found opportunities to serve students, my department, and the campus at large by establishing connections across departments and building relationships with hiring committees, KRA teams, and QEP Faculty Fellows. As a result, I believe I far surpassed my intended goal and identified additional service areas, helping me become better integrated into the department and the campus than initially anticipated.

4.1.1 Curriculum Revision for ENG 002 Course Description

In the fall, while I was teaching ENG 002, I noticed that students were disenfranchised about the course before it began because its description told them the course was punitive and remedial:

This course does not satisfy a LINK (General Education) requirement in English or an elective credit for an associate or bachelor's degree. This course is designed to remedy the special problems of students whose English preparation reveals marked deficiencies in written skills.

I proposed a change to the language of the catalogue description that did not change the content or intentions of ENG 002 courses but added student-centered language that affirms the benefits provided by the course. The new

language also acknowledges the prior writing instruction students bring to the class, positioning 002 as a bridge into college-level writing-intensive courses. The proposal garnered support emails from the dean, both department chairs, and six other colleagues. Copies of the support letters from the dean and department chairs can be found at the end of this chapter. My proposed change was approved, and the next catalogue we produce will include this language as a result:

Basic Composition Skills is designed to help students develop the writing skills they need to succeed in future college-level courses with heavy writing components, including ENG 121. It builds upon the foundation of writing instruction provided in high-school classes and adds a specific focus on college-level writing and Saint Leo's expectations for student writing skills.

4.1.2 Composition Reading Group

With my goal of redesigning composition courses, I needed to learn more about expectations for the courses—from faculty, administration, and other departments. I felt it prudent to start conversations with my department about where our composition courses could go, so I formed a small reading group: I asked interested faculty to meet monthly to discuss various readings from the composition literature to see how these theories fit with our expectations and experiences at Saint Leo.

Having seen a similar process at the University of Central Florida, I knew this process would be slow going and likely end without a decision or resolution. My expectations were met in full. The group identified challenges, frustrations, limitations, and contradictions with various approaches to teaching composition, yet we did not arrive at any clear direction to take or solution to implement.

I do not consider this result a failure. On the contrary, I now understand more clearly the concerns of our faculty and the position of both the English Department and its composition courses within the academic environment of the university. Our conversations and debates have shown me the complexities we face in approaching a course redesign, and these meetings will help inform our future discussions as we form a working committee to begin the design work.

4.1.3 Hiring Committees

Having been on the other side of a Saint Leo search committee just last year, I was intrigued by the opportunity to serve on a hiring committee in my first year of employment. Additionally, because the department was hiring for a composition lecturer, I wanted to participate in the process to be sure we took on new instructors who could adapt to imminent changes in the curriculum and be trusted to teach those changes competently. I was able to contribute to the committee by speaking to concerns about composition pedagogy and technological implications in the writing classroom.

In addition to my official participation with the composition/literature lecturer search, I made sure to participate in the department interviews and/or teaching demonstrations of each visiting candidate for our dramaturgy and humanities positions. This experience helped inform my involvement with the lecturer search, but it also reinforced my interest in building a cohesive department and participating actively in its development.

4.1.4 2015 QEP Faculty Fellows

I have been accepted as a member of the 2015 QEP Faculty Fellows and consider that involvement essential to my work on the composition redesign. By working directly with the team charged with understanding and implementing Saint Leo's approach to critical thinking in our classes, I will be able to craft our composition courses with these principles in mind, better suiting our ENG 002/121/122 sequence to the expectations of the university community.

4.1.5 Instructional Resources KRA Lunch Meeting

On May 13, I participated in a lunch meeting hosted by Jeffrey Anderson, in which we discussed the possibilities for adopting Open Educational Resources in the to-be-developed curriculum for ENG 002/121/122. While no decisions were made at this meeting that directly affect my work, I gained an awareness of the implications of changing our resources, and I established connections with Jeffrey's team and started a conversation about possible future course development with the education department. These connections should help garner additional support from outside the department as we begin to implement our revision plans.

4.2 Service Goals for Next Year

My goals for the coming year in terms of community service emphasize working to improve our composition curriculum, staying heavily focused on on-campus work. (Expansion of my service obligations to COL, learning centers, and adjunct support will likely occur in subsequent years.) Specific goals for next year include:

- work with a curriculum-redesign committee to develop and pilot new ENG 002, 121, and/or 122 courses on University Campus and online,
- engage the QEP Faculty Fellows program to align composition curriculum with institutional expectations about critical thinking,
- apply for Faculty Senate with the intention of joining the Curriculum Committee to further develop an atmosphere of writing excellence, and
- continue promoting my pedagogical scholarship to provide exposure for Saint Leo's work in the area.

Additionally, my goals next year for my teaching incorporate many of these curriculum-design efforts, so progress in one aspect of my work will necessarily support and be reflected in other areas.

4.3 Documentation of Service

On the following pages, I present letters of support/appreciation from my colleagues for

- my involvement in the English Lecturer search committee,
- my creation of the composition reading group,
- my acceptance into the QEP Fellows, and
- my successful curriculum-revision proposal.



March 17, 2015

Dear Chris Friend,

I'm writing to express my gratitude for your generous service on the English Lecturer search committee. These searches are arduous and often intense processes, often at the most demanding points of the academic year. Your thoughtful and careful consideration of applicants at every stage of the process will shape the future of the Department of Language Studies and the Arts.

Sincerely,

Elisabeth Aiken, Ph. D.
Chair, Language Studies and the Arts

From: Kathryn Duncan kathryn.duncan@saintleo.edu
Subject: reading group
Date: 11 March, 2015 at 08:56
To: Christopher Friend Christopher.Friend@saintleo.edu



Hey, Chris. Thanks for running the composition reading group. I'm enjoying our discussions and like the approach of putting theory before practice. I'm excited to see how all of this impacts Academic Writing. You're doing a great job! Best, Kathryn

Kathryn Duncan
Professor of English
Treasurer and Co-Secretary, SCSECS <<http://scsecs.net/scsecs/>>
Saint Leo University
MC 2127 PO Box 6665
Saint Leo FL 33574
352-588-8395



March 27, 2015

Dear Chris,

It is with great pleasure that I welcome you to the 2015-2016 QEP Faculty Fellows. The QEP Advisory Committee felt that your application stood out among the submissions. In the next few weeks you will receive more information about the Faculty Fellows program, including requests for your current and fall schedule so that we can begin planning our monthly meetings. Our first meeting will be held in May of this year, with regular meetings beginning in August 2015. Additionally, you are invited to join the graduate ceremony for this year's Faculty Fellows, which is scheduled for Friday, May 8 at 3:30 pm.

I also hope you will be able to attend the 35th International Conference on Critical Thinking and Educational Reform in Berkeley, CA July 27-30, 2015. Please let me know if you are able to attend so I can begin the registration process.

If you have any questions about your selection or the Faculty Fellows program, do not hesitate to contact me (trish.parrish@saintleo.edu; extension 8417). I am looking forward to working with you to implement Saint Leo University's Quality Enhancement Plan, *A Model for a Challenging World*.

Sincerely,

Trish Parrish
Assistant Vice President/Regional Accrediting Officer
Academic Affairs

From: Elisabeth C Aiken Elisabeth.Aiken@saintleo.edu
Subject: RE: Curriculum Proposal — 002 Course Description
Date: 23 September, 2014 at 13:09
To: Christopher Friend Christopher.Friend@saintleo.edu

EC

Hi Chris,

Thank you for working on this proposed change. I support the new catalog description and believe it reflects our approach to writing as well as the support that students will receive in ENG 002. Please don't hesitate to contact me if I can assist with the proposal process.

Sincerely,
Lis

Elisabeth Aiken, Ph.D.
Chair, English, Fine Arts, and Humanities Department
School of Arts and Sciences
Saint Leo University
(352)588-8281

From: Christopher Friend
Sent: Tuesday, September 23, 2014 10:07 AM
To: Karen M Bryant; Elisabeth C Aiken; Gianna Russo; Iona Ivanova Sarieva; Marcela Van Olphen; Nataliya Glover; Patrick Jude Crerand; Pamela Decius; Kurt V Wilt; Burgsbee Hobbs; Allyson Marino; Kathryn Duncan; Valerie Kasper; June C Hammond; Cynthia Selph; Donald Pharr
Subject: Curriculum Proposal — 002 Course Description

Hello, everyone.

I'd like to suggest a minor change to our ENG 002 course description (not the content; only the description), to use language that sounds less punitive and more supportive, acknowledging that students come to us with some kind of writing training and that our 002 course will actually help them.

An official submission form is attached for your review, but I'll put the proposed change here for convenience.

The current catalog description for 002 reads as follows:

This course does not satisfy a LINK (General Education) requirement in English or an elective credit for an associate or bachelor's degree. This course is designed to remedy the special problems of students whose English preparation reveals marked deficiencies in written skills.

I propose changing the language along these lines:

Basic Composition Skills is designed to help students develop the writing skills they need to succeed in future college-level courses with heavy writing components, including ENG 121 & 122. It builds upon the foundation of writing instruction provided in high-school classes and adds a specific focus on college-level writing and Saint Leo's expectations for student writing skills. This non-credit-earning course does not satisfy a University Explorations requirement in English or elective requirements for a degree.

I welcome any thoughts/feedback/suggestions you might have. Specifically, as I am new, you are

From: Karen M Bryant Karen.Bryant@saintleo.edu
Subject: RE: Curriculum Proposal — 002 Course Description
Date: 26 September, 2014 at 07:46
To: Christopher Friend Christopher.Friend@saintleo.edu

KM

Thank you, Chris, for tackling this!

The change you suggest reflects the core value of community and thus supports our mission at Saint Leo. I fully support this amendment.

From: Christopher Friend
Sent: Tuesday, September 23, 2014 10:07 AM
To: Karen M Bryant; Elisabeth C Aiken; Gianna Russo; Iona Ivanova Sarieva; Marcela Van Olphen; Nataliya Glover; Patrick Jude Crerand; Pamela Decius; Kurt V Wilt; Burgsbee Hobbs; Allyson Marino; Kathryn Duncan; Valerie Kasper; June C Hammond; Cynthia Selph; Donald Pharr
Subject: Curriculum Proposal — 002 Course Description

Hello, everyone.

I'd like to suggest a minor change to our ENG 002 course description (not the content; only the description), to use language that sounds less punitive and more supportive, acknowledging that students come to us with some kind of writing training and that our 002 course will actually help them.

An official submission form is attached for your review, but I'll put the proposed change here for convenience.

The current catalog description for 002 reads as follows:

This course does not satisfy a LINK (General Education) requirement in English or an elective credit for an associate or bachelor's degree. This course is designed to remedy the special problems of students whose English preparation reveals marked deficiencies in written skills.

I propose changing the language along these lines:

Basic Composition Skills is designed to help students develop the writing skills they need to succeed in future college-level courses with heavy writing components, including ENG 121 & 122. It builds upon the foundation of writing instruction provided in high-school classes and adds a specific focus on college-level writing and Saint Leo's expectations for student writing skills. This non-credit-earning course does not satisfy a University Explorations requirement in English or elective requirements for a degree.

I welcome any thoughts/feedback/suggestions you might have. Specifically, as I am new, you are more familiar with the course catalog than I am. I *believe* this change would not affect any other content in the catalog, but I could be mistaken. Please let me know if such a change would necessitate a change elsewhere in the catalog.

Thanks for your consideration and assistance!

Chris Friend

From: Mary Spoto Mary.Spot@staintleo.edu
Subject: Curr Proposal Statement of Support
Date: 14 October, 2014 at 21:58
To: Christopher Friend Christopher.Friend@staintleo.edu
Cc: Elisabeth C Aiken Elisabeth.Aiken@staintleo.edu

MS

Hi Chris,

Below please find a brief statement of support for your curriculum proposal. You need to copy and paste this into your proposal when you submit it tomorrow. Thanks for your work on this. It was much needed.

Mary

I support the course proposal to update the course description of ENG 002: Basic Writing Skills. This course is commonly misunderstood by students who do not understand its benefits. As the proposal states, this change includes "student-centered language that affirms the benefits provided by the course."

Mary Spoto,

Dean, School of Arts and Sciences

Mary T. Spoto, Ph.D.
Dean, School of Arts and Sciences
Professor of English
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