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# SECOND-YEAR PORTFOLIO

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## INTRODUCTION

### 1.1 Executive Summary

In last year's portfolio, I emphasized the experimental and enlightening nature of my first year at Saint Leo. Now that my second year is behind me, I have learned how essential I find those experimental components of teaching (and how much I miss them when they're absent). I've also found numerous opportunities to get more connected with the school and its programs, leading to the theme of this year's portfolio: involvement.

No reader will be surprised by the connection between involvement and strains on time or work/life balance. My personal narrative and the overview of my Teaching chapter attest to that unsettling effect in my professional efforts this year. In the Teaching chapter, I move from that unsettled feeling into determination to focus next year on student-directed learning and attending to individual needs over curricular designs. The student evaluations and observation feedback I have received this year support the assertion that improving student authority and individual attention are my greatest strengths and also where I need to focus the greatest attention for improvement.

Similarly, the Scholarship & Professional Development chapter illustrates my involvement in conference presentations and editorial work that border on excessive, taking time and attention away from my individual writing projects.

While I maintained scholarly productivity this year, that productivity was limited to revisions of previous scholarship, chapters for edited collections, and podcast creation. While my involvement in scholarship has benefitted me, I see that perhaps I missed a necessary balance. The documentation for my professional development paints a vibrant picture of involvement in disciplinary conversations and public discourse about pedagogy, composition, and digital publication.

And finally, the Community Service chapter reiterates the need for balance among my commitments by highlighting a list of committees and projects I have on campus. My committee involvement has served as a benefit to my understanding of the campus community, but almost at the expense of my productivity, given the number of meetings that were required. Like my other chapters, this one draws attention to the need for balance as I work to maintain my involvement and my teaching.

Overall, this year has provided challenges, insights, and opportunities. I have struggled to fit them together, and the results of those struggles will help prepare me in future years as I better understand how various demands can too easily overwhelm and distract. This portfolio, then, documents my struggles, identifies my discoveries, and sets out my expectations for more improvements next year.

## 1.2 Personal Narrative

Last year's portfolio was a story of experimentation and discovery; this year's is one of involvement. I worked to involve my students more in their assessment practices and more personally in their assignments. I increased my involvement with conferences and professional development by presenting or facilitating rather than merely attending. I deepened my involvement with the campus community by participating in more committees and other service opportunities.

My efforts to get more involved across the board have led to significant challenges in terms of work/life balance and time-management. These challenges will of course continue, providing an opportunity for needed attention and growth next year. While some of this year's commitments (like the QEP Faculty Fellows) will not continue next year, others (like hiring committees, faculty senate involvement, and my editorial/production work) hold the potential to increase my engagement and take up more time.

That said, experiencing overwhelming demands on my time has helped me learn the benefit of prioritizing my work and recognizing when I am over-committed. I hope to take that increased awareness into the upcoming year and help myself maintain a satisfying, productive balance. Overall, I have enjoyed each of my activities, both on-campus and off. My involvement has provided perspective, and I hope to develop better clarity of purpose and balance in the coming year.

# Christopher R. Friend

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- 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
- TEXTUAL PUBLICATIONS**      Friend, Christopher R., Morris, Sean Michael, and Stommel, Jesse. (2016). Writing at Scale: Composition MOOCs and Digital Writing Communities. In Abigail G. Scheg and Daniel Ruefman (Eds.) *Applied Pedagogies*. Boulder, CO: Utah State University Press.  
Friend, Christopher R., Morris, Sean Michael, and Stommel, Jesse. (2015). 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.

## AUDIAL PUBLICATIONS

- Friend, C., and Janine DeBaise (2016, Apr. 21). Friend, C. (Producer). Responsive teaching. *The HybridPod* [Audio podcast]. Retrieved from <http://hybridpod.audio>
- Friend, C., and Stewart, B. (2016, Jan. 12). Friend, C. (Producer). Networks. *The HybridPod* [Audio podcast]. Retrieved from <http://hybridpod.audio>
- Friend, C., Bali, M., Honeychurch, S., and Hodgson, K. (2015, Oct. 30). Friend, C. (Producer). Collaboration. *The HybridPod* [Audio podcast]. Retrieved from <http://hybridpod.audio>
- Friend, C., Anderson, C., Beck, E., Hatcher, M., Lo, C., Morris, S. M., and Rawson, K. (2015, Sept. 13). Friend, C. (Producer). Digital pedagogy, part 2. *The HybridPod* [Audio podcast]. Retrieved from <http://hybridpod.audio>
- Friend, C., Anderson, C., Beck, E., Hatcher, M., Lo, C., Morris, S. M., and Rawson, K. (2015, Aug. 8). Friend, C. (Producer). Digital pedagogy, part 1. *The HybridPod* [Audio podcast]. Retrieved from <http://hybridpod.audio>
- Friend, C., Vie, S., Stedman, K., and Stommel, J. (2015, May 20). Friend, C. (Producer). Play in education. *The HybridPod* [Audio podcast]. Retrieved from <http://hybridpod.audio>
- Friend, C., Shaffer, K., Inoue, A. B., and Bessette, L. S. (2015, Mar. 21). Friend, C. (Producer). Assessment and Generosity. *The HybridPod* [Audio podcast]. Retrieved from <http://hybridpod.audio>
- Friend, C., Bali, M., and Inoue, A. B. (2015, Feb. 24). Friend, C. (Producer). Compassion. *The HybridPod* [Audio podcast]. Retrieved from <http://hybridpod.audio>
- Friend, C., Kutnowski, M., Shaffer, K., and Sircy, J. (2015, Jan. 27). Friend, C. (Producer). Listening to students. *The HybridPod* [Audio podcast]. Retrieved from <http://hybridpod.audio>

## CONFERENCE PRESENTATIONS

- “From Mickey Mouse to Cigar City: What Flexibility, Interdisciplinarity, and a Two-Hour Drive Can do for Employability,” part of the “Demystifying the Job Market: Taking Action toward Transparency through Data and Narrative” panel | CCCC (Houston), April 2016
- Panelist on “Podcasting Together: Recording, Editing, and Sharing Sound” | Computers & Writing (UW—Stout), June 2015
- “The Missing Link: Interventions for Enhancing Traditional Student Composition” | Computers & Writing (UW—Stout), June 2015
- “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 (NCSS), 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

## TEACHING

### 2.1 Year in Review

I fell into a trap this year. It's a familiar one, consistently enticing. I opted to repeat things I had done in the past without re-thinking or re-creating my classes each semester. Too often, I do this out of a belief that it will save me time, trouble, and effort. While that may be the case, I forget that it also brings with it a feeling of burnout as the creative impulse is stripped from my work, and of frustration when a different group of students reacts differently to the same material I used last time.

Those differences should come as no surprise. No, that understates the problem. Those differences should be the central focus of teaching efforts. I should work with each of my classes as though they are new and distinct, since they are the first time that group of students has met with me in a given situation. Because the students change, the course should change to suit them. That principle—teaching that responds to students, rather than demanding conformity—will be the centerpiece of my efforts next year and was the subject of a podcast episode I produced as I compiled this portfolio: HybridPod Episode 9: Responsive Teaching.

Efforts to create responsive courses are particularly challenging online, though arguably even more important, considering the career-minded, in-

dividualistic goals of our online students and the diverse backgrounds and contexts from which our students come. This year has brought my first experiences teaching online for Saint Leo, with ENG 121 and 122 last summer, ENG 002 last fall, and ENG 122, 121, and 205 this spring. Teaching courses at a variety of levels and from a variety of designers has shown me the importance of instructor presence in an online course. I have also seen the oppressive weight of grading responsibility placed on online instructors, detracting from the time these teachers can devote to actually interacting with students.

As I continue making progress toward new first-year writing classes at Saint Leo, I will make interaction—as opposed to assessment—a priority. For the coming year, I will experiment with that approach on-campus by redesigning my courses to be more project-based and student-assessed, which will also help me avoid the trap of repeating previous classes, making me respond to the students who are actually in the room, rather than the students I imagine when designing a course.

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

1. Students will be more accountable for contributions to group work or discussions on a class-by-class basis.
2. Course content/readings will be more prescribed, but student products or writing will be more flexible/varied
3. Students will be able to articulate the situational nature of writing and negotiate changes in their writing processes and products to accommodate multiple genres, discourse communities, and situations.

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

### **2.1.1 Student Accountability in Discussions**

This goal proved challenging. I experimented with a few ways to have students provide feedback to one another for their participation in class and in specific discussions. Weekly reviews proved too generic, with students struggling to provide specific or meaningful feedback of their peers. Daily reviews proved too time-consuming, with students needing more time to gather and articulate their thoughts than we had available after our classwork.

In our post-observation review meeting, Mary Spoto and I agreed that my in-class discussion the day she visited had become productive near the end of class; she suggested that the conversation may have benefitted from a 90-

minute class format. I wonder whether that would also allow for a more regular use of daily assessments of contributions, with each class session having more time available for review and reflection.

One of my goals next year will be to improve whole-class discussions. Since I arrived at Saint Leo, I have had consistent trouble getting students to contribute to whole-class conversations. Small-group discussions may be productive and efficient, but whole-class conversations go nowhere. I will try various strategies next year to improve that situation, as the constant need to work in groups stifles the diversity of views students hear and exhausts me as a facilitator, since I need to follow multiple conversations in each class, rather than one.

To end on a positive note, though, my students this semester seem to be aware of their own level of contribution, accurately identifying their strengths and shortcomings in terms of participation. I hope to repeat that success in the future by keeping students focused on evaluating their performance.

### **2.1.2 Prescribed Readings & Flexible Writing**

This goal worked well this year. My students were able to draw from a shared reference of source material. (All course materials were taken from available library resources, rather than textbooks, making strides toward the OER KRA.) I would like to take further steps toward truly open-access materials, and I will continue looking for more accessible texts, as the materials commonly used in writing studies are inappropriately complex for our students.

Flexible student writing has also proved successful, providing motivation for further work next year. Students seem better able to assess the quality of non-essay-form writing, are more comfortable working with non-essay genres, and can better articulate rhetorical concepts when discussing work that is not essay-based. A few experiments this year with alternative assignments (such as videos last fall and brochures this spring) showed that assignments in various modalities can be more effective at teaching basic principles than traditional essay writing. I intend to diversify the deliverables in my classes, moving toward project-based, real-world genres in lieu of essay writing to help teach rhetorical concepts.

### **2.1.3 Articulate Writing Concepts**

The multimodal assignments discussed above helped me achieve this goal, as well. When students compose essays, they often assume their work is good enough if it reaches a certain word count, and they have trouble imagining any real audience besides their teacher, since they don't see essays being used in any other setting. But when they are faced with non-essay assignments, they start to understand writing concepts in context. They are better able to apply and identify course concepts than to identify and articulate those concepts in a paper. Considering that application is more important than articulation, I intend to implement these assignments more often and more deliberately next year.

Meanwhile, I will continue to explore new ways to help our students understand complex writing concepts in ways that allow them to engage in meaningful discussion about the expectations of various writing scenarios, since many of my students have shared that they feel more empowered to negotiate the expectations of future writing tasks.

## **2.2 Teaching Goals for Next Year**

In light of my successes and challenges this year, I intend to continue making progress in several areas. Specifically, I intend to:

- improve my individualized attention to student interests,
- provide opportunities for project-driven learning in a variety of contexts,
- rely more on student peer- and self-evaluation, and
- ensure more real-world audiences for student work (leading to assignments suited for online classes).

## **2.3 Documentation of Teaching**

This year, all of my on-campus courses have been ENG 121, making the inclusion of a collection of syllabi rather redundant. The syllabus from this spring is enclosed as representative of the five on-campus courses I have taught. Since the other six courses I have taught this past year were online (and developed by others), those syllabi are not included.

These following documents are provided as demonstration of my teaching this year:

1. Sample course syllabus from Spring 2016
2. Student evaluations from Summer and Fall 2015
3. Department Chair's observation from Fall 2015
4. Dean's observation from Spring 2016
5. Peer's observation from Spring 2015 (Kelly Schuttig from QEP Faculty Fellows)

Any additional documentation, including syllabi for all sections, is available upon request.

### **2.3.1 Course Syllabus**

My spring 2016 ENG 121 syllabus follows.

# Academic Writing I Course Syllabus

Chris Friend • Saint Leo University • Spring 2016

## Overview

- **Instructor:** Christopher R. Friend, PhD (please call me “Dr. Friend” or “Mr. Friend” or my favorite, just “Friend”)
  - **E-mail:** [christopher.friend@saintleo.edu](mailto:christopher.friend@saintleo.edu) (best way to reach me)  
*Please do not use email within Learning Studio; I do not check it.*
  - **Twitter:** [@chris\\_friend](https://twitter.com/chris_friend)
  - **Office Hours:** MWF 16:00-18:00 in Kirk Hall 311; [appointments](#) strongly encouraged
- **Course Section:** ENG 121.CA04
- **Meeting:** MWF 11:30-12:20 in Lewis 113
- **Final Exam Session:** Monday, 25 April 2016, 10:10-12:10
- **Prerequisite:** Passing grade in ENG 002 or satisfactory score on the English Placement Test.
- **Course Description:** Academic Writing 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.

## Course Outcomes

By fully participating in this course and successfully completing each of its assignments, you will be able to do many new things related to writing. Some of these may be familiar to you; you'll better understand these concepts and how to employ these skills by the end of the semester. Other points will be new to you; you'll understand how these ideas do (or don't) fit in with your understanding of writing, and you'll learn when to use (or intentionally avoid) the skills we learn about.

The outcomes for this course come from two sources: the standards established by the department and the specific goals your instructor has set for the course.

### Department Standards

The English Department of Saint Leo University has established these course outcomes. Some standard outcomes have been removed from our list because of unanimous agreement that all members of class have already achieved them.

- Demonstrate proficiency in spelling, punctuation, and grammar.
- Improve writing style.

- Improve critical thinking and problem solving skills.
- Improve speaking skills.

## **Instructor-Specific Standards**

In this class, the standards above will be addressed as we work to achieve these more specific goals. By successfully completing this course and all its assignments, you will:

- See writing as a complex, fluid, recursive process (not as merely a tool).
  - Use multiple, significantly revised drafts to make your writing more complete and/or successful.
  - Strategically and iteratively employ invention and re-thinking throughout the writing process.
  - Adapt your writing to multiple audiences given a variety of writing situations.
  - Distinguish the collaborative, social aspects of writing from plagiarism.
  - Engage other writers in meaningful revision and respond purposefully to the feedback of others on your own writing.
- Adapt your ideation, revision, and products to reflect the affordances, constraints, and expectations of various rhetorical situations.
  - Adjust your reading and writing strategies to accommodate different genres.
  - Accommodate various audiences with changes to vocabulary, tone, and rhetorical strategies.
  - Employ conventions of format and structure relevant to various genres.
  - Use appropriate voice, tone, and level of formality given various writing situations.
- Develop your critical reading, writing, and thinking skills.
  - Compose texts that integrate your own ideas with those of others, employing citation and appropriate conventions while avoiding plagiarism.
  - Present your own ideas as unique, valuable contributions to the existing knowledge of a field, rather than regurgitations of existing knowledge.
  - Discuss the relationships among language, knowledge, power, and authority.

## **Significant Writing-Studies Concepts**

Along the way to achieving the outcomes above, I'll work to get you familiar with the way writing-studies scholars look at their work and the world around them. My goal is to try and convince you of these major ideas, which are commonly held beliefs in the discipline.

- Writing is a social and rhetorical activity.
- Writing is performative.
- Reflection and revision are central to writing improvement.
- Writing must be learned and is not perfectible.
- Failure can be an important and effective part of writing development.
- Writing is an expression of embodied cognition.
- Writing expresses and shares meaning to be reconstructed by the reader.
- Genres are enacted by writers and readers with specific purposes, audiences, and contexts in mind.

## Related Discipline-Specific Terminology

And finally, in order to engage in meaningful, informed discussions of the material we'll study this semester, you'll be introduced to—and develop a working knowledge of—these key terms from writing studies. Some of these may be familiar to you already, which is great, but be ready to possibly change your views of them this semester.

- Rhetor, Rhetoric, Rhetorical Situation
- Exigence, Purpose, Authority
- Genre, Lexis, Affordances, Constraints
- Literacies (deliberately plural)
- Discourse (vs. discourse), Discourse Community
- Process, Originality, Intertextuality, Plagiarism

## Required Resources

This semester, you need these tools to be successful:

- Your SLU-provided [Office365](#) account.
- A device that can access the Internet during class, preferably a laptop.
- An automatic backup system. Every semester since I started teaching college, I've had at least one student lose all work. Don't be that student this semester.
  - If you use a Mac, get an external hard drive and use [Time Machine](#).
  - If you use a Windows PC, get an external drive and use [Windows Backup and Restore](#).
  - Regardless of the device you use, use a tool like [Dropbox](#), [Google Drive](#), [Apple iCloud](#), or [Microsoft OneDrive](#) to store your classwork so that you have an up-to-the-minute online duplicate of your work.
- Reliable access to the Internet and Learning Studio. Know how to get to your stuff if you misplace your laptop, phone, tablet, etc.
- Reliable access to your SLU email account (the one that ends in @email.saintleo.edu). In the interest of privacy and security, that account is the only one of yours I will communicate with. You should check your SLU account *at least* once a day. (FYI, if I ever have to cancel class, I'll notify you via your SLU email account, so you should always check for updates from me before every class.)

## Expectations<sup>1</sup>

While enrolled in this course, you can expect these things from me:

- enthusiasm for research, teaching, and writing;
- clarity and thoroughness in assignments, goals, and expectations;
- personal interest in your learning and work;
- 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.

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<sup>1</sup> The structure and approach of the Expectations section is adapted from the [English 239 syllabus](#) of Cheryl E. Ball, ISU.

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;
- a 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.

## Course Policies

### Attendance

Three unexcused absences without being penalized. Any absences after that results in points being taken off your participation grade. If you know you are going to miss another day such as a family emergency just popped up, email a classmate to coordinate with them about what you missed.

### Participation

Participation is based on class performance, being interactive in class discussions, and turning assignments in on time. This counts as 15% of your grade. Also, in order to receive a grade for participation one must attend class regularly.

### Grading

#### Late/Make-up Work

Work must be turned in when it is due. Because our class meets regularly, and because we only see each other for a limited (and specific) time, timeliness is more important than perfection. When work is due, bring your best...even if your best is a shot in the dark. Late work and make-up work aren't accepted. On the other hand, you can revise your work before the portfolio is due, so you have the opportunity to improve your work after the initial due date.

## Basis of Grade

Grades for this class are determined according to the priorities of our work together. You will be graded on daily participation and effective writing, with each being half of the final average. Your daily participation grade will be determined by peer feedback. Your writing grade will be derived from your self-assessment at the end of the semester using the final portfolio as a reflection and assessment tool.

## SLU Grading Scale

A	94-100%	Exceptional
A-	90-93%	Superior
B+	87-89%	Excellent
B	84-86%	Very Good
B-	80-83%	Good
C+	77-79%	Above Average
C	74-76%	Average
C-	70-73%	Below Average
D+	67-69%	Marginal
D	60-66%	Poor
F	< 60%	Failure

# Units of Study

## Course Calendar at a Glance

Wk	Unit of Study	Major Papers
1	Syllabus, Expectations	
2	Academic Reading	
3		
4	Rhetorical Situations	Quick Rhetorical ID
5		Analysis of Sci. Accom.
6	Discourse Communities	Quick Characteristics ID
7		
8		Definition Analysis
9		
10		Genre Analysis
11	Authority	Authorship Analysis
12		
13	The Writing Process	Contextual Process Analysis
14		Course Audit
15	Revision & Reflection	Final Portfolio (Exam Day)

## Rhetorical Situations

Writing changes based on what it's supposed to do. In this unit, you'll learn how to analyze the situations in which writing operates, including the expectations of readers, the limits of format, the options available to writers, etc. We'll study contexts the way that composition scholars do, researching various environments to understand how they influence the way writing works within them. This is often considered the hardest of the three units, requiring an understanding of many new and challenging concepts in order to make sense.

## Major Readings

- Haas, C. and Flower, L. (1988). [Rhetorical reading strategies and the construction of meaning](#). *College Composition and Communication*, 39(2):167-83. [Available online through SLU library.]
- Grant-Davie, K. (1997). [Rhetorical situations and their constituents](#). *Rhetoric Review*, 15(2):264-279. [Available online through SLU library.]
- Gibson, James J. (1979). [The theory of affordances](#). In *The Ecological Approach to Visual Perception* (Ch 8). New York: Taylor & Francis.

## Major Writing Assignments

- Quick Rhetorical Identification
- Analysis of Science Accommodation

## Discourse Communities

Writers don't work in isolation, and writing doesn't exist by itself. This unit explores the connections among writers and writing, looking at how social groups form around, use, and modify writing to suit their needs and achieve their goals. We'll study groups of people as composition researchers do, looking for patterns, trends, and strategies used by those groups. You'll see how you do (or don't) fit in with the groups around you, and you'll learn skills for adapting your writing to the expectations of new groups. This is often considered the most important of the three units, bringing together everything we learn through the semester and establishing significant connections with your academic career.

## Major Readings

### Overview

- Swales, John. (2011). [The concept of discourse community](#). In *Writing About Writing*, Eds. Downs, D. and Wardle, E. Boston: Bedford St. Martin's.
- Porter, J. (1986). Intertextuality and the discourse community. *Rhetoric Review*, 5(1):34-47. [Available online through SLU library.]

### Lexia

- Gee, J. P. (1989). [Literacy, discourse, and linguistics: Introduction](#). *Journal of Education*, 171(1):5-17. [Available from JSTOR's "Register and Read" free service.]

### Genre

- Devitt, A. (1993). [Generalizing about genre: New conceptions of an old concept](#). *College Composition and Communication*, 44(4):573-86. [Available online through SLU library.]
- Mirabelli, T. (2004). [Learning to Serve: The language and literacy of food service workers](#). In *What They Don't Learn in School*, Ed. Jabari Mahiri. New York: Peter Lang. 143-62.
- Miller, C. R. and Shepherd, D. (2004). Blogging as social action: A genre analysis of the weblog. *Into the blogosphere: Rhetoric, community, and culture of weblogs*, 18(1):1-24. [Open access.]

### Authority

- Wardle, E. (2004). Identity, authority, and learning to write in new workplaces. *Enculturation*, 5(2). [Open access.]
- Penrose, A. and Geisler, C. (1994). Reading and writing without authority. *College Composition and Communication*, 45(4):505-20. [Available online through SLU library.]

## Major Writing Assignments

- Multi-Dimensional Definition

- Genre Analysis
- Discourse Community Analysis

## Writing as a Process

In this unit, you will study how writing happens, what writing does, and what writers do to make writing work. We'll start with your current processes and the things you've learned in the past, and we'll question them, complicating your understanding of the process. We'll study writing as composition researchers, creating new knowledge about the kinds of writing you (and your peers) do. This is often considered the easiest of the three units.

### Major Readings

- Lamott, A. (2005). Shitty first drafts. *Bird by Bird: Some Instructions on Writing and Life*, 21-26.
- Dila, George. (2015). [Rethinking the shitty first draft](#). *Clever Magazine*.
- Contreras, Ingrid Rojas (2016). [On Not Writing: An Illustrated Guide to My Anxieties](#). *Electric Literature*: Features.
- Berkenkotter, C. and Murray, D. M. (1983). Decisions and revisions: The planning strategies of a publishing writer, and Response of a laboratory rat: Or, being protocolled. *College Composition and Communication*, 34(2):156-72. [Available online through SLU Library]
- Rose, M. (1980). [Rigid rules, inflexible plans, and the stifling of language: A cognitivist analysis of writer's block](#). *College Composition and Communication*, 31(4):389-401. [Available online through SLU Library]

### Major Writing Assignments

- Contextual Process Analysis (How you write within a specific Discourse Community)

## Final Portfolio

At the end of the semester, you'll compile the final drafts of all your major writing assignments and decide how best to represent that you achieved the course outcomes. You'll explain how the work you've done for the semester demonstrates those outcomes and present your best work in a single digital package. We'll also create a class journal, presenting your work along with that of your peers to an audience of administrators and future students. (We'll determine the format of this document later in the semester.) In this unit, you'll complete the following major writing assignments during finals week:

- Course Outcomes Audit
- Supporting Portfolio
- Submission for Class Journal

# Content Required by SLU

## 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.
- **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.

## 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.”

## 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.

## Available Resources

### 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:

### 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](#) or search their catalog from [their main page](#).

### 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.

### 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.

### **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.

### 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](#).

### Learning Resource Center

The LRC provides tutoring services for all SLU students. The LRC is located on the first floor of Kirk Hall, 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

### **Academic Honesty**

As members of an academic community that places a high value on truth and the pursuit of knowledge, Saint Leo University students are expected to be honest in every phase of their

academic life and to present as their own work only that which is genuinely theirs. Unless otherwise specified by the professor, students must complete homework assignments by themselves (or if on a team assignment, with only their team members). If they receive outside assistance of any kind, they are expected to cite the source and indicate the extent of the assistance. Each student has the responsibility to maintain the highest standards of academic integrity and to refrain from cheating, plagiarism, or any other form of academic dishonesty as well as reporting any observed instance of academic dishonesty to a faculty member.

### **Academic Excellence**

Academic excellence is an achievement of 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.

### **Student Misconduct**

Saint Leo University students are expected to conduct themselves at all times in accord with good taste and observe the regulations of the University and the laws of the city, state, and national government. All University community members—faculty, staff, employees, students—have the right and obligation to report violations of civil or University regulations to the appropriate University Vice President or Associate Vice President of Academic Affairs. Should a University community member encounter a disruptive student, the student shall be asked politely, but firmly, to leave the classroom (or wherever the locus of disruption). A University community member has the authority to do this if the student is acting in a disruptive manner. If the student refuses, the appropriate office shall be notified.

### **Accommodations<sup>2</sup>**

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](#)] 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

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<sup>2</sup> The second ¶ in the “Accommodations” section is adapted from the syllabus of Barbi Smyser-Fauble, ISU.

specific student's needs but could also be employed to make the overall class more accessible and inclusive for all students.

### 2.3.2 Student Feedback

To document student feedback on my teaching, I have included two unsolicited emails from students (one on campus and one online), as well as a screenshot of an online discussion thread where students commented on my teaching style, in addition to the traditional means of documentation. After those documents, I present summary reports for all classes from 2015SU2, 2015FA1, 2015FA2. Reports from 2016 were unavailable by the time this portfolio was created.

Student comments did not appear on the summary pages for 2015FA1 courses; those comments are presented here. Responses of “nothing”, “n/a”, and the like (ten responses to how to improve) have been removed for simplicity.

1. What were the strengths of this course?

- Great professor who taught the material very well and made sure the students understood it before moving on. The professor made class participation joyful and made the students want to be there.
- The strengths of this course is that it teaches to not only read a text to understand but to interact with the author in the process. The course gets me prepared for future courses at Saint Leo in which I have to read.
- Everything about this course and how it was taught was perfect. There were no complaints, and I actually looked forward to attending class.
- The different approaches to writing also the class discussions, Mr. Friend was an amazing professor he really challenged us. I really wish he taught academic writing 2.
- Amazing class. Structure really enforced the information.
- The teacher is very clear on what needs to be done, and if there is a problem or confusion, he has no problem explaining it a little more.
- Strengths the debates, and interactions amongst peers.
- We were given examples of everything we learned. It was very helpful to complete the assignments. Mr. Friend always helped us and was very easy to reach when we needed him. He always made sure everything was clear.
- Material is presented in a fun way.
- rhetoric

- Instructions were clear. Got us to step outside our comfort zone as it pertains to writing.
- The instructor challenged us to go above and beyond our comfort zone to write papers how we normally wouldn't write them. He also was always there if you had a question, would respond immediately to whatever you asked.
- Class discussion was a definite strength in this course.
- How Friend relayed the information.
- The way that my instructor made up think about how to go about complete each writing assignment was some times difficult but rewarding.
- A decent amount of work to get people to understand
- I never understood what was expected about me and other classmates where in the same situation than me. Instead of learning something I lose confidence in the subject and I finished this class without knowing anything new. I'm not happy with this experience since plenty of time I didn't want to class to avoid that hour being lost.
- Being able to write in different genres, learning about discourse and becoming a better writer.
- The strengths in the course was the way he went about explaining the topics we were learning about. He provided examples we could all relate to which made things easier for the students to understand.
- No test or text books
- Taught me how to read different. It made me become a better reader, along with how to be a good writer. The teacher was amazing!! Loved him
- He held my attention with his teaching style.
- Great environment
- Having Prof. Friend as a teacher. He gave clear instructions and helped each and every single one of us whenever we needed it. Assignments were tricky and a bit confusing but he was always there to help us better understand and to utilize our strategies.
- Great Professor who was understanding in each students strengths and weakness.
- loved the way Friend teaches. He rocks.
- friend was a great professor!!

- The professor was very thorough and made the assignments clear. Learning the material was easy to grasp and if something was confusing, the professor would stop and use examples, and show the class another way to grasp the concept. Very helpful and interesting course.
  - The strengths of this course were Friend's in depth lectures of terms, as well as the open set-up of the classroom so that everyone can be seen and heard.
  - My favorite teacher by far, he ran the class very open so that it didn't seem he had a ridiculous amount of control over us. He gave us options on speaking our mind about how we feeling about doing certain assignments and things like that.
  - the teacher. dr. friend was honestly the best English teacher I have ever had. I hate writing and he really helped me and got me interested in writing and challenged me to do well but while also helping me understand what I was doing
  - Gave me a greater understanding of heuristic writing, and how interwoven texts make a paper more worthwhile.
  - The professor was very clear in his teaching and made the whole class feel involved. I would love to take his class again is he did a ENG 122.
  - Friend is a good guy and a great teacher. He is the human embodiment of Brian Griffin from Family Guy.
2. What would improve this course?
- Every aspect of this course is met, so I don't think there is any improvement should be made.
  - I wouldn't change anything about this course.
  - Nothing, it was great
  - Maybe easier prompts. at times Friends prompts are very difficult to understand.
  - learning more writing skills
  - Less peer review more Friend review.
  - This course is great the way it is; change is simply unnecessary.
  - On some topics that are covered in the course it might be better for more specific instructions.
  - Make a common class
  - Nothing I liked his teaching style and he is a great professor to have.

- 
- In my opinion, I feel like the explanations of the assignments that were given to us could be explained a little better that way we aren't so confused later on outside of class.
  - To many reading assignments
  - Give better feedback.
  - Friend is just that a friend. He teaches on your level no like he is king of the classroom. He get the class to really think about a lot of things that are way over our heads. Then he bring it into terms that we can all understand. He is a very reasonable teacher who wants to see the best out of all of his studnets.
  - No real need, material is easy to understand with Friend as a professor.
  - be more specific on what he actually wants
  - There wasn't really any problems for me with this course.
  - Nothing, it was fine the way it was.
  - nothing in my opinion. maybe an outside the classroom study group
  - Nothing. Great professor and great syllabus
  - Nothing, it is great how it is now.

**From:** Peter Bashar peter.bashar@email.saintleo.edu  
**Subject:** Thank You!  
**Date:** 11 December, 2015 at 8:06 PM  
**To:** Christopher.friend@saintleo.edu

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Dear Professor Friend,

I just wanted to personally thank you for everything you did for me this past semester. I truly thought you were a great professor. I came out of your class with so much knowledge I didn't have. I believe I came out with more knowledge in just one semester than I did throughout all of my high school career. You're class was extremely beneficial for me. I just wanted to say thank you so much again for everything. You will definitely be a professor I remember and be thankful for everything you did for me academically. I know for a fact I'm not the only student who thinks the same. You're style of teaching is one of the best I've ever experience, keep doing it. It truly is beneficial to all your students.

Respectfully,  
Peter Bashar

**From:** Zechariah T Deloach zechariah.deloach@email.saintleo.edu  
**Subject:** Re: Argument Essay  
**Date:** 19 August, 2015 at 14:50  
**To:** Christopher Friend Christopher.Friend@saintleo.edu

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Friend,

Even with you being somewhat distant in the week to week discussions, the feedback that you gave was very in-depth. I can't honestly say I kept too close of an eye on the discussion boards, but in your responses to the weekly essays, it was very obvious that you put time and effort into every paper. The additional notes on the original document were especially helpful in guiding the class in making corrections for the future.

With some professors, it just seems that they don't have the time to give proper feedback. It's a lot like the discussion boards with certain professors simply responding with "Nice job, keep up the good work". Even with papers that receive high marks, I feel that in-depth feedback is still possible to help that student improve even more.

Good luck with the composition curriculum, I'll be very interested to see what you come up with!

Zach

<b>Modest Mina and Lousy, Lustful Lucy</b>	<b>Emerson Williams</b>	4/11/2016 12:04:50 AM
<b>RE: The tale of Mindful, Modest Mina and Lousy, Lustful Lucy</b>	<b>Diane Mackenzie</b>	4/10/2016 10:48:12 PM
<b>Lucy v Mina</b>	<b>Joshua Adjei</b>	4/7/2016 11:55:44 PM
<b>RE: Lucy v Mina</b>	<b>Robert Neal</b>	4/10/2016 9:59:43 AM
<b>RE: Lucy v Mina</b>	<b>John Keziah</b>	4/10/2016 3:36:19 PM
<b>RE: Lucy v Mina</b>	<b>Tabitha Powers</b>	4/10/2016 9:59:08 PM
Initial Response to Posts	Professor Friend	4/9/2016 10:36:56 PM

Hi, everyone. No video this week (Awww!) because this conference is demanding too much of my time. Sorry!

But here are my thoughts so far. Pretend I'm reading these aloud to you. Deal? Deal.

First, I've noticed two distinct approaches to initial posts (I'll highlight exemplars of the forms below), and they kind of ask for a different sort of response based on the approach:

**Joshua, John, and Kristina:** Short responses that clearly take a stand and give reasons...very different reasons, at that. Want a direct way into the conversations? Talk about your thinking with them—you probably agree in some places and disagree in others. Identifying the common ground and the point of divergence takes some thinking, but it pays off in discussion.

**Tabitha and Emerson:** Great examples of lengthy arguments with direct, quoted support. Want a challenge? Respond to them with something that would legitimately engage them with dialogue...especially if you disagree.

Overall, I'm most impressed by how each of the replies so far has been substantive. If teachers stereotype online discussion responses, we joke that students say "I agree" and call it quits. But nobody here has done that. Many of you have complimented each other for expanding your perspective on the text or the issues at hand, and even agreement has led to further discussion, questioning, etc.

Genuine question, then: Do you know what makes your discussions work so well? Are you all just superstar students in discussion boards, or is there something specific that's motivating/encouraging/prompting these responses that break the mold by being thorough and thought-provoking? (Whatever the reason, I'm glad it's happening!)

[Respond](#) [Edit](#)

RE: Initial Response to Posts	Bryce Moheit	4/10/2016 4:56:27 PM
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I believe it is a combination of several things. First, everyone in this class is awesome, and treats it as a learning experience and not as a chore. Also, This is the first class where video feedback is so candidly presented, and in the realm of online school, it is a rare mix. Your responses are genuine, and that I appreciate. I don't check my grade book to find "good job on this weeks assignment," copy, paste, done. That makes me want to "show up" for more then just the participation, I want to participate. As hokey as it sounds, the unique collection of minds and humor make this class fun. Don't believe me? We are already about to hit week 6 of 8. If it were not for the mountain of reading, I wouldn't mind a couple more weeks of this class, or Roberts puns!

Respectfully,

Bryce

## Respond

RE: Initial Response to Posts

Andrea Longmire

4/11/2016 9:43:11 AM

I have to agree with Bryce. It's a rare combination of things: The classmates are engaged and when we have differing points of view, you don't feel attacked. At least I don't, and I know the feeling because it happens in other classes. Also, the professor is also very much engaged and has opinions of the work instead of just asking a random question. Just like instructors may joke about students responding with, "I agree" I'm surprised at the number of instructors that don't "show up" or those that throw in a question that seems to have nothing to do with the post. I've taken over 20 on-line classes at St. Leo and only about 1/4 of them have been enjoyable, learning experiences including this one.

Now, to figure out how to drag you all along with me to my next class...

## Respond

RE: Initial Response to Posts

Bryce Moheit

4/11/2016 10:17:43 AM

RE: Initial Response to Posts

Andrea Longmire

4/13/2016 9:57:36 AM

RE: Initial Response to Posts

Bryce Moheit

4/13/2016 10:58:44 AM

RE: Initial Response to Posts

Professor Friend

4/13/2016 11:04:16 AM

**Lucy and Mina**

**Diane Mackenzie**

4/10/2016 7:30:22 PM

**RE: Lucy and Mina**

**Elvys Machado**

4/10/2016 8:39:36 PM

\* Times are displayed in (GMT-05:00) Eastern Time (US & Canada)

Name: Christopher Friend

Evaluation Session: Fall 1 16WK 2015

2015FA1 - ENG-121-CA03 - Academic Writing I: Friend, Christopher

#	Question Text	Institutional	My Avg.	Diff.	Std. Dev.	Rating
1	I have become more confident in this area because of this course.	4.54	4.73	0.19	0.29	
2	I gained an excellent understanding of the concepts in this field.	4.51	4.64	0.13	0.30	
3	I gained significant knowledge about the course subject matter.	4.53	4.73	0.20	0.29	
4	I learned something valuable in this course.	4.58	4.82	0.24	0.28	
5	I learned to analyze and critically evaluate ideas, arguments, and points of view.	4.51	4.82	0.31	0.30	
6	I learned to apply course concepts to solve problems and make decisions.	4.51	4.73	0.22	0.30	
7	This course challenged me to perform to the best of my abilities.	4.56	4.73	0.17	0.28	
8	The instructor clarified complex sections of the text.	4.55	4.82	0.27	0.30	
9	The instructor communicated clearly.	4.58	4.80	0.22	0.29	
10	The instructor effectively used examples or illustrations to clarify course material.	4.58	4.82	0.24	0.29	
11	The instructor presented material at a pace suitable for my comprehension.	4.57	4.73	0.16	0.29	
12	The instructor responded effectively to student questions.	4.61	4.91	0.30	0.29	
13	The instructor's presentations were well organized.	4.56	4.82	0.26	0.30	
14	Lectures were relevant to the course content.	4.59	4.73	0.14	0.28	

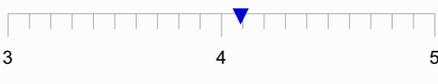
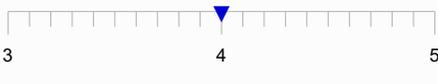
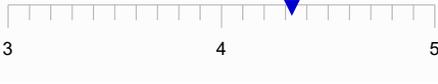
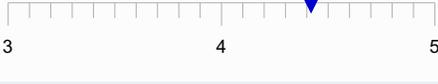
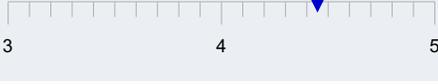
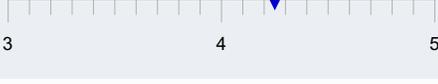
15	Instructional activities were relevant to the course content.	4.59	4.82	0.23	0.28	
16	Discussions were well organized.	4.54	4.73	0.19	0.30	
17	I understood what was expected of me in this course.	4.59	4.82	0.23	0.27	
18	The instructor gave assignments that helped me learn the course content.	4.57	4.73	0.16	0.28	
19	The instructor's feedback in this course was helpful.	4.57	4.82	0.25	0.29	
20	The instructor used class time effectively.	4.59	4.82	0.23	0.28	
21	The class met for the scheduled number of hours.	4.64	4.80	0.16	0.25	
22	The instructor encouraged students to participate in class.	4.61	4.91	0.30	0.28	
23	The instructor helped students feel comfortable in seeking assistance.	4.61	4.91	0.30	0.28	
24	The instructor introduced stimulating ideas about the subject.	4.58	4.91	0.33	0.29	
25	The instructor was accessible.	4.60	4.82	0.22	0.28	
26	The instructor was enthusiastic.	4.63	4.82	0.19	0.29	
27	The instructor's style of presentation held my interest during class.	4.56	4.64	0.08	0.31	
28	The instructor used technology effectively in this course.	4.55	4.73	0.18	0.29	
29	The library resources were adequate for my needs in this course.	4.34	4.82	0.48	0.33	
30	The technology resources were adequate for my needs in this course.	4.47	4.73	0.26	0.29	
31	The text(s) aided my learning in this course.	4.47	4.64	0.17	0.30	
	What were the strengths of this course?					
	What would improve this course?					

Name: Christopher Friend

Evaluation Session: Fall 1 16WK 2015

2015FA1 - ENG-121-CA04 - Academic Writing I: Friend, Christopher

#	Question Text	Institutional	My Avg.	Diff.	Std. Dev.	Rating
1	I have become more confident in this area because of this course.	4.54	4.42	-0.12	0.29	
2	I gained an excellent understanding of the concepts in this field.	4.51	4.25	-0.26	0.30	
3	I gained significant knowledge about the course subject matter.	4.53	4.27	-0.26	0.29	
4	I learned something valuable in this course.	4.58	4.36	-0.22	0.28	
5	I learned to analyze and critically evaluate ideas, arguments, and points of view.	4.51	4.50	-0.01	0.30	
6	I learned to apply course concepts to solve problems and make decisions.	4.51	4.33	-0.18	0.30	
7	This course challenged me to perform to the best of my abilities.	4.56	4.33	-0.23	0.28	
8	The instructor clarified complex sections of the text.	4.55	4.36	-0.19	0.30	
9	The instructor communicated clearly.	4.58	4.09	-0.49	0.29	
10	The instructor effectively used examples or illustrations to clarify course material.	4.58	4.20	-0.38	0.29	
11	The instructor presented material at a pace suitable for my comprehension.	4.57	3.82	-0.75	0.29	
12	The instructor responded effectively to student questions.	4.61	4.09	-0.52	0.29	
13	The instructor's presentations were well organized.	4.56	4.27	-0.29	0.30	
14	Lectures were relevant to the course content.	4.59	4.36	-0.23	0.28	

15	Instructional activities were relevant to the course content.	4.59	4.27	-0.32	0.28	
16	Discussions were well organized.	4.54	4.09	-0.45	0.30	
17	I understood what was expected of me in this course.	4.59	4.09	-0.50	0.27	
18	The instructor gave assignments that helped me learn the course content.	4.57	4.00	-0.57	0.28	
19	The instructor's feedback in this course was helpful.	4.57	4.20	-0.37	0.29	
20	The instructor used class time effectively.	4.59	4.27	-0.32	0.28	
21	The class met for the scheduled number of hours.	4.64	4.40	-0.24	0.25	
22	The instructor encouraged students to participate in class.	4.61	4.42	-0.19	0.28	
23	The instructor helped students feel comfortable in seeking assistance.	4.61	4.17	-0.44	0.28	
24	The instructor introduced stimulating ideas about the subject.	4.58	4.33	-0.25	0.29	
25	The instructor was accessible.	4.60	4.25	-0.35	0.28	
26	The instructor was enthusiastic.	4.63	4.42	-0.21	0.29	
27	The instructor's style of presentation held my interest during class.	4.56	4.45	-0.11	0.31	
28	The instructor used technology effectively in this course.	4.55	4.42	-0.13	0.29	
29	The library resources were adequate for my needs in this course.	4.34	4.25	-0.09	0.33	
30	The technology resources were adequate for my needs in this course.	4.47	4.33	-0.14	0.29	
31	The text(s) aided my learning in this course.	4.47	4.17	-0.30	0.30	
	What were the strengths of this course?					
	What would improve this course?					

Name: Christopher Friend

Evaluation Session: Fall 1 16WK 2015

2015FA1 - ENG-121-CA06 - Academic Writing I: Friend, Christopher

#	Question Text	Institutional	My Avg.	Diff.	Std. Dev.	Rating
1	I have become more confident in this area because of this course.	4.54	4.25	-0.29	0.29	
2	I gained an excellent understanding of the concepts in this field.	4.51	4.17	-0.34	0.30	
3	I gained significant knowledge about the course subject matter.	4.53	4.17	-0.36	0.29	
4	I learned something valuable in this course.	4.58	4.25	-0.33	0.28	
5	I learned to analyze and critically evaluate ideas, arguments, and points of view.	4.51	4.17	-0.34	0.30	
6	I learned to apply course concepts to solve problems and make decisions.	4.51	4.08	-0.43	0.30	
7	This course challenged me to perform to the best of my abilities.	4.56	4.33	-0.23	0.28	
8	The instructor clarified complex sections of the text.	4.55	4.08	-0.47	0.30	
9	The instructor communicated clearly.	4.58	4.42	-0.16	0.29	
10	The instructor effectively used examples or illustrations to clarify course material.	4.58	4.33	-0.25	0.29	
11	The instructor presented material at a pace suitable for my comprehension.	4.57	4.33	-0.24	0.29	
12	The instructor responded effectively to student questions.	4.61	4.33	-0.28	0.29	
13	The instructor's presentations were well organized.	4.56	4.50	-0.06	0.30	
14	Lectures were relevant to the course content.	4.59	4.58	-0.01	0.28	

15	Instructional activities were relevant to the course content.	4.59	4.50	-0.09	0.28	
16	Discussions were well organized.	4.54	4.50	-0.04	0.30	
17	I understood what was expected of me in this course.	4.59	4.33	-0.26	0.27	
18	The instructor gave assignments that helped me learn the course content.	4.57	4.33	-0.24	0.28	
19	The instructor's feedback in this course was helpful.	4.57	4.42	-0.15	0.29	
20	The instructor used class time effectively.	4.59	4.33	-0.26	0.28	
21	The class met for the scheduled number of hours.	4.64	4.45	-0.19	0.25	
22	The instructor encouraged students to participate in class.	4.61	4.42	-0.19	0.28	
23	The instructor helped students feel comfortable in seeking assistance.	4.61	4.50	-0.11	0.28	
24	The instructor introduced stimulating ideas about the subject.	4.58	4.42	-0.16	0.29	
25	The instructor was accessible.	4.60	4.42	-0.18	0.28	
26	The instructor was enthusiastic.	4.63	4.50	-0.13	0.29	
27	The instructor's style of presentation held my interest during class.	4.56	4.42	-0.14	0.31	
28	The instructor used technology effectively in this course.	4.55	4.58	0.03	0.29	
29	The library resources were adequate for my needs in this course.	4.34	4.50	0.16	0.33	
30	The technology resources were adequate for my needs in this course.	4.47	4.58	0.11	0.29	
31	The text(s) aided my learning in this course.	4.47	4.25	-0.22	0.30	
	What were the strengths of this course?					
	What would improve this course?					

Name: Christopher Friend

Evaluation Session: Fall 1 16WK 2015

2015FA1 - ENG-121-CA25 - Academic Writing I: Friend, Christopher

#	Question Text	Institutional	My Avg.	Diff.	Std. Dev.	Rating
1	I have become more confident in this area because of this course.	4.54	4.79	0.25	0.29	
2	I gained an excellent understanding of the concepts in this field.	4.51	4.85	0.34	0.30	
3	I gained significant knowledge about the course subject matter.	4.53	4.85	0.32	0.29	
4	I learned something valuable in this course.	4.58	4.85	0.27	0.28	
5	I learned to analyze and critically evaluate ideas, arguments, and points of view.	4.51	4.85	0.34	0.30	
6	I learned to apply course concepts to solve problems and make decisions.	4.51	4.85	0.34	0.30	
7	This course challenged me to perform to the best of my abilities.	4.56	4.85	0.29	0.28	
8	The instructor clarified complex sections of the text.	4.55	4.85	0.30	0.30	
9	The instructor communicated clearly.	4.58	4.85	0.27	0.29	
10	The instructor effectively used examples or illustrations to clarify course material.	4.58	4.92	0.34	0.29	
11	The instructor presented material at a pace suitable for my comprehension.	4.57	4.85	0.28	0.29	
12	The instructor responded effectively to student questions.	4.61	4.92	0.31	0.29	
13	The instructor's presentations were well organized.	4.56	4.92	0.36	0.30	
14	Lectures were relevant to the course content.	4.59	4.92	0.33	0.28	

15	Instructional activities were relevant to the course content.	4.59	4.92	0.33	0.28	
16	Discussions were well organized.	4.54	4.92	0.38	0.30	
17	I understood what was expected of me in this course.	4.59	4.92	0.33	0.27	
18	The instructor gave assignments that helped me learn the course content.	4.57	4.92	0.35	0.28	
19	The instructor's feedback in this course was helpful.	4.57	4.92	0.35	0.29	
20	The instructor used class time effectively.	4.59	4.92	0.33	0.28	
21	The class met for the scheduled number of hours.	4.64	4.92	0.28	0.25	
22	The instructor encouraged students to participate in class.	4.61	4.85	0.24	0.28	
23	The instructor helped students feel comfortable in seeking assistance.	4.61	4.85	0.24	0.28	
24	The instructor introduced stimulating ideas about the subject.	4.58	4.77	0.19	0.29	
25	The instructor was accessible.	4.60	4.85	0.25	0.28	
26	The instructor was enthusiastic.	4.63	4.85	0.22	0.29	
27	The instructor's style of presentation held my interest during class.	4.56	4.85	0.29	0.31	
28	The instructor used technology effectively in this course.	4.55	4.92	0.37	0.29	
29	The library resources were adequate for my needs in this course.	4.34	4.92	0.58	0.33	
30	The technology resources were adequate for my needs in this course.	4.47	4.92	0.45	0.29	
31	The text(s) aided my learning in this course.	4.47	4.85	0.38	0.30	
	What were the strengths of this course?					
	What would improve this course?					

# Saint Leo University

## COL End of Course Evaluation: 2015 Fall 2 8-WK: Survey Summary Detailed Report with Write-In Responses

### ENG-002-CL01 Basic Composition Skills ENG-002-CL01

#### Christopher Friend

<b>1. Overall Evaluation</b>										
A 5	B 4	C 3	D 2	F 1				n	Mean	STD
<b>Overall, how do you rate this course?</b>										
6 (67%)	2 (22%)	0 (0%)	1 (11%)	0 (0%)				9	4.44	1.01
<b>Overall, how do you rate this instructor?</b>										
4 (44%)	3 (33%)	1 (11%)	1 (11%)	0 (0%)				9	4.11	1.05
<b>Overall, how do you rate the text used in this course?</b>										
5 (56%)	1 (11%)	1 (11%)	2 (22%)	0 (0%)				9	4	1.32
<b>2. Student Learning</b>										
Agree Strongly 5	Agree 4	Neither Agree nor Disagree 3	Disagree 2	Disagree Strongly 1				n	Mean	STD
<b>I participated in each of the learning activities</b>										
3 (33%)	4 (44%)	1 (11%)	1 (11%)	0 (0%)				9	4	1
<b>I have become more confident in this area because of this course</b>										
6 (67%)	1 (11%)	1 (11%)	1 (11%)	0 (0%)				9	4.33	1.12
<b>I gained an excellent understanding of the concepts in this field</b>										
5 (56%)	2 (22%)	1 (11%)	1 (11%)	0 (0%)				9	4.22	1.09
<b>I gained significant knowledge about the course subject matter</b>										
4 (44%)	3 (33%)	1 (11%)	1 (11%)	0 (0%)				9	4.11	1.05
<b>I learned something valuable in the course</b>										
6 (67%)	1 (11%)	1 (11%)	1 (11%)	0 (0%)				9	4.33	1.12
<b>I learned to analyze and critically evaluate ideas, arguments, and points of view</b>										
5 (62%)	2 (25%)	1 (12%)	0 (0%)	0 (0%)				8	4.5	0.76
<b>I learned to apply course concepts to solve problems and make decisions</b>										
4 (50%)	2 (25%)	2 (25%)	0 (0%)	0 (0%)				8	4.25	0.89
<b>This course challenged me to perform to the best of my abilities</b>										
6 (67%)	1 (11%)	2 (22%)	0 (0%)	0 (0%)				9	4.44	0.88
<b>3. Communication and Clarity of Materials</b>										
Agree Strongly 5	Agree 4	Neither Agree nor Disagree 3	Disagree 2	Disagree Strongly 1				n	Mean	STD
<b>The instructor's online postings helped me understand the material</b>										
4 (44%)	3 (33%)	2 (22%)	0 (0%)	0 (0%)				9	4.22	0.83
<b>The instructor communicated clearly</b>										
5 (56%)	3 (33%)	1 (11%)	0 (0%)	0 (0%)				9	4.44	0.73
<b>The instructor clarified complex sections of the text</b>										

5 (56%)	3 (33%)	1 (11%)	0 (0%)	0 (0%)			9	4.44	0.73
<b>The instructor effectively used examples of illustrations to clarify course material</b>									
4 (50%)	3 (38%)	1 (12%)	0 (0%)	0 (0%)			8	4.38	0.74
<b>The instructor responded effectively to student questions</b>									
5 (62%)	1 (12%)	2 (25%)	0 (0%)	0 (0%)			8	4.38	0.92
<b>The online discussions helped me understand the course content</b>									
5 (56%)	3 (33%)	1 (11%)	0 (0%)	0 (0%)			9	4.44	0.73
<b>4. Organization and Preparation</b>									
<b>Agree Strongly</b>	<b>Agree</b>	<b>Neither Agree nor Disagree</b>	<b>Disagree</b>	<b>Disagree Strongly</b>			<b>n</b>	<b>Mean</b>	<b>STD</b>
5	4	3	2	1					
<b>I understood what was expected of me in this course</b>									
3 (33%)	4 (44%)	2 (22%)	0 (0%)	0 (0%)			9	4.11	0.78
<b>The instructional activities were relevant to the course content</b>									
5 (56%)	3 (33%)	1 (11%)	0 (0%)	0 (0%)			9	4.44	0.73
<b>The instructor gave assignments that helped me learn the course content</b>									
5 (56%)	3 (33%)	1 (11%)	0 (0%)	0 (0%)			9	4.44	0.73
<b>Instructor's feedback in this course was helpful</b>									
4 (44%)	4 (44%)	1 (11%)	0 (0%)	0 (0%)			9	4.33	0.71
<b>The course was well organized</b>									
6 (67%)	2 (22%)	1 (11%)	0 (0%)	0 (0%)			9	4.56	0.73
<b>5. Stimulating Interest and Instructor's Enthusiasm</b>									
<b>Agree Strongly</b>	<b>Agree</b>	<b>Neither Agree nor Disagree</b>	<b>Disagree</b>	<b>Disagree Strongly</b>			<b>n</b>	<b>Mean</b>	<b>STD</b>
5	4	3	2	1					
<b>The instructor helped students feel comfortable in seeking assistance</b>									
4 (44%)	4 (44%)	1 (11%)	0 (0%)	0 (0%)			9	4.33	0.71
<b>The instructor introduced stimulating ideas about the subject</b>									
5 (56%)	3 (33%)	1 (11%)	0 (0%)	0 (0%)			9	4.44	0.73
<b>The instructor responded to students within 48 hours</b>									
4 (44%)	4 (44%)	1 (11%)	0 (0%)	0 (0%)			9	4.33	0.71
<b>The instructor used technology effectively in this course</b>									
4 (44%)	4 (44%)	1 (11%)	0 (0%)	0 (0%)			9	4.33	0.71
<b>The instructor was enthusiastic</b>									
6 (67%)	2 (22%)	1 (11%)	0 (0%)	0 (0%)			9	4.56	0.73
<b>6. Course Resources</b>									
<b>Agree Strongly</b>	<b>Agree</b>	<b>Neither Agree nor Disagree</b>	<b>Disagree</b>	<b>Disagree Strongly</b>			<b>n</b>	<b>Mean</b>	<b>STD</b>
5	4	3	2	1					
<b>The technology support (assistance) met my needs in this course</b>									
4 (44%)	4 (44%)	1 (11%)	0 (0%)	0 (0%)			9	4.33	0.71
<b>The library resources were adequate for my needs in this course</b>									
6 (67%)	1 (11%)	2 (22%)	0 (0%)	0 (0%)			9	4.44	0.88
<b>The technology resources were adequate for my needs in this course</b>									
4 (44%)	4 (44%)	1 (11%)	0 (0%)	0 (0%)			9	4.33	0.71
<b>The audio/video presentations kept my attention</b>									
3 (33%)	3 (33%)	3 (33%)	0 (0%)	0 (0%)			9	4	0.87
<b>The audio/video presentations merely repeated what was in the text</b>									
6 (67%)	1 (11%)	2 (22%)	0 (0%)	0 (0%)			9	4.44	0.88
<b>The audio/video presentations helped me understand the material</b>									

3 (33%)	3 (33%)	3 (33%)	0 (0%)	0 (0%)			9	4	0.87
<b>The audio/video presentation clarified complex material in the modules</b>									
4 (44%)	2 (22%)	3 (33%)	0 (0%)	0 (0%)			9	4.11	0.93
<b>7. About how many hours did you spend on this course each week?</b>									
<5 1	5 to <15 2	15 to <25 3	25 to <35 4	35+ 5			n	Mean	STD
2 (25%)	3 (38%)	2 (25%)	1 (12%)	0 (0%)			8	2.25	1.04
<b>8. The course required (check one)</b>									
Too much independent work and did not provide sufficient opportunities for collaboration 1	An appropriate balance of independent work and collaboration 2	Too much collaboration and did not provide sufficient opportunities for independent work 3					n	Mean	STD
1 (11%)	8 (89%)	0 (0%)					9	1.89	0.33
<b>9. What were the strengths of this course?</b>									
* The instructor made everyone feel comfortable wih providing feedback to other classmates.									
* Being able to post my dreams as an essay									
* My strengths were the writing prompts that were given.									
* The strengths of this course are the discussion boards.									
* Instructor communication.									
<b>10. What would improve this course?</b>									
* Nothing									
* Nothing right now									
* A better understanding of what we have to do will improve this course.									
* I think more collaboration would improve this course.									
* Nothing at all.									

# Saint Leo University

## COL End of Course Evaluation: 2015 Summer 2 8-WK: Survey Summary Detailed Report with Write-In Responses ENG-121-CL03 Academic Writing I ENG-121-CL03 Christopher Friend

<b>1. Overall Evaluation</b>										
A 5	B 4	C 3	D 2	F 1				n	Mean	STD
<b>Overall, how do you rate this course?</b>										
8 (53%)	5 (33%)	1 (7%)	1 (7%)	0 (0%)				15	4.33	0.9
<b>Overall, how do you rate this instructor?</b>										
12 (80%)	1 (7%)	1 (7%)	1 (7%)	0 (0%)				15	4.6	0.91
<b>Overall, how do you rate the text used in this course?</b>										
8 (53%)	5 (33%)	2 (13%)	0 (0%)	0 (0%)				15	4.4	0.74
<b>2. Student Learning</b>										
Agree Strongly 5	Agree 4	Neither Agree nor Disagree 3	Disagree 2	Disagree Strongly 1				n	Mean	STD
<b>I participated in each of the learning activities</b>										
8 (57%)	4 (29%)	2 (14%)	0 (0%)	0 (0%)				14	4.43	0.76
<b>I have become more confident in this area because of this course</b>										
5 (36%)	8 (57%)	1 (7%)	0 (0%)	0 (0%)				14	4.29	0.61
<b>I gained an excellent understanding of the concepts in this field</b>										
5 (36%)	8 (57%)	1 (7%)	0 (0%)	0 (0%)				14	4.29	0.61
<b>I gained significant knowledge about the course subject matter</b>										
5 (36%)	8 (57%)	1 (7%)	0 (0%)	0 (0%)				14	4.29	0.61
<b>I learned something valuable in the course</b>										
6 (43%)	6 (43%)	2 (14%)	0 (0%)	0 (0%)				14	4.29	0.73
<b>I learned to analyze and critically evaluate ideas, arguments, and points of view</b>										
7 (50%)	5 (36%)	2 (14%)	0 (0%)	0 (0%)				14	4.36	0.74
<b>I learned to apply course concepts to solve problems and make decisions</b>										
6 (43%)	6 (43%)	2 (14%)	0 (0%)	0 (0%)				14	4.29	0.73
<b>This course challenged me to perform to the best of my abilities</b>										
7 (50%)	5 (36%)	2 (14%)	0 (0%)	0 (0%)				14	4.36	0.74
<b>3. Communication and Clarity of Materials</b>										
Agree Strongly 5	Agree 4	Neither Agree nor Disagree 3	Disagree 2	Disagree Strongly 1				n	Mean	STD
<b>The instructor's online postings helped me understand the material</b>										
8 (57%)	4 (29%)	2 (14%)	0 (0%)	0 (0%)				14	4.43	0.76
<b>The instructor communicated clearly</b>										
8 (57%)	4 (29%)	2 (14%)	0 (0%)	0 (0%)				14	4.43	0.76
<b>The instructor clarified complex sections of the text</b>										

8 (57%)	4 (29%)	2 (14%)	0 (0%)	0 (0%)			14	4.43	0.76
<b>The instructor effectively used examples of illustrations to clarify course material</b>									
8 (57%)	4 (29%)	2 (14%)	0 (0%)	0 (0%)			14	4.43	0.76
<b>The instructor responded effectively to student questions</b>									
8 (57%)	4 (29%)	2 (14%)	0 (0%)	0 (0%)			14	4.43	0.76
<b>The online discussions helped me understand the course content</b>									
8 (57%)	4 (29%)	2 (14%)	0 (0%)	0 (0%)			14	4.43	0.76
<b>4. Organization and Preparation</b>									
<b>Agree Strongly</b> 5	<b>Agree</b> 4	<b>Neither Agree nor Disagree</b> 3	<b>Disagree</b> 2	<b>Disagree Strongly</b> 1			<b>n</b>	<b>Mean</b>	<b>STD</b>
<b>I understood what was expected of me in this course</b>									
9 (64%)	4 (29%)	1 (7%)	0 (0%)	0 (0%)			14	4.57	0.65
<b>The instructional activities were relevant to the course content</b>									
8 (57%)	4 (29%)	2 (14%)	0 (0%)	0 (0%)			14	4.43	0.76
<b>The instructor gave assignments that helped me learn the course content</b>									
8 (57%)	4 (29%)	2 (14%)	0 (0%)	0 (0%)			14	4.43	0.76
<b>Instructor's feedback in this course was helpful</b>									
10 (71%)	2 (14%)	2 (14%)	0 (0%)	0 (0%)			14	4.57	0.76
<b>The course was well organized</b>									
9 (64%)	3 (21%)	2 (14%)	0 (0%)	0 (0%)			14	4.5	0.76
<b>5. Stimulating Interest and Instructor's Enthusiasm</b>									
<b>Agree Strongly</b> 5	<b>Agree</b> 4	<b>Neither Agree nor Disagree</b> 3	<b>Disagree</b> 2	<b>Disagree Strongly</b> 1			<b>n</b>	<b>Mean</b>	<b>STD</b>
<b>The instructor helped students feel comfortable in seeking assistance</b>									
9 (64%)	3 (21%)	2 (14%)	0 (0%)	0 (0%)			14	4.5	0.76
<b>The instructor introduced stimulating ideas about the subject</b>									
9 (64%)	3 (21%)	2 (14%)	0 (0%)	0 (0%)			14	4.5	0.76
<b>The instructor responded to students within 48 hours</b>									
7 (50%)	4 (29%)	3 (21%)	0 (0%)	0 (0%)			14	4.29	0.83
<b>The instructor used technology effectively in this course</b>									
9 (64%)	3 (21%)	2 (14%)	0 (0%)	0 (0%)			14	4.5	0.76
<b>The instructor was enthusiastic</b>									
8 (57%)	4 (29%)	2 (14%)	0 (0%)	0 (0%)			14	4.43	0.76
<b>6. Course Resources</b>									
<b>Agree Strongly</b> 5	<b>Agree</b> 4	<b>Neither Agree nor Disagree</b> 3	<b>Disagree</b> 2	<b>Disagree Strongly</b> 1			<b>n</b>	<b>Mean</b>	<b>STD</b>
<b>The technology support (assistance) met my needs in this course</b>									
6 (43%)	6 (43%)	2 (14%)	0 (0%)	0 (0%)			14	4.29	0.73
<b>The library resources were adequate for my needs in this course</b>									
5 (36%)	5 (36%)	4 (29%)	0 (0%)	0 (0%)			14	4.07	0.83
<b>The technology resources were adequate for my needs in this course</b>									
6 (43%)	6 (43%)	2 (14%)	0 (0%)	0 (0%)			14	4.29	0.73
<b>The audio/video presentations kept my attention</b>									
5 (36%)	6 (43%)	3 (21%)	0 (0%)	0 (0%)			14	4.14	0.77
<b>The audio/video presentations merely repeated what was in the text</b>									
5 (36%)	5 (36%)	3 (21%)	1 (7%)	0 (0%)			14	4	0.96
<b>The audio/video presentations helped me understand the material</b>									



# Saint Leo University

## COL End of Course Evaluation: 2015 Summer 2 8-WK: Survey Summary Detailed Report with Write-In Responses ENG-122-CL01 Academic Writing II ENG-122-CL01 Christopher Friend

<b>1. Overall Evaluation</b>										
A 5	B 4	C 3	D 2	F 1				n	Mean	STD
<b>Overall, how do you rate this course?</b>										
9 (56%)	3 (19%)	4 (25%)	0 (0%)	0 (0%)				16	4.31	0.87
<b>Overall, how do you rate this instructor?</b>										
12 (71%)	2 (12%)	2 (12%)	1 (6%)	0 (0%)				17	4.47	0.94
<b>Overall, how do you rate the text used in this course?</b>										
8 (53%)	4 (27%)	3 (20%)	0 (0%)	0 (0%)				15	4.33	0.82
<b>2. Student Learning</b>										
Agree Strongly 5	Agree 4	Neither Agree nor Disagree 3	Disagree 2	Disagree Strongly 1				n	Mean	STD
<b>I participated in each of the learning activities</b>										
9 (56%)	6 (38%)	0 (0%)	1 (6%)	0 (0%)				16	4.44	0.81
<b>I have become more confident in this area because of this course</b>										
8 (50%)	4 (25%)	3 (19%)	1 (6%)	0 (0%)				16	4.19	0.98
<b>I gained an excellent understanding of the concepts in this field</b>										
9 (56%)	5 (31%)	1 (6%)	1 (6%)	0 (0%)				16	4.38	0.89
<b>I gained significant knowledge about the course subject matter</b>										
10 (62%)	4 (25%)	1 (6%)	1 (6%)	0 (0%)				16	4.44	0.89
<b>I learned something valuable in the course</b>										
10 (62%)	3 (19%)	1 (6%)	2 (12%)	0 (0%)				16	4.31	1.08
<b>I learned to analyze and critically evaluate ideas, arguments, and points of view</b>										
11 (69%)	4 (25%)	0 (0%)	1 (6%)	0 (0%)				16	4.56	0.81
<b>I learned to apply course concepts to solve problems and make decisions</b>										
11 (69%)	4 (25%)	0 (0%)	1 (6%)	0 (0%)				16	4.56	0.81
<b>This course challenged me to perform to the best of my abilities</b>										
10 (62%)	3 (19%)	1 (6%)	2 (12%)	0 (0%)				16	4.31	1.08
<b>3. Communication and Clarity of Materials</b>										
Agree Strongly 5	Agree 4	Neither Agree nor Disagree 3	Disagree 2	Disagree Strongly 1				n	Mean	STD
<b>The instructor's online postings helped me understand the material</b>										
7 (47%)	5 (33%)	0 (0%)	3 (20%)	0 (0%)				15	4.07	1.16
<b>The instructor communicated clearly</b>										
8 (53%)	6 (40%)	0 (0%)	1 (7%)	0 (0%)				15	4.4	0.83
<b>The instructor clarified complex sections of the text</b>										

8 (53%)	5 (33%)	1 (7%)	1 (7%)	0 (0%)			15	4.33	0.9
<b>The instructor effectively used examples of illustrations to clarify course material</b>									
9 (60%)	5 (33%)	1 (7%)	0 (0%)	0 (0%)			15	4.53	0.64
<b>The instructor responded effectively to student questions</b>									
10 (67%)	3 (20%)	1 (7%)	1 (7%)	0 (0%)			15	4.47	0.92
<b>The online discussions helped me understand the course content</b>									
8 (53%)	4 (27%)	1 (7%)	2 (13%)	0 (0%)			15	4.2	1.08
<b>4. Organization and Preparation</b>									
<b>Agree Strongly</b>	<b>Agree</b>	<b>Neither Agree nor Disagree</b>	<b>Disagree</b>	<b>Disagree Strongly</b>			<b>n</b>	<b>Mean</b>	<b>STD</b>
5	4	3	2	1					
<b>I understood what was expected of me in this course</b>									
7 (50%)	7 (50%)	0 (0%)	0 (0%)	0 (0%)			14	4.5	0.52
<b>The instructional activities were relevant to the course content</b>									
8 (57%)	6 (43%)	0 (0%)	0 (0%)	0 (0%)			14	4.57	0.51
<b>The instructor gave assignments that helped me learn the course content</b>									
8 (57%)	5 (36%)	0 (0%)	1 (7%)	0 (0%)			14	4.43	0.85
<b>Instructor's feedback in this course was helpful</b>									
8 (57%)	5 (36%)	0 (0%)	0 (0%)	1 (7%)			14	4.36	1.08
<b>The course was well organized</b>									
8 (57%)	4 (29%)	1 (7%)	0 (0%)	1 (7%)			14	4.29	1.14
<b>5. Stimulating Interest and Instructor's Enthusiasm</b>									
<b>Agree Strongly</b>	<b>Agree</b>	<b>Neither Agree nor Disagree</b>	<b>Disagree</b>	<b>Disagree Strongly</b>			<b>n</b>	<b>Mean</b>	<b>STD</b>
5	4	3	2	1					
<b>The instructor helped students feel comfortable in seeking assistance</b>									
9 (60%)	5 (33%)	0 (0%)	1 (7%)	0 (0%)			15	4.47	0.83
<b>The instructor introduced stimulating ideas about the subject</b>									
10 (67%)	4 (27%)	1 (7%)	0 (0%)	0 (0%)			15	4.6	0.63
<b>The instructor responded to students within 48 hours</b>									
9 (60%)	4 (27%)	0 (0%)	1 (7%)	1 (7%)			15	4.27	1.22
<b>The instructor used technology effectively in this course</b>									
10 (67%)	4 (27%)	0 (0%)	1 (7%)	0 (0%)			15	4.53	0.83
<b>The instructor was enthusiastic</b>									
10 (67%)	3 (20%)	1 (7%)	1 (7%)	0 (0%)			15	4.47	0.92
<b>6. Course Resources</b>									
<b>Agree Strongly</b>	<b>Agree</b>	<b>Neither Agree nor Disagree</b>	<b>Disagree</b>	<b>Disagree Strongly</b>			<b>n</b>	<b>Mean</b>	<b>STD</b>
5	4	3	2	1					
<b>The technology support (assistance) met my needs in this course</b>									
9 (56%)	3 (19%)	4 (25%)	0 (0%)	0 (0%)			16	4.31	0.87
<b>The library resources were adequate for my needs in this course</b>									
9 (56%)	3 (19%)	2 (12%)	2 (12%)	0 (0%)			16	4.19	1.11
<b>The technology resources were adequate for my needs in this course</b>									
9 (56%)	4 (25%)	2 (12%)	1 (6%)	0 (0%)			16	4.31	0.95
<b>The audio/video presentations kept my attention</b>									
8 (50%)	3 (19%)	4 (25%)	1 (6%)	0 (0%)			16	4.12	1.02
<b>The audio/video presentations merely repeated what was in the text</b>									
6 (38%)	5 (31%)	4 (25%)	1 (6%)	0 (0%)			16	4	0.97
<b>The audio/video presentations helped me understand the material</b>									

8 (50%)	3 (19%)	4 (25%)	1 (6%)	0 (0%)			16	4.12	1.02
<b>The audio/video presentation clarified complex material in the modules</b>									
8 (50%)	4 (25%)	3 (19%)	1 (6%)	0 (0%)			16	4.19	0.98
<b>7. About how many hours did you spend on this course each week?</b>									
<5 1	5 to <15 2	15 to <25 3	25 to <35 4	35+ 5			n	Mean	STD
1 (6%)	7 (44%)	6 (38%)	1 (6%)	1 (6%)			16	2.62	0.96
<b>8. The course required (check one)</b>									
Too much independent work and did not provide sufficient opportunities for collaboration 1	An appropriate balance of independent work and collaboration 2	Too much collaboration and did not provide sufficient opportunities for independent work 3					n	Mean	STD
1 (6%)	15 (94%)	0 (0%)					16	1.94	0.25
<b>9. What were the strengths of this course?</b>									
* Writing improved									
* The instructor (Chris Friend) was a wonderful teacher and really tried to make the course interesting. He is very approachable and responds quickly to questions.									
* I really enjoyed the assignments in this course. The essays allowed me to better understand the concepts provided in each module, and consequently, I have gained experience and insight into how to effectively write argumentatively. I really enjoyed Prof. Friend! There were many cases in this term where my daily schedule made it harder to manage my time to complete assignments; however, Prof. Friend was quick to understand that I had a life outside of school, and he kindly gave me an extension when needed. I GREATLY appreciated that! Prof. Friend was by far the best instructor I have had yet! I wish more instructors at Saint Leo were more concerned about their students completing an assignment correctly and satisfactorily, rather than placing an emphasis on completing it "on-time". My schedule changed unexpectedly, and Prof. Friend was right there to ensure that it was ok. :)									
* The professor was great and was there anytime that I needed help and his encouragement was indeed helpful.									
* Professor Friend was able to steer the class in the appropriate direction with timely commentary on discussion submissions. He was also able predict the average pace of the group and offer challenges without exceeding overall expectations for feed back.									
* The reading material									
* Student were very involved in the discussion as encouraged by the Professor.									
* The papers, ad discussions									
* The instructor was very active and helpful throughout the course									
* Being able to complete work at your own pace.									
<b>10. What would improve this course?</b>									
* Starting the essay earlier									
* change the length of essay to a smaller amount instead of 1000 words									
* The required weekly essays are too convoluted and require writing about too many unrelated ideas/concepts. Also, the weekly tests are inaccurate. Many of the questions are phrased improperly, leading to incorrect answers. Others questions are subjective, such as asking about the tone of the last 2 paragraphs of a story and whether it was angry or resentful.									

\* I really have no complaint for this course. However, in module 5, we did a QEP assignment that replaced that discussion board. In that assignment, were questions to be completed about a certain reading for that particular week. I really enjoyed that assignment as it helped me comprehend the reading more sufficiently. I wish there were more assignments like that one because sometimes, as a student, I struggle with comprehension while I read. This assignment helped me read the piece with a motivation to understand it, instead of a motivation to just get through it. More assignments, even if they are not graded, would help students grow in their comprehension skills.

\* Continue with the great professors and their professionalism as always.

\* Better organized and less busy instructors who are able to apply an appropriate amount of time to the class. The instructor seem to be extremely too busy to conduct this course.

\* The Professor seemed to have a lot on his plate. Maybe he took on to much with this class another class and I believe he himself had school work.

\* The courses are fine.


### **2.3.3 Observations**

Observation reports appear on the following pages, including:

- Elisabeth Aiken (chair), 28 Oct 2015
- Mary Spoto (dean), 21 Mar 2016
- Kelly Schuttig (peer), 13 Apr 2016

Press tab (or click) to move through the form

Date of Class Visit:	October 28, 2015
Instructor Name:	Dr. Chris Friend
Course Number, Section, and Name:	ENG 121, Academic Writing I
Location:	University Campus
Number of Students:	17

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 type="checkbox"/>	Informal Observation completed                      Date:

Observer Name: Dr. Elisabeth Aiken

<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
<b>Instructional Planning and Resources</b>				
<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
<b>Academic Questioning/Discussion</b>				
<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
<p>Examples of instructor actions or behaviors that demonstrate the above component descriptors and their impact on learning. The topic of the lesson was on writing for different audiences in different genres. Dr. Friend polled the students, used a PPT to guide the direction of the conversation and provide specific instructions, and had students working both individually and in groups. Dr. Friend provided a well-contextualized and appropriate writing example from his professional life to the class and kept academic focus on the topic at hand.</p>				
Performance Level: <input type="checkbox"/> Action Required <input type="checkbox"/> Developing <input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary				

No OR Insufficient Evidence	Partial Evidence	Solid Evidence	N/A	II. Instructional Organization
<b>Organizing Instruction</b>				
<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
<b>Management of Instructional Time</b>				
<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>This class was efficiently and effectively organized, starting with having students write a simple email to their parents explaining the hypothetical situation of why they dislike ENG 121. The next task was to write the same email to the department chair. Class discussion followed, identifying the different audiences and elements that follow: students had to establish credibility with the department chair, so language and structure differed. Dr. Friend prompted discussion progression with questions like, "So, your perception of audience influences your word choice?" which reaffirmed and rearticulated student points. Student summarized: "In different discourse communities, language is different (example: profanity)." Dr. Friend brought the discussion back to Aristotle's definition of genre, then extrapolated to Amy Devott's clarification. Students then moved into three groups and were tasked with identifying elements of articles for three professional publications. After doing such and sharing with the class, Dr. Friend shared an essay he'd written for one, Hybrid Pedagogy, which he was invited to revise for Edutopic and Good Men Project. The example and extended discussion on it demonstrated to students the relevance of genre, audience, and language.</p>				
Performance Level: <input type="checkbox"/> <i>Action Required</i> <input type="checkbox"/> <i>Developing</i> <input type="checkbox"/> <i>Accomplished</i> <input checked="" type="checkbox"/> <i>Exemplary</i>				

No OR Insufficient Evidence	Partial Evidence	Solid Evidence	N/A	III. Instructional Delivery and Learner Engagement
<b>Delivery</b>				
<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
<b>Engagement</b>				
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" 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. Ideas were delivered with careful reference to previous material, and Dr. Friend regularly rephrased student comments or questions in order to make sure all understood. While most students participated in the discussion, a few didn't, and perhaps Dr. Friend might call on them specifically in the future to engage all students. He was attuned to their attention level, though, keeping the group moving forward and reinforcing a good-natured respect for all.</p>				
Performance Level: <input type="checkbox"/> Action Required <input type="checkbox"/> Developing <input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> 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
<p>Examples of instructor actions or behaviors that demonstrate the above component descriptors and their impact on learning.            Dr. Friend moves easily between discipline specific terms and scholars (Aristotle and Devott) and "translates" them for students' comprehension. His depth of knowledge of writing studies is evident in his discussion of the intricacies of writing and in his articulation of ideas and concepts that the students are aware of, but may not know how to identify.</p>				
Performance Level: <input type="checkbox"/> <i>Action Required</i> <input type="checkbox"/> <i>Developing</i> <input type="checkbox"/> <i>Accomplished</i> <input checked="" type="checkbox"/> <i>Exemplary</i>				

No OR insufficient Evidence	Partial Evidence	Solid Evidence	N/A	V. Instructor-Student Interaction
<b>Learning Environment</b>				
<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 checked="" type="checkbox"/>	<input type="checkbox"/>	Addresses potentially disruptive behaviors before the learning environment is impacted
<b>Interactions During Instruction</b>				
<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
<p>Examples of instructor actions or behaviors that demonstrate the above component descriptors and their impact on learning. The students clearly respect Dr. Friend and they enjoy an easy rapport with him. The example from Dr. Friend's writing focused on an act of vandalism against him and of a very personal nature. The decision to disclose such vandalism and his professional reaction demonstrated a trust in and expectation of maturity from his students, which they answered. The essay was immediately relevant to the class subject matter, yet Dr. Friend was personally engaged, and students were as well. This was an important lesson that goes beyond writing studies, yet Dr. Friend facilitated learning as the best teachers do: respectfully provide factually relevant and challenging material to students, hoping students not only fulfill learning outcomes, but are personally reflective and changed for the better. Dr. Friend's students in this class met the challenge.</p>				
Performance Level: <input type="checkbox"/> <i>Action Required</i> <input type="checkbox"/> <i>Developing</i> <input type="checkbox"/> <i>Accomplished</i> <input checked="" type="checkbox"/> <i>Exemplary</i>				

Optional Comments Related to Discipline Specific Approaches to Teaching

Comments:

Instructors Response

Comments:

Dr. Aiken's comments reflect not only the events of the class but also the intentions behind those activities, including the limited efforts to directly engage specific students.

  
\_\_\_\_\_  
*Instructor Signature*

12 Nov 2015  
\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Observer Signature*

\_\_\_\_\_  
*Date*

*Post Observation Communication Date:* \_\_\_\_\_

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: <b>3/21/16</b>
Instructor Name: <b>Dr. Chris Friend</b>
Course Number, Section, and Name: <b>ENG 121</b>
Location: <b>LH 113</b>
Number of Students: <b>14</b>

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 type="checkbox"/>	Informal Observation completed      Date: <b>N/A</b>

Observer Name: **D. Mary Spoto, Dean**

<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
<b>Instructional Planning and Resources</b>				
<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Activities used in instruction are intellectually rigorous
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses a presentation style that facilitates note-taking, as appropriate
<b>Academic Questioning/Discussion</b>				
<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Promotes class discussion to provide opportunity for all students to contribute
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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
<p>Examples of instructor actions or behaviors that demonstrate the above component descriptors and their impact on learning.</p> <p>Focus for class was preparing students for the sample genre analysis. Dr. Friend began by passing out a sample/model for students of three journal articles from an online magazine to which he contributes and a sample analysis. While providing a detailed model has potential, Dr. Friend gave only a cursory discussion of the model which was difficult to follow since the students did not have an opportunity to study the model or read the articles ahead of time. It was apparent that they struggled with seeing how the model operated and had difficulty grasping the assignment. After some silence and hesitation, a few students finally ventured some questions, which allowed Dr. Friend to present more clearly the parameters of the assignment.</p> <p>In using his own sample, Dr. Friend noted, "Half of that you don't understand because you don't work in this genre." So why use that sample? Perhaps use a sample that is clear and accessible to the students. Dr. Friend referred to a restaurant menu that he used previously. Consider building on that example for the genre analysis rather than to use something that is specialized and that students won't relate to.</p> <p>Students were expected to bring in three samples of a genre used by a discourse community. Although this was a required part of the class period, not all students brought in their samples. For those that did, Dr. Friend provided some guidance and commentary from which the whole class could benefit but some students apparently did not do the prep work for the class period (See engagement and learning, below).</p> <p>Finally, Dr. Friend used the example of genre of Starbucks and their "codes" on the coffee cups. Students readily related to this example and were vocal in following along. Dr. Friend referred to this as a tangent ("How did I get on that tangent?" I would offer: that was no tangent. That was a successful example that students could follow.</p>				
Performance Level: <input type="checkbox"/> Action Required <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary				

No OR Insufficient Evidence	Partial Evidence	Solid Evidence	N/A	H. Instructional Organization
<b>Organizing Instruction</b>				
<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Conveys the purpose of each class activity or assignment
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sequences instruction in a cohesive manner to promote understanding of content concepts
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides scaffolding of content concepts to promote learning
<b>Management of Instructional Time</b>				
<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 checked="" type="checkbox"/>	<input 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>Though the topic was focused, class seemed scattered and jumpy as Dr. Friend moved from one example to another. See instructional strategies above for more details. In moving to the group-based work, it wasn't really clear who was working with whom. Never checked in with all of them. Considering they struggled earlier to grasp the concepts, it would have been helpful to ensure all "groups" had some attention and time. At end of class (at 12:20), Dr. Friend quickly stated, "Let me wrap up." Though the intention was good, students were already packing up and checking out. A few remained attentive and even asked last minutes questions, from which the full class did not benefit since most were already packing up.</p> <p>Perhaps consider using more accessible examples, like the menu or Starbucks, up front. Get students acclimated and comprehending the basics. Then move to a more elaborate sample, but one that they can still understand and relate to (rather than your journal). Since not all students brought in samples of genre, maybe postpone that part and the group work that never really gelled for the next class period and set up the expectation and requirements more clearly. This would give students more opportunity to digest the basics, know what they were searching for, and bring in examples they could all discuss. I suggest also having some consequence for not being prepared for the in-class work.</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>				

No OR Insufficient Evidence	Partial Evidence	Solid Evidence	N/A	III. Instructional Delivery and Learner Engagement
<b>Delivery</b>				
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Notes and explains new terms or concepts
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides sufficient direction to complete in-class assignments / practice
<b>Engagement</b>				
<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 checked="" type="checkbox"/>	<input 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>Conversational style that speaks to the students ("But that's cool." "Notice what happened here. The answer to her question was messy") to hit upon key points of learning. Interacted with students as he answered questions about the genres they brought in (psychology code of ethics, store receipts) to aid students in understanding that "these things are complex" (i.e., setting, audience, scene, etc).</p> <p>Since much of the success of student learning depended upon students bringing in their examples of genres, class was a bit limited since not all students had done this work. For those that did, Dr. Friend provided very specific feedback, asking questions like, "That web page is a good example of ____"--and asked students to fill in the blank. Additional questions directly related to student samples: "What other genres does that genre interact with? Can you name other written documents?" But foundation for learning remained crumbly.</p> <p>And what about those students who did not bring in a genre? Should this have been addressed? Was anything done after class to address this?</p>				
Performance Level: <input type="checkbox"/> Action Required <input type="checkbox"/> Developing <input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary				

No OR Insufficient Evidence	Partial Evidence	Solid Evidence	N/A	<b>IV. Use of Content Knowledge in Instruction</b>
<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>While the items in these check boxes were certainly apparent in the class period, because the class got off to a rocky start, use of content knowledge was not as successful as could have been.</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
<b>Learning Environment</b>				
<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
<b>Interactions During Instruction</b>				
<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
<p>Examples of instructor actions or behaviors that demonstrate the above component descriptors and their impact on learning.</p> <p>Good rapport with students. Responded positively to questions, providing follow-up questions and acknowledgment of importance of the question. Provided detailed answers to students (stayed with the one student and her store receipts, for example, teasing out questions to help her understand the genre she was using).</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>				

### Optional Comments Related to Discipline Specific Approaches to Teaching

Comments:

### Instructors Response

Comments:

Perhaps our culture's grade-inflation phenomenon influences my reaction to this observation form, but the marks beside "developing" in two categories of instruction seem more severe than is warranted for the observed class session. At the same time, I completely agree with the narrative feedback provided—including the quotes provided, unflattering as they may sound outside the context of the class. The contrast between my quoted comments and the "conversational style" and "good rapport" noted elsewhere in the narrative represents one of several interesting apparent contradictions that Dr. Spoto and I identified in our post-observation conference.

Another such contradiction relates to instructional strategies and organization. I recognize that I do not present myself in class as a regimented, hyper-organized teacher. I never have. But the assessment of "partial evidence" for "conveys the purpose...", "sequences instruction...", and "provides scaffolding..." cannot take into account this class session's position within the unit of study or the first minutes of class where our agenda (and purpose for the day) was set, displayed, and reviewed. This class session fits into a larger conversation with students about genres and their functions.

Dr. Spoto's suggestion that I use the restaurant menu as an example rather than the journal articles is excellent; I will implement it next time I work with this material. This suggestion, though, shows that the observed class built on previous sessions, which provided the scaffolding for the observed class.

Students who did not bring sample genres to class is indeed a problem that I need to better address in the future—it's a homework compliance and general preparation issue. But students had a week, and...

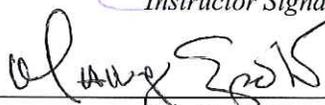
**Instructor's Response (continued)**

...several in-class reminders to find their samples. They had a draft of their genre-analysis papers due the class period after what was observed. That paper provided the consequences, as students cannot adequately do the analytical work without having their samples.

Overall, I do agree with the narrative assessment of that day's class, and I genuinely thank Dr. Spoto for her insightful comments, gracious conference discussion, and helpful instructional suggestions. My only reservation relates to instructional strategies and organization checkboxes, which I believe represent lower-than-appropriate ratings because the one class session was viewed in isolation—a largely unavoidable challenge with these observation scenarios.

  
\_\_\_\_\_  
*Instructor Signature*

*4/4/16*  
\_\_\_\_\_  
*Date*

  
\_\_\_\_\_  
*Observer Signature*

*3-29-16*  
\_\_\_\_\_  
*Date*

*Post Observation Communication Date:* *3-21-16*

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

## QEP Faculty Peer Review

Date: 4/13/2016

Course: ENG-121-CA04

Faculty Member Observed: Dr. Friend

Reviewer: Kelly Schuttig

Component and Trait	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	Not Applicable
<p><b>Learning Outcomes</b> Instructor uses a well-designed learning outcome that promotes higher order thinking skills (applying, analyzing, evaluating, and/or creating).</p>	<p>Instructor identifies a learning outcome that meets 1 of the following standards:</p> <ul style="list-style-type: none"> <li>•Specifies an action by the learner that is measureable and/or observable</li> <li>•Specifies an action that is done by the learner (rather than the instructor)</li> <li>•Promotes development and/or application of one or more higher order thinking skills from Bloom's Taxonomy</li> </ul>	<p>Instructor identifies a learning outcome that 2 of the following standards:</p> <ul style="list-style-type: none"> <li>•Specifies an action by the learner that is measureable and/or observable</li> <li>•Specifies an action that is done by the learner (rather than the instructor)</li> <li>•Promotes students development and/or application of one or more higher order thinking skills from Bloom's Taxonomy</li> </ul>	<p>Instructor identifies a learning outcome that meets of the following standards:</p> <ul style="list-style-type: none"> <li>•Specifies an action by the learner that is measureable and/or observable ✓</li> <li>•Specifies an action that is done by the learner (rather than the instructor) ✓</li> <li>•Promotes students' development and/or application of one or more higher order thinking skills from Bloom's Taxonomy ✓</li> </ul>	
<p><b>Evidenced by:</b> Learning outcomes were displayed on the board and Dr. Friend verbally stated the LO's.</p>				
<p><b>Assessments</b> Instructor uses an assessment tool that appropriately evaluates and promotes development of students' critical thinking skills.</p>	<p>Instructor uses an assessment method that meets of the following standards:</p> <ul style="list-style-type: none"> <li>•Evaluates student use of one or more of the Elements of Thought</li> <li>•Evaluates students' use of one more of the Intellectual Standards</li> <li>•Promotes ongoing development of students' critical thinking skills</li> </ul>	<p>Instructor uses an assessment method that meets 2 of the following standards:</p> <ul style="list-style-type: none"> <li>•Evaluates use of one or more of the Elements of Thought</li> <li>•Evaluates students' use of one more of the Intellectual Standards</li> <li>•Promotes ongoing development of students' critical thinking skills</li> </ul>	<p>Instructor uses an assessment method that meets all of the following standards:</p> <ul style="list-style-type: none"> <li>•Evaluates students' use of one or more of the Elements of Thought ✓</li> <li>•Evaluates students' use of one more of the Intellectual Standards ✓</li> <li>•Promotes ongoing development of students' critical thinking skills ✓</li> </ul>	
<p><b>Evidenced by:</b> Asked the students the purpose of the writing assignment and to clarify the rubric used to assess the writing assignment. He walked around the room asking questions to help the students understand these points.</p>				

## QEP Faculty Peer Review

Component and Trait	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	Not Applicable
<p><b>Instructional Strategies</b> Instructor employs an instructional strategy that promotes the development of students' critical thinking skills.</p>	<p>Instructor uses an instructional strategy that meets <u>1</u> of the following standards:</p> <ul style="list-style-type: none"> <li>•Engages students In one or more of the Elements of Thoughts</li> <li>•Engages students In one or more of the Intellectual Standards</li> <li>•Provides opportunities for students to receive feedback on the development of critical thinking skills</li> </ul>	<p>Instructor uses an instructional strategy that meets <u>2</u> of the following standards:</p> <ul style="list-style-type: none"> <li>•Engages students in one or more of the Elements of Thoughts</li> <li>•Engages students in one or more of the Intellectual Standards</li> <li>•Provides opportunities for students to receive feedback on the development of critical thinking skills</li> </ul>	<p>Instructor uses an instructional strategy that meets <u>all</u> of the following standards:</p> <ul style="list-style-type: none"> <li>•Engages students in one or more of the Elements of Thought ✓</li> <li>•Engages students in one or more of the Intellectual Standards ✓</li> <li>•Provides opportunities for students to receive feedback on the development of critical thinking skills ✓</li> </ul>	
<p><b>Evidenced by:</b> Had the students work in small groups to develop a rubric for a writing assignment. Dr. Friend answered questions and posed questions to ensure the students were on the correct thinking path.</p>				
<p><b>Instructional Technologies</b> Instructor uses instructional technologies, when appropriate, to promote and/or assess students' critical thinking skills.</p>	<p>Instructor uses an instructional technology that meets <u>1</u> of the following standards:</p> <ul style="list-style-type: none"> <li>•Aligned with the specified learning outcome</li> <li>•Aligned with the specified instructional strategy and/or assessment method</li> <li>•Promotes and/or assesses students' critical thinking skills</li> </ul>	<p>Instructor uses an instructional technology that meets <u>2</u> of the following standards:</p> <ul style="list-style-type: none"> <li>•Aligned with the specified learning outcome ✓</li> <li>•Aligned with the specified instructional strategy and/or assessment method ✓</li> <li>•Promotes and/or assesses students' critical thinking skills</li> </ul>	<p>Instructor uses an instructional technology that meets <u>all</u> of the following standards:</p> <ul style="list-style-type: none"> <li>•Aligned with the specified learning outcome</li> <li>•Aligned with the specified instructional strategy and/or assessment method</li> <li>• Promotes and/or assesses students' critical thinking skills</li> </ul>	
<p><b>Evidenced by:</b> The technology in the classroom is not conducive to students being a part of it. The board was used to display learning outcomes. Dr. Friend also encouraged the students to use technology to help with the assessment and turning it in. One way the technology could have been utilized is by compiling a class list of rubric items in the board. The students could have then questioned items that another group thought was important.</p>				

## SCHOLARSHIP & PROFESSIONAL DEVELOPMENT

### 3.1 Year in Review

In last year's portfolio, I set a goal of presenting at conferences, rather than simply attending them. This year, I can report success in that regard: I am presenting at five conferences this year, contributing to every disciplinary conference I'm attending. Suffice it to say, I have made good use of available travel funds this year.

My scholarly production has grown, as well. The podcast I started last year has continued, and it appears positioned to expand its following in the year ahead. I have accepted the title of Director of *Hybrid Pedagogy*, and that journal has expanded its staffing by taking on eleven new reviewers (more than doubling its personnel). I have another chapter in an edited collection this year, with two others in review.

#### 3.1.1 Conference Presentations

Since the last portfolio (which included summer conferences through July 2015), the following conferences are on my agenda for this school year:

**BABEL Working Group Biennial Meeting** (Oct 2015) Presented “This is Not a Journal: Publishing as Pedagogy” with Kris Shaffer, Jesse Stommel, and Robin Wharton. We developed a conversation simultaneously on-ground and online to discuss the ways that publication strategies enact pedagogical stances. It is difficult to document a conversation spanning video chat, in-room conversation, Twitter backchannel, and collaborative Google Doc, but the Storify archive of the event (created by Robin Wharton and linked to from the digital version of this document) does the session justice. The day of our talk, my tweets generated 17 retweets, 25 likes, 11 replies, and 3,934 impressions.

**The Academic Forum** (Dec 2015) Presented “Document Markup in First-Year Composition: Enhancing Writing, Building Networks” as the only humanities faculty member at the conference. While this experience gave me the opportunity to present composition-style presentations to a business-minded audience, it also showed me how farcical an academic conference can become. Despite earning the “Most Promising Abstract” award for the conference, I do not intend to include this conference on my vita as the reputation warranted by this conference does not benefit the reputation I am trying to build as a junior scholar.

**Conference on College Composition and Communication** (Apr 2016) Presented “From Mickey Mouse to Cigar City: What Flexibility, Interdisciplinarity, and a Two-Hour Drive Can do for Employability,” part of the “Demystifying the Job Market: Taking Action toward Transparency through Data and Narrative” panel. Additionally, I maintained an active Twitter presence throughout the conference, generating 38 link clicks, 161 retweets, 385 likes, and 72 replies over the four-day conference, averaging 11.8 thousand impressions per day.

**Computers & Writing** (May 2016) I will help Doug Eyman and Cheryl Ball facilitate a pre-conference workshop titled “Composing and Publishing Digital Scholarship,” speaking from my position as director of an online open-access peer-reviewed journal. I will also present on the panel titled “Left to Their Own Devices: Dis/allowing Students Use of Technology in the Classroom,” in which we will discuss the consequences of various approaches to classroom technology policies.

**Digital Humanities Summer Institute** I will attend the “Digital Storytelling” session the first week, then co-facilitate “Critical Pedagogy and Digital Praxis in the Humanities” with Jesse Stommel the second week. Our

intention is to brainstorm, design, develop, implement, run, conclude, and assess a MOOC in a five-day institute.

**Digital Pedagogy Lab** I will help facilitate this week-long institute in Fredericksburg, Virginia, but my exact role is still being defined as this portfolio was due. I anticipate serving as emcee of the daily opening sessions, facilitating conversation among the participants, and offering breakout sessions during the week to discuss publication, peer review, and/or audio publishing.

### 3.1.2 Publication

Since my previous portfolio, I have worked on the following publications:

- Textual Publications
  1. Friend, Christopher R., Morris, Sean Michael, and Stommel, Jesse. (2016). Writing at Scale: Composition MOOCs and Digital Writing Communities. In Abigail G. Scheg and Daniel Ruefman (Eds.) *Applied Pedagogies*. Boulder, CO: Utah State University Press.
  2. (revised; in review) “Teachers Should (Not) Grade Student Writing” for *Bad Ideas About Writing* (collection edited by Drew Loewe and Cheryl Ball, under contract with press; publication anticipated later in 2016)
  3. (revised; in review) “Outsiders, All: Connecting the Pasts and Futures of Digital Humanities and Composition” for *Disrupting the Digital Humanities* (collection edited by Jesse Stommel and Adeline Koh, under contract with press)
  4. (rejected after revision) “Out of Our Hands or Out of Our Minds: Using Distributed, Collaborative Tools to Crowd-source Content Creation in Humanities Classes.” for *Digital Humanities Quarterly* special issue on DHSI Colloquium panels.
- Audial Publications
  1. Friend, C., and Janine DeBaise (2016, Apr. 21). Friend, C. (Producer). Responsive teaching. *The HybridPod* [Audio podcast]. Retrieved from <http://hybridpod.audio>
  2. Friend, C., and Stewart, B. (2016, Jan. 12). Friend, C. (Producer). Networks. *The HybridPod* [Audio podcast]. Retrieved from <http://hybridpod.audio>

3. Friend, C., Bali, M., Honeychurch, S., and Hodgson, K. (2015, Oct. 30). Friend, C. (Producer). Collaboration. *The HybridPod* [Audio podcast]. Retrieved from <http://hybridpod.audio>
4. Friend, C., Anderson, C., Beck, E., Hatcher, M., Lo, C., Morris, S. M., and Rawson, K. (2015, Sept. 13). Friend, C. (Producer). Digital pedagogy, part 2. *The HybridPod* [Audio podcast]. Retrieved from <http://hybridpod.audio>

### 3.1.3 Editorial Work

In addition to my authorial work, I have served as peer reviewer on the following publications:

- Hill, R., Hargis, J., and Park, E. (2016). Developing, teaching, and assessing hybrid English courses. *International Journal for the Scholarship of Technology Enhanced Learning*, 1(1). Georgia Institute of Technology. Retrieved from <http://ejournals.library.gatech.edu/ijstotel> (double-blind peer review)
- Zamora, M., and Jacobi, M. (2015, Aug 30). #GenLit as #Netprov. *Hybrid Pedagogy*. Retrieved from <http://www.digitalpedagogylab.com/hybridped> (open peer review)
- Zamora, M., and Jacobi, M. (2015, Aug 18). Creating Mike Sterling for the #GenLit Project. *Hybrid Pedagogy*. Retrieved from <http://www.digitalpedagogylab.com/hybridped> (open peer review)
- Zamora, M., and Jacobi, M. (2015, Aug 02). Perspectives from the #Genlit Classroom: A Professor and Student Converse. *Hybrid Pedagogy*. Retrieved from <http://www.digitalpedagogylab.com/hybridped> (open peer review)
- Takehana, E., Jena, J., Ramsden, M., and Rocci, N. (2015, Aug 26). Can You Murder a Novel, Part 3: Paratexts in Writing Generative Literature. *Hybrid Pedagogy*. Retrieved from <http://www.digitalpedagogylab.com/hybridped> (open peer review)
- Takehana, E., Jena, J., Ramsden, M., and Rocci, N. (2015, Sept 06). Can You Murder a Novel? Part 4: Realism and Closure in the Mystery Novel. *Hybrid Pedagogy*. Retrieved from <http://www.digitalpedagogylab.com/hybridped> (open peer review)

- Lanclos, D., and White, D. (2015, Oct 08). The Resident Web and Its Impact on The Academy. *Hybrid Pedagogy*. Retrieved from <http://www.digitalpedagogylab.com/hybridped> (open peer review)

### 3.2 Scholarship Goals for Next Year

Given my general satisfaction with my own publication efforts this semester, and my belief in the importance of open peer review and open-access scholarship, my aspirations for scholarship don't exceed my current pace by much. However, I do need to focus on writing more than editing, and seeing the time all my editorial work took this year has alerted me to the dangers of such commitments. In the coming year, I hope to:

- maintain my current level of conference involvement,
- increase the frequency of podcast production, and
- increase my journal (not edited collection) writing (not editing) efforts.

### 3.3 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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**13**  
**SEP**  
**2015**

*By Chris Friend, Cori Anderson, Estee Beck, Molly Hatcher, Cecilia Lo, Sean Michael Morris and Kristy Rawson*

*/ 1 Comments / Columns, Featured Columnists, HybridPod Episodes*

## **HYBRIDPOD, EP. 6 — DIGITAL PEDAGOGY, PART 2**



[Download file](#) | [Play in new window](#) | Duration: 28:20 | Size: 39.03M

*On Friday, September 4, 2015, Hybrid Pedagogy hosted a one-hour [#digped discussion on](#)*

*laptop policies*: the issue of technology-use limitations common in course syllabi. Those limitations operate at the intersection between technology and pedagogy, and this episode of HybridPod continues the conversation about Digital Pedagogy started in the previous installment, [Digital Pedagogy, Part 1](#).

Many teachers prohibit the use of technology in their classes, occasionally forbidding laptops and frequently forbidding cell phones. These bans are generally called “technology policies”, but that name ignores the fact that the ballpoint pens and bleached-white papers our students otherwise use, as well as the chairs in which they sit and the windows out of which they stare are each another form of technology, created by humans as a tool to help make life simpler and more productive. Why are they not banned in “technology policies”, too?

I wonder whether it’s *time* or *design* that determines whether we think of something as a technology. I mean, I know that something doesn’t stop being technology when it’s old, but how long does something need to be with us before it’s no longer *considered* tech? A book of matches required design of the paper, plus the chemicals used to safely initiate combustion. I doubt many people look at a matchbook and think of it as a technology, though it was only developed in the middle of the 1800s. How often, when we flip a light switch or turn on a faucet, do we think of the technology involved in providing electricity or running water? How many teachers say they don’t like the distractions of technology, when they *mean* they don’t like the technologies that they didn’t have when they were students?

These questions may seem like red herrings, but I think it’s important to point out how much *novelty* plays into our current perceptions of technology. The same holds true with educational technology, with the siren song of “new! improved! faster! lighter! thinner! more features!” constantly vying for our attention...and our money. It’s too easy for us to focus on the novelty and not on the implications. We can too easily lose our critical perspective by thinking about what we *can* do versus what we *should* do.

---

Chris Friend is managing editor of *Hybrid Pedagogy*.

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30  
OCT  
2015

By Chris Friend, Maha Bali, Sarah Honeychurch and Kevin Hodgson / 2 Comments  
/ Columns, HybridPod Episodes

# HYBRIDPOD, EP. 7 — COLLABORATION



[Download file](#) | [Play in new window](#) | Duration: 31:12 | Size: 28.73M

A [complete transcript](#) of this episode is available.

*In November, Digital Writing Month returns to give participants a lively, supportive, and massively collaborative environment in which to think about, work in, and play around with all forms of digital writing, including text, audio, and video compositions. Learn more at the [Digital Writing Month](#) website.*

How does working together, you know, work? What are the promises and pitfalls of collaboration, and how can we prepare ourselves and our students for successful collaborative

activities? When collaborative projects get crazy, messy, chaotic, unwieldy, or just too darn complex, how can we still manage to navigate them? In this episode, I explore those questions and attempt not to solve, but to understand.

For several years now, folks from *Hybrid Pedagogy* have hosted Digital Writing Month (or DigiWriMo for short) as a digitally focused event to parallel the National Novel Writing Month (or NaNoWriMo) that's been happening since 2009. The idea was to gather a bunch of folks who were interested in playing around with the nature, possibilities, and reach of digital writing, however that gets defined.

This year's iteration is hosted by Maha Bali, Kevin Hodgson, and Sarah Honeychurch. I've watched a few of their conversations as they've worked to bring things together for the month, and I was impressed (okay, maybe a little overwhelmed) by how they worked together. In this episode of *HybridPod*, I sat down with Maha, Sarah, and Kevin to explore the idea of collaboration — how it works, what it is, and how we can facilitate it in our classes.

Along the way, we talk about playing ukulele, being overwhelmed by emails, and a way to game the entire time-zone system. It's a fun conversation.

---

Chris Friend is managing editor of *Hybrid Pedagogy*.

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22  
JAN  
2016

By *Chris Friend and Bonnie Stewart* / 0 Comments / *HybridPod Episodes*

## HYBRIDPOD, EP. 8 — NETWORKS



[Download file](#) | [Play in new window](#) | Duration: 41:44 | Size: 38.32M

You can also view a [full transcript of this episode](#).

In this episode, I share a conversation I had with Bonnie Stewart in November 2015. This conversation grew out of her involvement with Digital Pedagogy Lab, a one-week on-ground institute hosted by *Hybrid Pedagogy* and the University of Wisconsin—Madison. At Digital Pedagogy Lab, Bonnie led a weeklong track on Networks. According to the [promotional material](#)

for that track, it focused “on the nature of digital networks and network-building, from blogs and social media to open courses and collaboration,” included “discussions of MOOCs, rhizomatic learning, how influence and reputation circulate in professional learning networks, the social contracts of closed and networked spaces, and the intersections between networks and face-to-face learning environments,” and aimed to “consider how networks are both responding to and creating the Internet as a learning environment.”

That’s a lot to fit into five days, and certainly too much for one *HybridPod* episode. But Bonnie and I do talk about how networks and learning exist symbiotically in society and in today’s structured education systems. Along the way, we also talk about outcomes, identity, power relations, and activism. It’s a thoughtful conversation about a complex topic. I hope you’ll join us.

---

Chris Friend is managing editor of *Hybrid Pedagogy*.

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Digital culture

Digital Pedagogy

digital pedagogy lab

identity

networks

Twitter

## ABOUT THE AUTHORS

[Chris Friend](#)

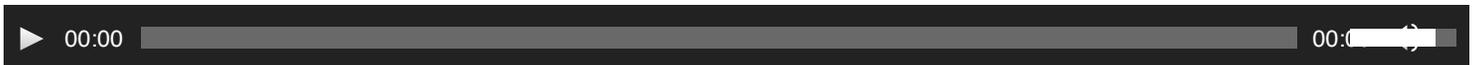
**Chris Friend** ([@chris\\_friend](#)) is the Managing Editor of *Hybrid Pedagogy* and Assistant Professor of English at [Saint Leo University](#). He holds a PhD in [Texts & Technology](#) from the University of Central Florida. His research works to define hybridity in education, with particular attention to its role in first-year



**21**  
**APR**  
**2016**

By *Chris Friend and Janine DeBaise* / 0 Comments /  
*Columns, HybridPod Episodes*

# HYBRIDPOD 9 — RESPONSIVE TEACHING



[Download file](#) | [Play in new window](#) | Duration: 34:05 | Size: 31.3M

You can also [view a full transcript](#) of this episode.

Let's talk about our expectations for students and what we think they are—and should be—capable of. There's been a good deal of chatter online recently (see posts from [Sean Michael Morris](#) and [Aimée Morrison](#), for instance) about the musings of a one Ron Srigley, who seems to

make it a point at every turn to complain to the world about how stupid he thinks his students are. Which is odd, because shouldn't he, a professor confident in his intelligence, consider that a source of job security and therefore a good thing? But I digress.

The trouble is that Srigley's complaints are based on the premise that knowledge is held by the few, to be distributed to the masses fortunate enough to take in that knowledge from their teachers. Students are empty vessels, the thinking goes, awaiting pearls of wisdom to be graciously handed down from above. But I can say, as one who has spent a good deal of time in classrooms, both as a student and a teacher, I've never met a teacher who knew more than a room full of students. Just ask the students. They'll be able to tell you what the teacher doesn't know. The wealth of knowledge and experience that constitutes every classroom, thanks to what students bring with them, amazes me. All we have to do is listen for it.

In this episode, I chat with Janine DeBaise, who teaches writing and literature at SUNY-ESF in Syracuse, New York. Our conversation is a follow-up to [an article Janine wrote](#) for Hybrid Pedagogy, as well as an experiment she and I conducted with our students a few semesters ago. That experiment didn't work so well, and that's the point: Our teaching should be responsive, adapting to the situation, the students, and the semester, not determined by the textbook. This discussion explores the ways we can make our classes more responsive.

---

Chris Friend is director of *Hybrid Pedagogy*.

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Collaboration

Critical Pedagogy

Digital culture

Digital Pedagogy

Learners

MOOCs

Pedagogy

### **3.4 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 physical evidence can be included in this packet. But in each case, I attempt to document my involvement in some way.

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, Twitter analytics reports (included in the following documentation) reflect the breadth and reach of my conference involvement.

17 Saturday  
5:30–6:30  
rm 301

## This Is Not a Journal: Publishing as Pedagogy

Chris Friend + Kris Shaffer + Jesse Stommel + Robin Wharton Hybrid Pedagogy

### Martian Pedagogues

**Jesse Stommel** University of Wisconsin, Madison  
**Kris Shaffer** University of Colorado, Boulder  
**Robin Wharton** Georgia State University  
**Chris Friend** St. Leo University

This session will have no papers. No presentations. It will be a discussion. A town hall. A crowdsourced State of the Union for Academic Publishing. In lieu of traditional papers, we have asked prospective attendees to contribute to a crowdsourced reading list in advance of the session. Anyone and everyone are welcome even if we need to spill out of the room and into the hall.

### Pretend you're an interstellar visitor.

The codex is an amazing technology – portable, durable, and surprisingly versatile. Even so, its functional limitations circumscribe what we can do with books. To imagine digital books is not just to re-think what books can be or what forms they might take. To imagine digital books turns reading and writing into pedagogical processes. While we would like to make digital texts that are as durable as currently available technology allows, we also think we should entertain the possibility of making texts that become obsolete as soon as their immediate critical pedagogical purpose is fulfilled – texts that exist in and for the moment.

### What would you think about the scholarly publishing industry and its products?

In advance of the session, we have asked attendees to propose one or two texts – broadly construed – as sites of investigation. These texts will be assembled into a “reading list” that will be shared publicly prior to the session, and will provide a focus for our serious game. Our crowd-authored field report, and any other session “artifacts” (e.g., social media backchannel, photos, reflections by session attendees, etc.) will be curated to document our work together at [hybrid.pub/babel/](http://hybrid.pub/babel/).

### A game called “Martian codicology”:

*Hybrid Pedagogy* builds platforms upon which participants can engage in meta-level thinking about teaching and learning. We focus less on building an archive for the preservation of ideas, and more on building networked communities of inquiry consisting of scholars, pedagogues, alt-academics, post-academics, and students.

### You understand scholarly publishing as a concept, but you don't know about the forms that publishing takes on Earth.

In this session, participants will play a game called “Martian codicology”: Pretend you're an interstellar visitor. You understand scholarly publishing as a concept, but you don't know about the forms that publishing takes on Earth. What would you think about the scholarly publishing industry and its products, about the socio-economic and regulatory structures that have accreted around it, about libraries? We will glimpse a history of the book as a series of trade-offs in which we have given up, sometimes knowingly, sometimes unintentionally, the affordances of one mode, medium, or technology in order to realize the potential of another. Participants will collectively author a “field report” in which we re-view publishing, opine on when a book is (not) a book, when a journal is (not) a journal, and consider whether we are creating texts or, rather, user interfaces.

### The socio-economic and regulatory structures that have accreted around it?

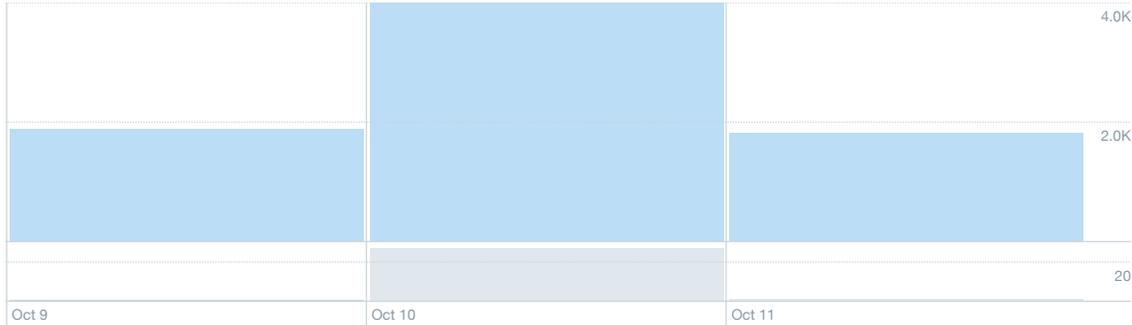
### Libraries?

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Oct 9 - Oct 11, 2015

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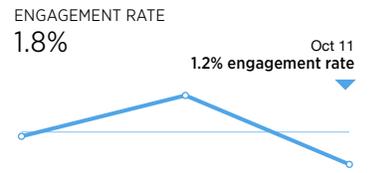


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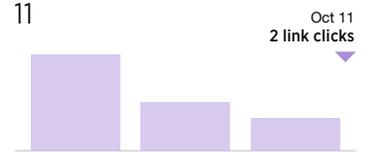
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## Engagements

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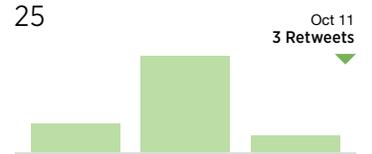


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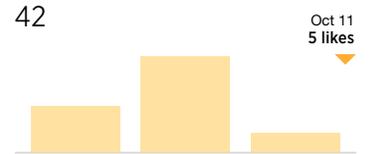
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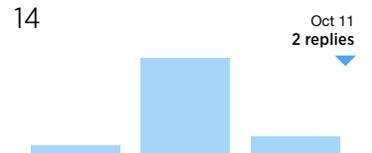
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## LIKES

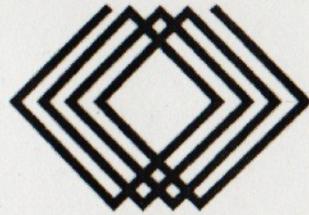


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## REPLIES



On average, you earned **5 replies** per day



The Academic  
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December 2015 Conference

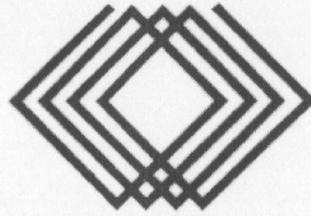
# Most Promising Abstract

*"Document Markup in First-Year Composition:  
Enhancing Writing, Building Networks"*

Christopher R. Friend

*Lois Hammond, D.B.A.*

Lois Hammond, Program Chair  
December 19, 2015



The Academic  
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presented to

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for participation at *The Academic Forum* Conference  
aboard the Emerald Princess, 14 – 19 December 2015

*Lois Hammond, D.B.A.*

Lois Hammond, *Program Chair*  
December 19, 2015



# 2016 CCCC Annual Convention

April 6-9, 2016 • Houston, Texas

*Writing Strategies for Action*

## **Christopher Friend to Speak at National Convention**

The Conference on College Composition and Communication (CCCC) is pleased to announce that Christopher Friend will be speaking at the 2016 CCCC Annual Convention.

Friend, of University of Central Florida, will be presenting during the session, "Demystifying the Job Market: Taking Action towards Transparency through Data and Narrative." Friend's presentation is titled "From Mickey Mouse to Cigar City: What Flexibility, Interdisciplinarity, and a Two-Hour Drive Can Do for Employability."

The session will be held from 12:30 PM to 1:45 PM on Friday, April 8, 2016.

Each year the CCCC Convention draws college faculty members from around the world. They gather to hear award-winning speakers, attend presentations by colleagues on the latest innovations in education, and network to gain knowledge of best practices in the field. The 2016 CCCC Convention will be held April 6 – 9, in Houston, TX.

For more information, or to register for the Convention, visit <http://www.ncte.org/cccc/conv/>.

Conference on College Composition and Communication

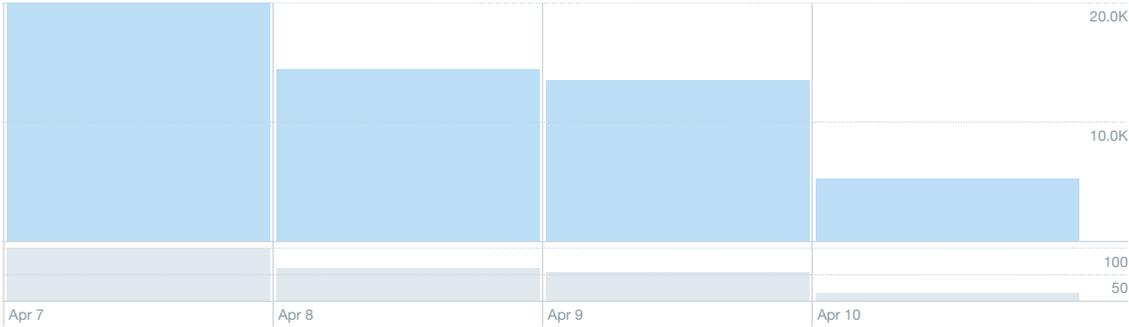
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Yancey arguing that we should require the use of the visual in FYC. #4c16 (https://twitter.com/hashtag/4c16?src=hash) #g01 (https://twitter.com/hashtag/g01?src=hash)

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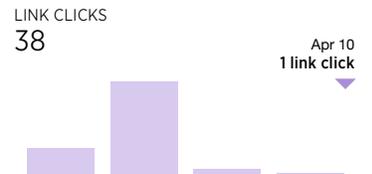
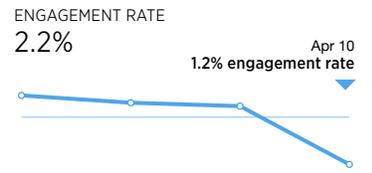
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Calls to "unashamedly love our students' writing."  
  
ALL THE YES.  
  
#4c16 (https://twitter.com/hashtag/4c16?src=hash) #m11 (https://twitter.com/hashtag/m11?src=hash)

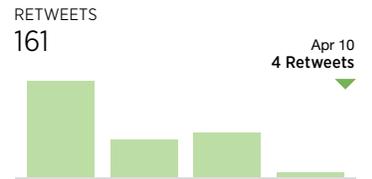
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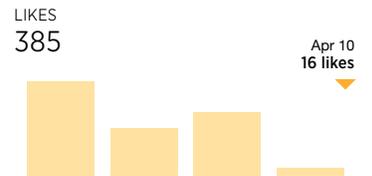
**Engagements**  
Showing 4 days with daily frequency



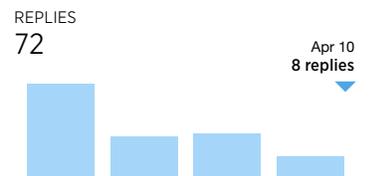
On average, you earned **10 link clicks** per day



On average, you earned **40 Retweets** per day



On average, you earned **96 likes** per day



On average, you earned **18 replies** per day

# Left to Their Own Devices: Dis/allowing Students' Use of Technology in the Classroom

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## Final Decision:

accept

## Category:

[Technologies \(/cwcon/2016/proposal-categories/technologies\)](#)

## Abstract:

This roundtable features five instructors sharing their widely differing policies on how students may engage with technology in the classroom.

## Proposal:

When Internet scholar Clay Shirky announced his decision to forbid students from using laptops in his classroom in late 2014, it prompted conversation throughout in various composition and rhetoric forums, and was even reported in the Washington Post. Classrooms have evolved from rows of desks to rows of desktop computers to rows of laptop-friendly stations, and the proliferation of smart devices has increased even more dramatically. These devices allow students to more nimbly access or organize information; they can also be distractions that keep students from focusing on the subject at hand. As such, questions of what, when, and where technology is pedagogically appropriate often inspire heated debate. This roundtable seeks to explore a complex and often charged topic and look at ways of balancing extremes to help our students and ourselves identify what good or effective use of technology looks like.

We begin with the panelists sharing their course policies for technology use in the classroom and the reasoning behind their policies:

Speaker 1 places the technology use policy in the civility portion of the syllabus, and frames technology use in terms of the workplace, providing explicit examples of when the use of personal technology is appropriate (such as researching discussion points) and inappropriate (focusing on the device at the expense of listening and participating in discussions and presentations).

Speaker 2 officially restricts technology use to classroom activities only, but relies on classroom consensus to delineate for appropriate use. Because personal devices are often the only way to receive emergency messages,

however, students are permitted to have their devices on and in sight during class. It is...an imperfect system.

Speaker 3 has students discuss what policies they want to be in the syllabus, and that section is collaboratively authored. In a recent semester, one class out of four addressed technology; when pressed, the other students said they didn't think it something that needed policing. Adopted language addressed muted sound and relevance, but no punishment, opting for self-management and responsibility.

Speaker 4's class is almost entirely digital, including drafts and their final projects. There are basic behavioral limits in the syllabus, but heavily group-centered assignments and a lot of workshop-style activities and discussion circumvent a lot of texting or browsing FB. Students' online work is also shared, so the instructor can see the commentary and participation. Technology use rarely needs policing. Meanwhile, an open-tech policy allows students to get creative with projects and broadens their understanding of writing and composition.

Speaker 5 has made "Please put away your cell phones" the official policy. There are legitimate uses for any tech, so what's most important is being attentive to what's being done in class. Respect and courtesy remain the watchwords for class; non-verbal cues like body language often signal whether devices are being used for legitimate class purposes.

As instructors, we are concerned with how technology impacts students' ability to focus, but also why and how they are already using technology as an interface for learning and communication.

Some key questions this roundtable will raise:

- Why do students use their phones? Not just what do they do with them, but what are the social/psychological/developmental causes for this behavior?
- What do students actually use them for? Instructors assume they're typically up to no good with their devices, but are they?
- What are the consequences of this pattern of behavior? what happens to the classroom "dynamic"? how does it affect teaching? how does it make the instructor feel? how does it make other students feel?
- What are the ramifications of banning technology (e.g. emergency notifications, issues of disability & accessibility)?

**Tags:** [technology \(/cwcon/2016/tags/technology\)](/cwcon/2016/tags/technology) [praxis \(/cwcon/2016/tags/praxis\)](/cwcon/2016/tags/praxis) [Writing Studies \(/cwcon/2016/tags/writing-studies\)](/cwcon/2016/tags/writing-studies) [classroom pedagogy \(/cwcon/2016/tags/classroom-pedagogy\)](/cwcon/2016/tags/classroom-pedagogy) [Digital Culture \(/cwcon/2016/tags/digital-culture\)](/cwcon/2016/tags/digital-culture) [smartphone \(/cwcon/2016/tags/smartphone\)](/cwcon/2016/tags/smartphone)

**Presenters:**

[Jay Gordon \(/cwcon/2016/users/jay-gordon\)](/cwcon/2016/users/jay-gordon)

[Karen Kaiser Lee \(/cwcon/2016/users/karen-kaiser-lee\)](/cwcon/2016/users/karen-kaiser-lee)

[Patricia Poblete \(/cwcon/2016/users/patricia-poblete\)](/cwcon/2016/users/patricia-poblete)

[Jennifer Justice \(/cwcon/2016/users/jennifer-justice\)](/cwcon/2016/users/jennifer-justice)

[Chris Friend \(/cwcon/2016/users/chris-friend\)](/cwcon/2016/users/chris-friend)

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# Composing and Publishing Digital Scholarship

[View \(/cwcon/2016/composing-and-publishing-digital-scholarship\)](/cwcon/2016/composing-and-publishing-digital-scholarship)

[Edit \(/cwcon/2016/node/945/edit?content\\_lock\\_token=g6oFNVtyrO2qz2qf7hCzzeZZlw4Mdcs0awvp5tYiAns\)](/cwcon/2016/node/945/edit?content_lock_token=g6oFNVtyrO2qz2qf7hCzzeZZlw4Mdcs0awvp5tYiAns)

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## Final Decision:

accept

## Category:

Usability / User Experience (</cwcon/2016/proposal-categories/usability-user-experience>)

## Abstract:

Editors from *Kairos*, *Enculturation*, *Hybrid Pedagogy*, and *Computers & Composition Online* discuss digital publication authoring processes from the beginning of research projects to the publication stage and provide feedback and workshop opportunities to participants.

## Proposal:

This half-day workshop will guide and encourage authors interested in composing digital scholarship for online journals and presses. Editors from *Kairos*, *Enculturation*, *Hybrid Pedagogy*, and *Computers & Composition Online* will discuss authoring processes from the beginning of research projects to the publication stage, including visualizing, storyboarding/prototyping, creating sustainable and accessible designs, querying editors, finding local resources, submitting webtexts, and revising in-progress work. Authors interested in starting (or finishing) any kind of digital scholarly project will benefit from this workshop.

## Schedule of Activities:

9:00 - 9:30 Introductions and overview of the journals represented at the workshop

9:30 - 10:30 Interactive Q&A with all editors -- topics include

- (a) reading the journal's website for info
- (b) queries to the editor (how much info to include & which section/editor, if pertinent, to consider)
- (c) generalities of peer-review process
- (d) rhetorical design tips / best practices
- (e) accessibility, usability, code-level best practices

10:30 - 11:30 Small group work focused on participant needs (feedback on specific projects or how-to-get-started for participants who don't yet have a project in mind)

11:30 - 12:00 Wrap-up conversation; encourage participants to submit.

**Tags:** [digital publishing \(/cwcon/2016/tags/digital-publishing\)](/cwcon/2016/tags/digital-publishing) [online scholarship \(/cwcon/2016/tags/online-](/cwcon/2016/tags/online-scholarship)

scholarship) [accessibility \(/cwcon/2016/tags/accessibility\)](/cwcon/2016/tags/accessibility)

**Presenters:**

Cheryl Ball (/cwcon/2016/users/cheryl-ball-0)

Chris Friend (/cwcon/2016/users/chris-friend)

Doug Eyman (/cwcon/2016/users/doug-eyman)

Kristine Blair (/cwcon/2016/users/kristine-blair)

Megan Adams (/cwcon/2016/users/megan-adams)

Elizabeth Fleitz (/cwcon/2016/users/elizabeth-fleitz)

Laurie Gries (/cwcon/2016/users/laurie-gries)

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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 Year in Review

The concept of involvement, which has been a theme throughout this portfolio, applies greatest in terms of my service work. This year, I have been far more involved in the academic activities at Saint Leo. My involvement has served to make me feel more connected, more valuable, and more strained—I

need to continue developing my time-management skills to ensure my commitments to committees do not eclipse my commitments to my students.

That said, the goals I set last year for my service work were lofty and involved. Of the four goals I set for myself, I fully achieved two of them (apply for senate and promote pedagogical scholarship) while making progress toward the other two (piloting redesigned courses and applying QEP principles to composition courses). In those cases, I discovered that the process will take much more than one year.

I also supported other committees that developed unexpectedly throughout the year, taking on additional responsibilities and becoming more involved in the direction and decisions of the university.

#### **4.1.1 Achieved Goals**

These goals from last year's portfolio have been achieved:

- 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.

My name appeared on the ballot for Faculty Senate this year. More importantly, though, I spent this year on the Faculty Senate Technology Advisory Committee, working with colleagues from across the institution to identify needs and opportunities for technology adoption and support. While personal influence on a committee can be difficult to quantify, especially when I didn't hold a position within the committee, one anecdote illustrates what I believe is my contribution to the group.

For one meeting of this committee in the spring, I was unable to attend on campus and had to call in. I was particularly worried about my ability to contribute meaningfully, as I've often noticed how easy it can be to marginalize or ignore those who join conferences by telecommunications. However, through the course of that one meeting, my contributions elicited "That's a good point" or "That's a good question" responses four times—and I was the only member whose comments prompted such reactions. Sure, I understand this is a minor point, but I believe it represents my contribution to this committee: I am able to challenge the group to think differently about issues under discussion, bringing up ideas that otherwise would not get heard.

The other goal, of promoting pedagogical scholarship, has been achieved through my presentations at national conferences—which have all empha-

sized the distinct position of small, liberal-arts colleges—and through my work with *Hybrid Pedagogy*. I have worked to solicit contributions to my journal from colleagues at Saint Leo and at other institutions with similar missions. Admittedly, none of my peer solicitations has yet to lead to an article submission, but reports from my colleagues suggest I was not the only one overwhelmed by committee meetings this year. I shall continue to pursue publication opportunities for my colleagues.

### 4.1.2 In-Progress Goals

Two other goals from last year's portfolio have not been entirely realized, though I have definitely made progress toward these:

- work with a curriculum-redesign committee to develop and pilot new ENG 002, 121, and/or 122 courses on University Campus and online; and
- engage the QEP Faculty Fellows program to align composition curriculum with institutional expectations about critical thinking.

The Composition Curriculum Committee has met throughout this year to define our goals for our revised courses, overcome differences in vision, and envision how our writing classes fit within the larger picture of UE classes, various courses with ENG 122 as a pre-req, and potential reorganization of the English major. To be sure, we have had our hands full, and our conversations have been broad (at the expense of being specific and action-oriented). Toward the end of this year, I have presented draft revisions of the 121 curriculum, and a revision of the 122 curriculum will be presented after this portfolio is complete.

Likewise, the conversations from our QEP Faculty Fellows meetings have been broad, rather than action-oriented. These conversations have been helpful for me to understand the application and implications of our critical-thinking model to various classes, but I have not had opportunity to apply those principles to redesigned writing courses. I believe the meetings from both committees this year have worked to prepare me for the work I had set as a goal last year.

### 4.1.3 Additional Service Work

As this year progressed, other service opportunities presented themselves, and I appreciated the benefits they provided in terms of involvement with

campus activities and engagement with other faculty. Specifically, I participated in:

- Trish Parrish's Portfolio Committee (which selected Chalk & Wire as our preferred product)
- Okey Igbonagwam's Faculty Senate Technology Committee
- Valerie Kasper's "Innovation" Strategic Goal Committee (which presented its statement at the end of the school year)
- Heather Parker's psychology professor search committee (which successfully hired Susan Rarick)
- Karen Bryant's technical/professional writing search committee (which successfully hired Marissa McLargin)

Aside from committee work, I also:

- served as primary reader for a senior honors project for Rachel Cunio
- submitted a story in response to this year's Sandhill Review
- submitted an essay to this year's REBUS

As a result, I feel much more connected with the Saint Leo faculty and committee, which is exactly what I wanted at the end of my second year.

## 4.2 Service Goals for Next Year

My goals for the coming year build off my successes from this year and focus my efforts to finish what was left undone. For next year, I intend to:

- maintain my involvement in on-campus committees and the Faculty Senate,
- move the Composition Curriculum Committee to action more than discussion, and
- help implement critical thinking and/or WID more widely in our curricula.

## 4.3 Documentation of Service

Letters of appreciation were in short supply this year, so it is difficult for me to provide documentation of my involvement in service efforts. On the following pages, I present documentation of my involvement as:

- (rejected) contributor to the *Sandhill Review*,
- contributor to *REBUS*,

- member of the psychology search committee, and
- primary reader for an honors project.

**From:** Gianna Russo Gianna.Russo@saintleo.edu  
**Subject:** Your Sandhill Submission  
**Date:** 11 February, 2016 at 12:21  
**To:** Christopher Friend Christopher.Friend@saintleo.edu

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Dear Chris,

Thank you for sharing your submission with us for the 2016 *Sandhill Review*. This year's batch was very competitive and, unfortunately, your work was not selected.

We hope you'll continue to hone your craft and consider submitting again next year. Thank you for participating and for believing in poetry, prose, drama, and art. We wish you good fortune in all your future writing endeavors.

Sincerely,

Gianna Russo, Editor-in-Chief and Poetry Editor  
Dr. Patrick Crerand, Prose Editor  
Marissa McLargin and William McDermott, Editorial Assistants

P.S. Chris, we are sorry to disappoint!

**From:** Tamra Hunt Tamra.Hunt@saintleo.edu  
**Subject:** FW: REBUS Submission Acceptance  
**Date:** 1 March, 2016 at 14:39  
**To:** Christopher Friend Christopher.Friend@saintleo.edu

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Dear [Chris](#),

“Dangerous Intimacy: Cultural Wonder and the Forbidden Kiss” Submitted to REBUS.

We have reviewed your abstract and are pleased to inform you that the paper is accepted for publication.

Please submit your draft to REBUS at [rebus@saintleo.edu](mailto:rebus@saintleo.edu) by **Friday, April 1st**.

Please check the completeness of the references in terms of page numbers, publishers' name and location, editors' names for proceedings etc. Graphics should be embedded in the paper at appropriate places (not at the end of the paper). Limited end notes are welcomed as appropriate in the submission.

Images should be submitted as .jpg files. Output resolution for photography should be 350 DPI and dimensions should be over 2000 pixels. The size of the attachments should be from 3 MB to 12 MB.

\*If file size is too large to submit via email, please send via Dropbox link or as a zip file.

Thank you for your submission,  
REBUS

**From:** Heather R Parker Heather.Parker02@saintleo.edu

**Subject:** Susan Rarick & PSY Position

**Date:** 1 December, 2015 at 15:42

**To:** Christopher Cronin Christopher.Cronin@saintleo.edu, Tammy Zacchilli Tammy.Zacchilli@saintleo.edu, Antonio Laverghetta Antonio.Laverghetta@saintleo.edu, Janis Prince Janis.Prince@saintleo.edu, Christopher Friend Christopher.Friend@saintleo.edu

**Cc:** Lara Kristin Ault Lara.Ault@saintleo.edu

HR

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Hello Everyone,

Susan Rarick has accepted the position and will be starting in January.

Thank you again for all your hard work on this committee. It's great when the search is a success!

Heather

***Heather R. Parker, Ph.D.***

**Associate Professor of History**

**Chair, Social Sciences**

**Saint Edward Hall, Rm. 326**

**MC 2127 P.O Box 6665**

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**Saint Leo, FL 33574**

**(352) 588-7894**

**From:** Kathryn Duncan [kathryn.duncan@saintleo.edu](mailto:kathryn.duncan@saintleo.edu)  
**Subject:** HON 499--thanks  
**Date:** 16 April, 2016 at 13:52  
**To:** Christopher Friend [Christopher.Friend@saintleo.edu](mailto:Christopher.Friend@saintleo.edu)

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Hi, Chris. I just had the pleasure of reading Rachel Cunio's final project where you served as her primary reader. I wanted to express my gratitude for your work with her. Rachel's project demonstrates excellent critical thinking and is an admirable example of the weaving of Saint Leo core values into academic work. Her project is the embodiment of the QEP where she's applied critical thinking to the decision making involved in blogging about her semester abroad in such a way that she's self consciously explored her own personal development. Rachel spoke with me throughout the term about how invaluable your help was. Thanks for aiding her in creating this project.

Best, Kathryn

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