

# USF Sixth Annual Adjunct Rhetoric Conference

February 29, 2020 - Kalmanovitz Hall

↓Time / Room →	KA 163	KA 167	KA 311
<b>Registration and Breakfast: KA Atrium 9:00-9:45 am</b> <b>Publisher Displays: KA Atrium 9:00 am-1:00 pm</b>			
9:45 - 10:45	<b>Easy Grading with Multiple Drafts</b> David Masterson, <i>USF</i> <b>Peer Review: Strategies for Concretizing Student Learning</b> Loring Pfeiffer, <i>SCU</i> Moderator: Jonathan Hunt	<b>Using Spoken Word Poetry to Create Culturally Relevant Curriculum</b> Patrick Ohlund, <i>SFSU</i> <b>Critical Pedagogy and Animal Rights in the ESL Classroom</b> Sepi Hosseini, <i>CCSF</i> Moderator: Michael Rozendal	
11:00 - 12:00	<b>Applying Social Media Constructs to the Reading &amp; Writing Classroom</b> Amanda Simons, <i>SDSU</i> <b>Enhance Humanity: Developing Empathy through Rhetoric</b> Jolie Goorjian & Amy Love, <i>SFSU</i> Moderator: Tika Lamsal	<b>2,371 Ways to Use Story</b> Myrtis Mixon, <i>USF</i> <b>Finding and Writing Three Types of Knowledge</b> Rebekah Bloyd, <i>CCA</i> Moderator: Patrick McDonnell	Panel: <b>Teaching Personas: The “Me and Not Me”</b> Roberta D’Alois & Marc Martin, <i>USF</i>
12:00 - 1:00	<b>Lunch: KA Atrium</b>		
1:00 - 2:00	<b>Investment and Service-Learning: Designing a Fulfilling Project for Both Instructors and Students</b> Emily Hostutler, <i>SSU</i> <b>Less Talk, More Action: Bringing Active Learning to Life in Our Classes</b> Jolie Goorjian, Dan Curtis-Cummins & Ileana da Silva, <i>SFSU</i> Moderator: David Holler	<b>Using Mobile Phones in Public Speaking</b> Marla Lowenthal, <i>USF</i> <b>Late-Night Comedy in the Public Speaking Classroom</b> Kristi DiLallo, <i>CSUMB</i> Moderator: Michelle Lavigne	Panel: <b>Breaking Form: Fostering Creativity &amp; Imaginative Writing in the Comp Classroom</b> Jill Schepmann & Veronica Andrew, <i>USF</i>
2:15 - 3:15	<b>Mindful Resistance: Making Peaceful Change in Contingent Work</b> William Macauley, <i>UNR</i> <b>A Conversation about Evaluation</b> Maggie Levantovskaya, <i>SCU</i> Moderator: Mark Merritt	<b>Experiential Education Activities and Rhetoric</b> Robert Boller & Gina Stahl-Haven, <i>USF</i> <b>Digital Storytelling in an AEM Writing Course</b> Sue Bae, <i>USF</i> Moderator: Cathy Gabor	
3:15 - 4:00	<b>Wine and Closing Remarks: KA Atrium</b>		

# USF Adjunct Rhetoric Conference 2020

## Program Descriptions

9:45 – 10:45 – **PANEL 1** – KA 163

---

### **Easy Grading with Multiple Drafts**

David Masterson

Make writing and grading essays easier for the students and yourself. Multiple drafts per essay, where students focus on specific aspects of writing for each draft, allow for easier grading and commenting. Five steps to a final draft: Brainstorming, Organizing Ideas, Providing Evidence, Peer Review, Editing Grammar. This technique can be used in composition classes by following specific grading rubrics. Try your hand at grading the drafts and see how much easier it is to give specific, focused feedback for essay improvement.

### **Peer Review: Strategies for Concretizing Student Learning**

Loring Pfeiffer

Incorporating peer review into our writing classrooms can feel fraught: Will students provide each other with effective feedback? How can we, as teachers, guide students' peer-review process even while the act of peer review requires us to decenter ourselves in the classroom? Is peer review a good use of class time? Over the summer, I read some of the research on peer review and, as a result, made changes to my in-class peer-review process. In previous terms, students have given mixed feedback on peer review in my classes; this term, however, the feedback I've received has been overwhelmingly positive. In this interactive workshop, I will lead a discussion about attendees' current use of - and frustrations with - peer review. I will then summarize the research I read and the changes I made to my process. I will conclude the workshop by guiding attendees through a series of steps they can take to make peer review a more effective learning experience. To make the most out of this workshop, I recommend that attendees bring a syllabus and all the materials for one assignment sequence. (It will work just fine to bring a laptop with digital copies of these materials.)

9:45 - 10:45 – **PANEL 2** – KA 167

---

### **Using Spoken Word Poetry to Create Culturally Relevant Curriculum**

Patrick Ohslund

This presentation arises from scholarship on culturally relevant, responsive and sustainable pedagogies that base education within our students' cultures. The question is addressed: how can we come to understand the cultural experiences of our students in order to construct a relevant curriculum? Without this understanding we run the risk of generalizing affiliations while attempting to construct approximations of culture that we hope to be relevant. This presentation includes excerpts of student written spoken word poetry that demonstrate how creative writing provides a nuanced understanding of student experiences in cultural spaces and how this understanding can be used to generate curriculum.

### **Critical Pedagogy and Animal Rights in the ESL Classroom**

Sepi Hosseini

As transmitters of the English language, ESL instructors hold the power to convey cultural values reflected in English vocabulary and expressions. Often progressive instructors in the SF Bay Area find themselves in the difficult position of teaching from materials that normalize politically conservative ideas such as eurocentrism and heteronormativity. The instructor has a choice to teach the materials normally

(and thus reinforce those values) or use this tension as an opportunity to address a political issue with their students. Sepi Hosseini, a non-credit ESL instructor at CCSF and animal rights activist, will share her experience challenging speciesism in the classroom.

11:00 – 12:00 – **PANEL 3** – KA 163

---

### **Applying Social Media Constructs to the Reading & Writing Classroom**

Amanda Simons

Most students come to the reading and writing classroom with a toolbox of skills that can be easily drawn from: interactions on social media. This presentation will outline how social media can help students better understand concepts like rhetorical context in an approachable and practical way. Attendees will leave with frameworks and examples to use in their own classrooms.

### **Enhance Humanity: Developing Empathy through Rhetoric**

Jolie Goorjian & Amy Love

Join us as we share ways to develop our students' empathy through engaging in writing assignments and activities that address the reciprocal relationship of rhetoric through reflection, community building, engagement and service learning, and active learning in group work, peer response, and conference. You will gain insight to adapt and use in your classes. And together, we can help our students engage in and benefit from one of the unique gifts of being human, developing empathy through rhetoric.

11:00 – 12:00 – **PANEL 4** – KA 167

---

### **2,371 Ways to Use Story**

Myrtis Mixon

Come with an idea of how you use "story" in your classroom, or come to find new ways to do so. You will share ideas in groups, and then come together for sharing. I have given about 1,456 presentations on using story in classrooms since I became a "professional" storyteller in 1993. (When I gave up on being an actress, storytelling was my best outlet!)

### **Finding and Writing Three Types of Knowledge**

Rebecca Bloyd

Three types of knowledge often characterize powerful nonfiction: experiential, researched, and imagined. We recognize their contribution to the developing ideas, their role in keeping us engaged as readers and listeners. Using writer and explorer Craig Child's informative, lyrical essay "The Birthplace of Water," we'll locate examples of each knowledge type; we'll generate short lists of each on the larger subject of water. Finally, we'll consider further assignments—as little as a paragraph, as much as a complete essay—that encourage writing the three-types-of-knowledge way.

11:00 – 12:00 – **PANEL 5** – KA 311

---

### **Teaching Personas: The "Me and Not Me"**

Roberta D'Alois & Marc Martin

\* Note this is a group presentation with interactive elements!

We often discuss the concept of being "authentic" in our classes and with our students. But what does that mean in practice? Does this mean we should share the gory details of our lives with our students? We all "contain multitudes" and some of us even engage in other major activities that inform not only our teaching practice, but indeed who we are in the classroom. The three presenters will explore the idea of the "me and not me" who teaches, and how our other identities add to rather than subtract from our authenticity.

1:00 – 2:00 – **PANEL 6** – KA 163

---

### **Investment and Service-Learning: Designing a Fulfilling Project for Both Instructors and Students**

Emily Hostutler

This presentation draws on a year-long service-learning project tying First-Generation Freshman Composition students to 5th graders at a local elementary school through visual rhetoric and letter writing correspondence. Highlights will include the logistics of adapting pre-existing models in service-learning and utilizing free university resources. Features and design of the curriculum, materials (including prompts and examples) will also be shared. Additional discussions/considerations include the intersections of vulnerable student populations, freshman-year experience and distinguishing between "Traditional Vs. Critical Service-Learning Models" (Tania D Mitchell 2008). Implementing service-learning pedagogies can be daunting as unpaid labor is often the burden and deterrent of such projects for adjunct and lecturer faculty. This curriculum seeks to stealthily bestride typical boundaries of civic engagement in GE. I posit that letter-writing projects teach rhetorical principles and meet mandated learning objectives all while providing faculty professional agency/development, opportunities for recognition in the department/university at-large and perhaps most importantly, infuse joy and investment into the first-year college classroom for both students and teachers.

### **Less Talk, More Action: Bringing Active Learning to Life in Our Classes**

Jolie Goorjian, Dan Curtis-Cummins, Ileana da Silva

While working to develop new and innovative ways to teach composition and rhetoric, we have found that active learning is a compelling way to frame a range of new pedagogies. For students, active learning not only reinforces learning through active teaching but also fosters a sense of social responsibility and value for their learning, which enriches the educational experience for everyone. Join us to learn about active learning while gaining an understanding of how it fosters learning for both students and teachers. Attendees will leave our workshop with activities they can adapt to their teaching style, curriculum and student population.

1:00 – 2:00 – **PANEL 7** – KA 167

---

### **Using Mobile Phones in Public Speaking**

Marla Lowenthal

While I collect phones from students in my classes, I have students use them often outside the class as major learning tools. Phones can be very useful in teaching rhetoric and in student engagement.

### **Late-Night Comedy in the Public Speaking Classroom**

Kristi DiLallo

Stand-up comedy is one of the most powerful rhetorical tools we can reach for in the modern public speaking classroom. The genre showcases real-world applications of the very skills we teach: researching current events, incorporating personal anecdotes, citing sources, addressing counterarguments, designing visual aids, engaging with the audience, and even making use of silence.

Late-night comedy series like Last Week Tonight, the Daily Show, Patriot Act, and others are effective models for students, particularly for the impromptu mode of speaking. Participants will examine brief examples, and through a series of activities, craft impromptu late-night style “sketches” of their own.

1:00 – 2:00 – **PANEL 8** – KA 311

---

### **Breaking Form: Fostering Creativity & Imaginative Writing in the Comp Classroom**

Jill Schepmann & Veronica Andrew

As composition teachers, we strive to help students develop as writers in an academic context; however, we also recognize the danger of becoming too prescriptive. What happens when we loosen the reins and allow more imaginative writing practices to help our students flex their problem-solving muscles in academic as well as online or civic spaces, and, in the Freirean sense, fuel their “drive for transformation and inquiry” to liberate their own realities?

As teachers with creative writing backgrounds, we will introduce our research-based strategies for incorporating creative writing in the composition classroom. We’ll share prompts, exercises, and source materials we’ve used to empower our students’ broader writing toolboxes through narrative blogs, thought experiments, creative nonfiction flash essays, and other imaginative genres. We also hope to spur an ongoing conversation with our colleagues on ways others use creative writing in their classrooms.

2:15 – 3:15 – **PANEL 9** – KA 163

---

### **Mindful Resistance: Making Peaceful Change in Contingent Work**

William J. Macauley

Research suggests self-efficacy’s dependence on agency and confidence, but agency, confidence, and the impact of context are too often left as abstractions. Self-efficacy also relies on seeing clearly including awareness of what Khalil Gibran calls “the fabric that my own eye weaves.” This session will discuss clearing vision and action.

### **A Conversation About Evaluation**

Maggie Levantovskaya

Researchers agree that Student Evaluations of Teaching (SETs) mostly do not measure teaching effectiveness; rather they demonstrate gender, racial and other biases. However, universities continue to rely on SETs when making hiring, retention and promotion decisions, particularly those concerning contingent faculty. Meanwhile, students are left in the dark about the purpose and significance of SETs and the ever-growing body of research criticizing their effectiveness for evaluating pedagogy. This presentation will focus on strategies for structuring an in-class conversation about SETs. It will address the following questions: What prevents faculty from having discussions with students about evaluations and how can we overcome these obstacles? How can we productively query students about their assumptions surrounding evaluations and use their responses to jumpstart discussions? What are some effective ways to introduce students to empirical research on SETs, given time and workload constraints? How can we introduce students to the problems and limitations of SETs without devaluing their feedback? In tackling these questions, I will share my approach to staging this conversation within the context of a first-year writing course. Specifically, I will provide suggestions for integrating conversations about evaluations into the curriculum of a critical thinking and writing course. My goal is for participants to leave with concrete strategies for empowering students to transfer their critical thinking skills to the process of teaching evaluation.

**Experiential Education Activities and Rhetoric**

Robert Boller & Gina Stahl-Haven

Come collaborate, bond, and play with your colleagues! We will discuss experiential education activities for rhetoric classes and then collaboratively design a few new ones in small groups. This highly interactive workshop will culminate with an attention getter contest between Rhetoric Professors on a mystery presentation topic!

**Digital Storytelling in an AEM Writing Course**

Sue Bae

Language and writing teachers can incorporate appropriate ethical and participatory approaches in their teaching by engaging students in digital media storytelling, resulting in affective learning through personal voice and engagement with scholarship. This presentation will introduce two digital storytelling assignments completed in an advanced AEM academic reading and writing course. The first is a class iMovie, originating from an ice breaker activity, in which international students introduced themselves and their home cultures. The second assignment was a small-groups project in which written academic definitions developed into short digital stories. These are excellent exercises for collaborative and participatory learning