

USF Fifth Annual Adjunct Rhetoric Conference

March 2, 2019—Kalmanovitz Hall

↓ Time / Room →	Room 111	Room 167	Room 172	Room 267
Registration and Breakfast: KA Atrium 9:00 - 9:45 am Publisher Displays: KA Atrium 9:00 am - 1:00 pm				
9:45 - 10:15	Diverse Texts and Inclusion: Using Critical Discourse Analysis to Counter Bias Kath Field Rothschild	"I have no idea what you just said:" Translating Academic Writing into Conversational Oral Language Gina Stahl-Haven	Cultivating Brave Space: Supporting Queer and Transgender Students in the Classroom Lee Chen-Weinstein	Teaching Writing in the Disciplines Sabrina L. Nelson, Marlene Mahony, Marla Lowenthal, & Roberta D'Alois
10:30 - 11:00	Giving Feedback Comments: Practice & Performance John Holland & Kirsten Schwartz	The Rhetorical Strategies Police Use to Gain Consent Mark Jones	"I don't have a doctor's note": Mental Health, Retention, and Communication Anxiety in the Public Speaking Classroom Gina Stahl-Haven	
11:15 - 11:45	Using Comics in the Composition Classroom Karah Parks	Canvas Live: Marrying Digital and Analog in the Classroom Ronald Key	Questions that Matter: Creating meaningful student-driven writing and conversation using Questioning Circle theory James Warren Boyd	Webpages & Podcasts & Wikipedia--Oh My!: Students as Digital Citizens Jill Schepmann & Maree Caput
11:45 - 1:00	Lunch - KA Atrium			
1:00 - 1:30	Let's Collaborate Bigger! Using a Marginal Syllabus to Develop Anti-Racist Teaching Dan Curtis-Cummins, Jolie Goorjian, John Holland, & Joan Wong	Fake Pay Attention and Other Interesting Tidbits for Classroom Management Marla Lowenthal	Development and Design in a Multi-modal Rhetoric Classroom: Written, Oral and Digital Todd Lewis	Teaching Public Speaking in the Multilingual Classroom Marc Martin, John Ryan, & Roberta D'Alois
1:45 - 2:15		Queering the Classroom Jade Tumazi & Sage Russo	On the Same Page: Effective Schema Building in Diverse Classrooms Maree Caput	
2:30 - 3:00		Integrating Speaking in RHET 110: Lessons Learned Julia Schulte	Student Writing Feedback: Making everyone's life a little less painful DJ Quinn	Words into Action, Action into Words: Writing Poetry in Service to the Community Anita Cabrera, Jolie Goorjian, Amy Love, & Jerome Schwab
3:15 - 3:45	Developing a Multicultural Academic Voice through Blogging in Composition Courses Sofia de Almeida		Lip Sync Your Way into Group Communication & Nonverbal Delivery Suzanne Pullen	
Raffle in Atrium (must be present to win)				

USF Adjunct Rhetoric Conference

Program Descriptions

9:00-9:45

Registration and Breakfast (KA Atrium (9:00-9:45 am))
Publisher Displays (KA Atrium 9:00 am-1:00 p.m.)

9:45 - 10:15

Presentations

Diverse Texts and Inclusion: Using Critical Discourse Analysis to Counter Bias
Kath Field Rothschild

KA 111
9:45-10:15

As civil rights become the center of much political discourse, our students surge toward uprisings in movements as diverse as #NeverAgain and #BlackLivesMatter, and diversity and inclusion become clear goals of our educational efforts, the dialogs in our classroom are can become heated. And as the United States becomes significantly less white over the next 50 years, issues of racial bias on campus and campus discrimination become more urgent to assuage (Swail, Redd, & Perna, 2003) and more urgent to include in the classroom conversation.

This paper calls instructors to empower students to openly discuss the rhetoric of bias through exploration of a multi-disciplinary course: Protest, Parade, and Pop Music: How Arts and Action Fuel Civil Liberties Movements, and suggests that the framework of Fairclough's (2011) four-stage practice of Critical Discourse Analysis (CDA) can work to counter student bias in courses where there are diverse readings or diversity-oriented curriculum designs. This paper offers materials for instructors at the secondary or post-secondary levels to address difficult dialogs and offers the framework-in-action of CDA for the purpose of countering student bias—potentially applicable in any humanities or social science course.

"I have no idea what you just said:" Translating Academic Writing into
Conversational Oral Language

Gina Stahl-Haven
KA 167
9:45-10:15

In this presentation/workshop I will discuss the differences between written and oral communication, help guide you through translating your own academic writing into a conversational format for presentations, and offer activities to help students do the same in their presentations.

Cultivating Brave Space: Supporting Queer and Transgender Students in the Classroom

Lee Chen-Weinstein

KA 172

9:45-10:15

In this talk, Lee Chen-Weinstein will discuss the issues that queer and transgender students face on college campuses and in classrooms based on personal experience, anecdotal evidence, and research. This talk will provide you with an overview of campus-wide policies related to queer and transgender students, suggested teaching practices, and considerations to adopt when working with queer and transgender students.

9:45 - 11:00

Panel

Teaching Writing in the Disciplines

Sabrina L. Nelson, Marlene Mahony, Marla Lowenthal, & Roberta D'Alois

KA 267

9:45-11:00

Instructors who teach discipline-specific writing share their insights learned from teaching writing for specific disciplines.

10:30 - 11:00

Presentations

Giving Feedback Comments: Practice & Performance

John Holland & Kirsten Schwartz

KA 111

10:30 - 11:00

Speaker 1 will focus on how facilitating a heuristic approach to peer assessment (Describe - Evaluate - Suggest) and additionally incorporating software into the coursework such as Eli Review engages students that tend to work at being disengaged. Geilen and DeWever (2015) claim that “as students in their bachelor programme habitually lack practice and experience in the peer feedback process, they may require a higher amount of structure and support in order to become skilled peer assessors who provide high-quality peer feedback”. Further structure, like the framework of Eli Review software, can provide that additional support. Speaker 3 will report on how the performative act of giving feedback alters the dynamics of peer response in developmental (stretch) writing classes.

Digital tools transform peer feedback by capturing the full transcript of peer feedback sessions, affording instructors a clear view of both helpful and unhelpful commenting practices. Speaker 2 analyzes three years of feedback comment data from Eli Review in order to identify patterns in the learning trajectory of students who write longer feedback comments. We can first detect improvement in our students' ability and willingness to write longer feedback comments. Patchan & Shunn (2015) argue that the “practice of revision skills while constructing feedback may be an important contributor to why students learn from the process of providing feedback to peers.” Longer comments indicate that students are better able to

restate the work of their classmate; consequently, offering helpful suggestions. In addition, Patchan & Schunn (2015) ask how support structures mediate the quality of practice of student's giving feedback. This presentation explores these questions to ask how digital environments extend and transform structures students need to become better reviewers and consequently, better writers. Following Gallagher (2016) we see commenting practice as a behavior with concrete thresholds to attain.

The Rhetorical Strategies Police use to gain consent

Mark Jones

KA 167

10:30 - 11:00

This paper examines the rhetorical strategies police officers employ to secure consent to searches. Empirical research indicates that more than 90% of people stopped by the police officers readily agree to voluntary consent searches, absolving these officers of the need to secure a warrant or to have probable cause. Police officers have a well rehearsed rhetorical strategy designed to garner consent. When Police Officers pull a car over, they routinely ask the driver and passengers if they have any weapons or illegal contraband, a fabulous rhetorical strategy. The follow-up question posed by officers is rhetorically ingenious. Police officers typically respond by saying: "If you do not have anything to hide you would let me search," forcing the stopped person to justify her refusal. Implications for People of Color and undocumented citizens are interrogated and recommendations for how to counteract these rhetorical strategies are proffered.

"I don't have a doctor's note": Mental Health, Retention, and Communication Anxiety in the Public Speaking Classroom

Gina Stahl-Haven

KA 172

10:30 - 11:00

Speaking anxiety or "fear of public speaking" is a common cultural phenomenon. But what happens to our students when they are balancing mental health concerns, difficulty adjusting AND the stress and anxiety that comes with public speaking? I'll share some suggestions for improving retention while supporting mental health in the classroom through self-disclosure activities, jesuit principles, and connecting with campus support services.

11:15 - 11:45

Presentations

Using Comics in the Composition Classroom

Karah Parks

KA 111

11:15 - 11:45

In this presentation, I will briefly review some of the academic discussions currently happening in the academic community around the ways comics engage traditionally underrepresented (and often at-risk) students, including those who identify as immigrant, Latinx and African American, in college composition classrooms. I will also offer a few simple, practical tools, activities and resources for integrating comics into the composition/rhetoric curriculum, including lesson plans that have worked well in my own pre-college and college-level ESOL composition classes. My hope is that participants will leave with a better understanding of the unique rhetorical structure of comics and some justification and inspiration to practically integrate comics as valid vehicles of academic discourse into their own curriculum.

Canvas Live: Marrying Digital and Analog in the Classroom

Ronald Key

KA 167

11:15 - 11:45

Using Canvas as a live tool for class and group discussions--having students post talking points from group discussions to a Canvas Discussion that is projected in the classroom, which are then discussed en masse. I also have students post things like team-produced bibliographic entries for class review & discussion. These allow students to use familiar electronic media to put things out for view without writing on the board or requiring peers to rely solely on verbal report; will discuss pros & cons. I also have students individually post weekly current events reports to Canvas Discussions that enable peer liking & response; these sometimes lead to class discussions thereafter. Finally, I will throw in a technique I use to get students talking in class discussions, which is passing around a beanbag (voluntary acceptance or not). This gets them to volunteer to speak or choose someone else to when they're done, rather than having me appoint respondents; will discuss pros & cons.

Questions that Matter: Creating meaningful student-driven writing and conversation using Questioning Circle theory

James Warren Boyd

KA 172

11:15-11:45

In this presentation with attendee participation I will demonstrate how to use the concept of overlapping questioning circles--which consider a text, the reader, and the world around them--to encourage critical thinking, scaffold conversation, and produce student-written prompts for writing.

Webpages & Podcasts & Wikipedia--Oh My!: Students as Digital Citizens

Jill Schepmann & Maree Caput

KA 267

11:15-11:45

Beyond hitting standard learning outcomes to expand our students' communication skills within academic learning communities, what can we do in our classrooms to enable students to communicate ethically and effectively in their other discourse communities? How do we empower our students to become citizen leaders, activists, and sharers of knowledge? In this presentation, we'll focus on different technologies that might be used as "tools for social change," in the words of one former student. We'll walk through project-focused learning materials, resources, and free technologies we've tackled in the following collaborative units of study:

Genre-Transformation Project: After researching and writing an in-depth researched proposal paper addressing a social problem facing a community, students re-message their findings into a visually and rhetorically persuasive webpage for a broader audience using Adobe Spark software.

Book Club Group Podcast: Students create a podcast episode exploring a critical question or issue in modern life stemming from earlier nonfiction book club discussions. Students use their phones as mics and the Anchor App and/or Audacity open-source software for editing/mixing their episode.

Wikipedia Article Evaluation/Editing: During the research process for a paper, students investigate the rhetorical context of Wikipedia as a compendium of living documents. Students draw from their own research, the Five Pillars of Wikipedia, and the Wikipedia Talk Page to evaluate and suggest changes to Wikipedia articles.

11:45-1:00

Lunch - KA Atrium

1:00 - 1:30

Presentations

Fake Pay Attention and Other Interesting Tidbits for Classroom Management

Marla Lowenthal

KA 167

1:00 - 1:30

I would like to share best practices for classroom management. I have been teaching for over 40 years and have learned quite a few tricks to create an interactive class with attentive students, who work with each other, help each other, and often form lasting friendships with each other. Some of these practices are conventional and some are not. They include the actual physical arrangement of the class, grouping students, technology management, dress codes, and the first rule.

Development and Design in a Multi-modal Rhetoric Classroom: Written, Oral and Digital

Todd Lewis

KA 172

1:00 - 1:30

This presentation focuses on integrating oral rhetoric and electronic tasks into the written communication classroom to meet new program learning outcomes and opportunities for student success. A 2018 fall semester Rhetoric 110N course will be the context for a review of how 3 public speaking assignments were integrated into the syllabus for complementing, launching, and reflecting on written essay assignments. Effects of use of electronic discussion assignments as tools for student success will also be visited.

1:00 - 2:15

Panels

Let's Collaborate Bigger! Using a Marginal Syllabus to Develop Anti-Racist Teaching

Dan Curtis-Cummins, Jolie Goorjian, John Holland, & Joan Wong

KA 111

1:00 - 2:15

As the SFSU Writing Program's "Social Justice unLearning Circle," we are excited to share our recent work in developing our "Marginal Syllabus." Based on the "Marginal Syllabus" model developed by the National Writing Project and NCTE (2016-present) and their current syllabus titled LEARN (2018-2019), our goal is to invite adjunct faculty from across campuses and disciplines to join our own interactive and dynamic online annotations 'in the margins' of a radical new text on writing assessment and grading by Asao Inoue (2015).

In the proposed Panel, we will:

1. Each share, and invite participants to share, the respective experiences we have transitioning to holistic, "contract grading" models. For us, this includes a newly invigorated focus on promoting anti-racism in our teaching and grading by developing collaborative rubrics, assignments, and other student-negotiated assessment models that promote inclusion and empowerment. Much of this work has recently developed out of our adjunct Learning Circle's bottom-up "marginal syllabus" project using Inoue's book, *Antiracist Writing Assessment Ecologies: Teaching and Assessing Writing for a Socially Just Future* (2015);
2. Demonstrate how to use "hypothes.is" as an online teaching and professional development learning tool that we have used to create our "marginal syllabus" and show our process of collaborating online, as busy adjuncts, over a sustained period;
3. Invite participants to view and add to, 'reply,' or otherwise interact with our online annotations "in the margins" of Inoue's online text, thereby contributing to our "marginal syllabus" project over time;
4. Promote this model for participants and other adjunct colleagues to start their own Social Justice Learning Circles and/or "marginal syllabus" projects to address the various conflicts they see between their social justice philosophies and on-the-ground classroom teaching practices; and
5. Create a network of these Learning Circles to promote broader collaboration and learning.

Teaching Public Speaking in the Multilingual Classroom

Marc Martin, John Ryan, & Roberta D'Alois

KA 267

1:00 - 2:15

This panel presentation will look at the various methods (both successful and unsuccessful) faculty use to best cater to this unique and essential student population. Faculty on this panel will provide anecdotal information about their experiences.

1:45 - 2:15

Presentations

**Queering the Classroom
Jade Tumazi & Sage Russo**

KA 167

1:45 - 2:15

As queer educators, our pedagogical strategies are rooted in a foundational politic that embraces nonconformity and fluidity, questions power structures, and addresses the multidimensional experiences of institutional oppression. In this presentation, we will 1) offer the rationale for why queering a classroom space can be beneficial to an intersectional student learning experience, 2) provide specific strategies, activities, and representational examples for negotiating a queer classroom.

On the Same Page: Effective Schema Building in Diverse Classrooms

Maree Caput

KA 172

1:45 - 2:15

Schemas are the mental frameworks we use to organize knowledge; they serve as scaffolding to make sense of new information and experiences. In diverse university classrooms, schema mismatches among students can occur due to language, cultural, geographical, and socio-economic backgrounds. Faculty may assume their students have appropriate schema and dive into classroom content losing many in the process. In this presentation, participants will take part in an activity that places them in their schema-lacking students' shoes. Following this, examples from classroom activities that address this problem will be presented. These activities will illustrate several methods for building schema using different learning modalities, and participants will have the chance to share their own strategies. Finally, participants will plan a schema-building activity for a class reading to share.

2:30 - 3:00

Presentations

Integrating Speaking in RHET 110: Lessons Learned

Julia Schulte

KA 167

2:30 - 3:00

As we embark on the 2nd semester of integrating a speech assignment into our first year written communication classes, let us reflect on the successes and challenges we encountered in the fall. Panelists will share specific tasks, processes, and strategies they used last semester that helped students successfully move between writing essays and giving speeches, as well as modifications they plan to make this semester for navigating and avoiding possible challenges.

Student Writing Feedback: Making everyone's life a little less painful

DJ Quinn

KA 172

2:30 - 3:00

For most composition instructors, the largest single investment of time and energy in a course involves responding to student writing. We read, evaluate, comment, rubric, and grade for hours, often devoting entire weeks of May and December to nothing else. At the same time, there is evidence that just half of our comments on drafts lead to revision, and no evidence that comments on final papers lead to anything at all. If this is true, what does the existing research tell us about how to respond to student writing in ways that will be effective for students and not overwhelming for us?

This brief overview of assessment of and response to student writing will explore the whole system of assessing the work of composition classes (whether written or multimodal), from the grading structure to forms of feedback, in an effort to practice mindful writing feedback that empowers students and leaves teachers with more time and energy to devote to other activities. We will discuss grading contracts, rubric creation, peer response, and feedback mechanisms. That is a lot to cover in a short amount of time, but effective student feedback (or "feed-forward") must be part of an ecology, and that means going beyond a single tool and exploring the fundamental assumptions that we use to develop our assessment structures.

In this workshop, we will do just that in an effort to make our students' writing stronger and to make our lives just a little bit easier.

2:30 - 3:45

Panel

Words into Action, Action into Words: Writing Poetry in Service to the Community

Anita Cabrera, Jolie Goorjian, Amy Love, & Jerome Schwab

KA 267

2:30 - 3:45

As creators and teachers of First-and Second-Year Composition courses with Community Service Learning components at SFSU, we feel that in addition to teaching the course requirements, we also are responsible for helping our students explore the systemic injustices that shape them as individuals, our society and environment. To support this process, in our classes we use a method that is easily applicable to many disciplines--simple poetry forms.

In our presentation we will share with our attendees that as a class, we read, write and perform poems in a collaborative manner before students compose their own poetry, producing meaningful, pride-worthy works. We will discuss how students benefit from these deep reflections, which integrate their service learning and life experience, emotion and cognition into their work in not only our but also their other classes.

Attendees will be introduced to this approach in an interactive presentation that invites them to read students' work and experience writing poems, before leaving with resources that they may integrate into their own curriculum as a unique way of helping students whether or not they are taking classes with a community service learning component.

3:15 - 3:45

Presentations

Developing a Multicultural Academic Voice through Blogging in Composition Courses

Sofia de Almeida

KA 111

3:15 - 3:45

First and second year composition multilingual learners struggle to find their voice as writers and to develop, at the same time, the necessary academic writing skills to succeed in their disciplines. Focused class discussions revealed that students' sense of agency is often limited by their perception of what is expected of them as second language learners attempting to construct an identity as developing members of their academic community while learning to value their multicultural identity. In order to foster students' sense of agency in developing their academic writing skills and their identity as legitimate members of their academic community, I've incorporated a semester long blog assignment in my First Year Composition course, with results that exceeded my expectations. In this talk I share the challenges

and successes of this assignment, hoping to promote the idea that creating an online presence through a personal blog that includes both academic and non-academic content may reduce students' writing apprehension. This appears, therefore, to be an efficient method to ease them into the world of academic writing, while crafting a digital—multicultural—voice that might eventually develop into an authorial academic voice.

Lip Sync Your Way into Group Communication & Nonverbal Delivery

Suzanne Pullen

KA 172

3:15 - 3:45

This interactive workshop (yes, that means there will be lip syncing) is designed to demonstrate how to use a live in-class group Lip Sync assignment when teaching Group Communication, Nonverbal Delivery and/or Mediated Communication. By providing this low-stakes, high return assignment, students have an opportunity to show a more personal and creative side of themselves, as well as the chance to see their classmates as more than just a person they have to work with on a project. The lip sync is a way to build stronger inter-group communication and can highlight early on (for them and for you) the strengths and challenges their group may face in the higher stakes assignment. The Group Lip Sync can also provide additional low-stakes opportunities to practice non-verbal delivery skills and expand their use of physicality and audience engagement. This assignment can also be a class group video project - which is either given as a homework assignment or as an in-class project, which provides the added benefit of being a low stakes opportunity to improve mediated communication delivery, effective digital media use, and problem solving. This assignment often turns out to be one of the most creative project students submit, is a lasting memory for students (and for you), and builds group and class community.

3:45

Raffle in Atrium (Must be present to win)