

The Rhetorical Situation

Quick Teaching Inspirations
check out these links recommended by your WP colleagues:

PODCASTS

For pedagogical inspiration, check out [MindShift](#), [Critical Thinking Initiative](#), [Educate](#), or [Teaching in Higher Ed](#).

For rhet-comp inspiration, you might enjoy [Mere Rhetoric](#), [Rhetorcity](#), [This Rhetorical Life](#), or back-episodes of [Plugs, Play, Pedagogy](#).

WEB LITERACY FOR STUDENT FACT-CHECKERS

An accessible and useful guide for evaluating web and news sources by explaining four main “moves” of verifying sources: check for previous work, go upstream to the source, read laterally, and circle back. Would be a great resource for Writing 2.

BAD IDEAS ABOUT WRITING

If you’re looking for a snapshot of Writing Studies as a field, and you liked *Naming What We Know*, you’ll enjoy this open-source book. Highly readable and short essays dispel widespread “myths” about writing for an audience of instructors, students, and others.

Faculty Profile:
Sarah-Hope Parmeter

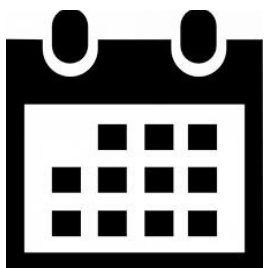


CAMPUS AFFILIATIONS/
FREQUENTLY TAUGHT CLASSES: Writing 20, Writing 2. Merrill-affiliated, even though my office is at Crown. Ravenclaw. ELWR Coordinator (for now).

I’VE BEEN A WRITING PROGRAM FACULTY MEMBER SINCE... 1985!

WHEN I AM NOT TEACHING, I...
*try to save democracy via political postcarding
*cuddle cats
*look at food porn

CURRENTLY...
I’m rereading Carlos Ruiz Zafón’s *Shadow of the Wind* series because Melissa and I are visiting Barcelona this summer and want to visit as many places as possible that are mentioned in the books. This will be my first trip to the European continent; this will be Melissa’s 6th (?) trip to Spain.



Spring Events

yes, we know that you are busy, but please consider joining us for...

Thursday, May 10 | 3:20-4:55 PM
Knowing Is Half the Battle: Engaging and Including Student-Veterans in the Classroom

Pedagogy talk and workshop with Brenda Sanfilippo—HUM 2-359

Tuesday, May 22 | 4:30 PM Happy Hour

Join us for a post-portfolio-read happy hour, this time at [Humble Sea Brewing Company](#)

Tuesday, May 29 | 3:20-4:55 PM

Pedagogical Coffee Klatsch: Refreshing Our Teaching
Late-quarter slump? Find inspiration with an afternoon of coffee, cookies, and new teaching ideas from Patrick, Veronica, Tonya, and Tiffany—HUM 1-408

Working Group Check-Ins

At a winter 2018 faculty meeting, we divided into 6 groups according to shared pedagogical interests. Here are some of the highlights of those discussions; we hope they inspire you to stay connected. To keep the momentum going, here are a few "next steps" to consider: 1. schedule an informal class visit with another person in your working group; 2. find an additional text to explore as a group over the summer; 3. create a Google Drive folder to share materials; 4. exchange phone numbers and send pedagogical emojis, memes, gifs, or texts.

Faculty Profile:
Patrick
McKercher



FREQUENTLY TAUGHT
WP CLASSES: Carson
Core and Writing 2.

I'VE BEEN A WRITING
PROGRAM FACULTY
MEMBER SINCE... 1995,
but I started teaching
comp as a senior in
college (no high school
diploma either).

WHEN I AM NOT
TEACHING... I work with
[Move to Amend](#) to
ensure that corporations
are not people and
money is not speech.

I ALSO...build kayaks,
restore cars and houses,
& make steampunk
contraptions.



Disability Studies

How can we design classrooms that are, as the authors put it, "productively and continually transformed by an orientation of inclusion?" What are the best ways to adapt our classrooms along a Disability 2.0 framework? Where and when are prescriptive things like checklists useful? How do we also think more in more innovative/adaptive ways? Our group discussed those questions--and more. Two key issues surfaced: our desire to meet the needs of all students and the challenges we face in balancing the needs of individual students against the needs of the class as a whole (including the faculty member assigned to the class). Several follow-up projects were mentioned: sharing training resources; testing out new teaching techniques and reporting back to the group; and collaborating with the DRC and a student group to gain more insight into student needs.

Interested in learning more about Disability Studies? [Accessible Syllabus](#) offers practical ideas for making courses more accessible; [Multimodality in Motion](#) contains short articles by a variety of disability studies scholars; see also [this short article](#) on disability and composition studies and [these excerpts](#) from Margaret Price's *Mad at School: Rhetorics of Mental Disability and Academic Life*.

Digital Rhetoric



Our group read this chapter from [Digital Rhetoric: Theory, Method, Practice](#). Largely, the chapter aims to show the range of ways instructors might incorporate digital rhetoric into their curriculum, and is worth checking out for its models of different approaches to teaching digital rhetoric and ideas for assignments. We talked about the work some of us are already doing with multimodal composition, which might be a good topic for a future brown bag discussion. Those interested in learning more about digital rhetoric can check out [Kairos](#). [This post on digital reading strategies](#) might also be of interest.





Safe Spaces

Our working group read "[From Safe Spaces to Brave Spaces: A New Way to Frame Dialogue Around Diversity and Social Justice](#)," by Brian Arao and Kristi Clemens. For many of us, the text offered a much needed framework for discussing recent challenges we've faced in the post-Trump classroom; more specifically, we discussed how this shift in public discourse (or at least, in an awareness of public discourse) has created an environment where students conflate conflict with abuse. This, we agreed, has created an environment where safety, or at least the "illusion" of it, prevents meaningful dialogue and diverse interactions. Therefore, we found Arao and Clemens' conceptualization of brave spaces, which the authors argue "emphasize courage" rather than safety, helpful in providing an approach to exploring difficult topics with our students (141). We ended our discussion by reflecting on our own place in safe/brave spaces -- as persons, as teachers, and as public figures.



Critical Institutional Theory

We discussed [this article](#). We found the idea of collaborative research with our students compelling, though our very limited access to independent studies seems to bar significant/sustained collaborative research with undergrads. We discussed Critical Institutional Theory (also Critical University Studies, or CUS) as a theoretical framework for thinking about pedagogy that closely aligns with many of the Writing 2 courses WP faculty are already teaching. Some of us teach courses about the university (Derede and Emily are planning to present together on this, and to observe each other's classes), while many more of us are interested in connecting the writing classroom to larger social and political issues. To learn more about CUS, *Chronicle of Higher Ed* subscribers can check out [the 2012 article that first defined the field](#); more recently, both [Johns Hopkins](#) and [Palgrave MacMillan](#) have established book series on the topic. And of course there's [Workplace](#). We could definitely envision a reading group/teaching circle on this topic.



Culturally Responsive Pedagogy

Our group read Geneva Gay's "[Preparing for Culturally Responsive Teaching](#)." Gay argues that culturally responsive teaching, or teaching that is culturally aware, inclusive, and relevant to diverse student populations, leads to more meaningful, accessible learning experiences. We focused on how to develop our own cultural knowledge bases, with particular attention to the needs of students in the MLC. In our teaching, we find that many of our own frames of references do not speak to our students, while we often miss out on their shared cultural knowledge. While these gaps can provide fruitful opportunities for classroom discussion, they can also be challenging as teachers. Gay suggests using learning communities to share deep, specific cultural knowledge and situate "teachers in an ethical, emotional, and academic partnership with ethnically diverse students." In that spirit, we plan to share our growing culturally responsive awareness with each other and collaborate on new teaching materials and reading selections in order to enhance students' agency, interests, and personal connection to their work. A helpful resource developed by WP peers: [12 Ways to Support Latinx Student Success in Your Writing Class](#)

Faculty Profile: Robin King



CAMPUS AFFILIATIONS/
FREQUENTLY TAUGHT
CLASSES: Writing 2,
Oakes Core 80C/D,
independent studies for
Oakes CAs and WAs,
Writing 169 and 159,
Oakes 67-Food Politics,
EOP Summer Bridge,
HSI Summer Reading
Workshop in LA,
Committee on
Academic Freedom

I'VE BEEN A WRITING
PROGRAM FACULTY
MEMBER SINCE...
1996 or 1997

WHEN I AM NOT
TEACHING, I...
enjoy long walks in the
South Santa Cruz/
Soquel hills; participate
as a trustee for
Georgiana Bruce Kirby
College Preparatory
School; go on
Boardwalk rides with my
14-year-old niece; worry
about my two 20-
something sons.

THIS SUMMER...
I will travel to China with
my older son, sister, and
niece to visit my
youngest son who is
involved with an arts
program there.



Navigating Political Discourse

The “Navigating Political Discourse” working group read and discussed the “[Introduction to Special Issue on Literacy, Democracy, and Fake News: Making it Right in the Era of Fast and Slow Literacies.](#)” Our discussion of this article and what we’re doing in our classes served as a springboard to create the Google doc, “[Teaching ‘Fake News’ Reading List.](#)” This list provides web resources for teaching thinking about media bias, sources for particularly unbiased information, and articles, videos and books to help us teach information literacy in our courses. In addition to talking about resources, assignments, and the types of writing and analysis we can engage in, we also talked about navigating discussions in the classroom, and how we position ourselves as authorities plus what our role can entail.

Faculty Profile: Ellen Newberry



CAMPUS AFFILIATIONS/
FREQUENTLY TAUGHT
CLASSES: Writing 20,
21, 2, 169; Merrill Core

I’VE BEEN A WRITING
PROGRAM FACULTY
MEMBER SINCE...
Winter 1997.

WHEN I AM NOT
TEACHING, I...
play softball on a
traveling team.

AN UNUSUAL/QUIRKY
FACT ABOUT ME IS...I
have an absolutely
spectacular San
Francisco Giants
bobblehead collection.

CONFERENCE CALENDAR: UPCOMING CFPS

(ACCESS THE COMPLETE CALENDAR [HERE](#))

May

Association of Writers and Writing Programs [\[link\]](#)

Portland, OR, March 27-30, 2019

Proposal deadline: May 1

**Conference on College Composition and
Communication** [\[link\]](#)

Pittsburg, PA, March 13-16, 2019

Proposal deadline: May 7

June

**Teachers of English to Speakers of Other Languages
(TESOL) Convention** [\[link\]](#)

Atlanta, GA, March 12-15, 2019

Proposal deadline: Usually around June 1

UC Writing Conference

2019 location & dates TBA

Proposal deadline: usually June*

July

Rhetoric Society of America Biennial Conference

[\[link\]](#) 2019 location & dates TBA

Proposal deadline: usually July*

*check Conference Calendar doc for updates

Field Report

Conference on College Composition and Communication, March 2019, Kansas City, MO

UCSC participants:

- >Tonya Ritola, "Exploring Language and Laboring in a Teaching for Transfer Pedagogy: Articulation and Assessment across Three Sites"
- >Veronica Flanagan, "Readings, Key Terms, and Games: Classroom Adaptations of the Teaching for Transfer Curriculum"

The conference theme this year was "Languageing, Laboring, Transforming," and there were a number of interesting panels on student language use as well as on the labor of composition and of teaching. You can browse the full program [here](#). Tonya and Veronica also had the chance to catch up with former Writing Program colleague Amy Weaver, and to see Writing Program GSI Kylie Kenner.

The next CCCC will be held in Pittsburgh, PA on March 13-16, 2019. The Call for Program Proposals can be found [here](#), and proposals are due May 7, 2018.

Faculty Profile: Mark Baker

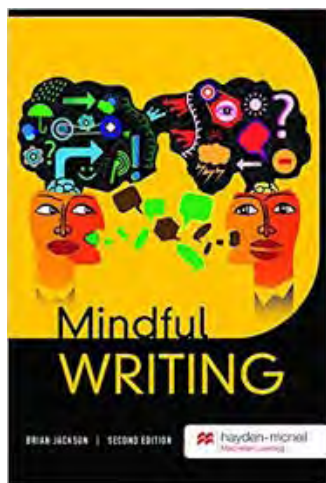


CAMPUS AFFILIATIONS/
FREQUENTLY TAUGHT
CLASSES: Writing 2,
Writing 159 (in prior years),
Writing 22B, Oakes 80C/D

I'VE BEEN A WRITING
PROGRAM FACULTY
MEMBER SINCE...1999

WHEN I AM NOT
TEACHING, I...
enjoy outdoor activities,
drink beer, watch
independent films, take
long urban walks, read...
I'm also a bit of a news
junkie!

SUMMER PLANS:
I traveled to Japan in 2016
and am going back this
summer for two weeks.



Book Review:

Mindful Writing, Brian D. Jackson

This book integrates rhetorical knowledge, reflection, and writing strategies to teach students foundational concepts and practices of composition. What distinguishes this book from other textbooks is its lively writing style and research-based strategies of how we can mindfully learn and grow as readers and writers. I used this text in my Writing 20 course this past term and students appreciated its accessibility and how the strategies recommended are backed up by current in research in how people

learn from Writing Studies and cognitive science. The chapter on "Reading Rhetorically" is one of the best I've seen in helping students develop effective reading by understanding concepts of genre and rhetorical situation. But although it describes and provides examples of different textual genres of first year composition, its main limitation is its lack of attention to multimodality. Nevertheless, it would be a good resource for Writing 1. – Phil Longo

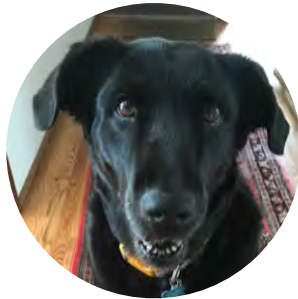
**Interested in a summer
reading group on
rhetorical theory? Contact
Phil: plongo@ucsc.edu.**

Pets & Pedagogy

Can you match pet to colleague? (Answer key on page 8.)



A



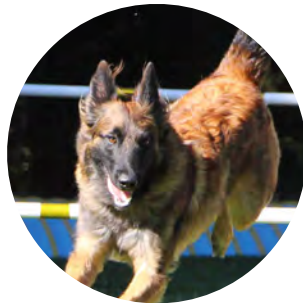
B



C



D



E



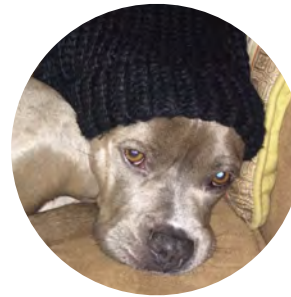
F



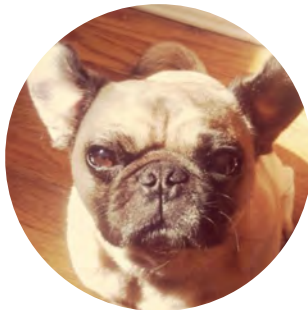
G



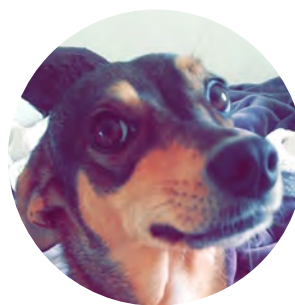
H



I



J



K



L



M

Los Angeles

Dina El Dessouki

I saw *los angeles*
flying one night
and from their angel-eyed view
Los Angeles sparkled
with every jeweled hue
in the full spectrum
of a Spanish conquistador's
unholy collection:

emerald traffic lights mounted

over Chumash altars

ruby beach bonfires blown

with Tongva sand

all set in
fine
plundered

indio gold;

black space
makes them shine brighter,

those City gems.

"Los Angeles" first appeared in *Spiral Orb*, Issue Nine
(Spring 2015)

Mechanics

Chuck Carlise

Fill the body
with water, with river.
Move closer. Not
the body as mystery – as cage
of breath, wrapped
in vinyl & rubber bands.
Not the imagined body. Open
the lips, fill the mouth.
Move closer. The nostrils, burning
passage behind the throat. Fill them
with river. The tissue valve
of epiglottis; tendrilled bronchial
branches, hungrily open.
Flood them. Overwhelm,
till capillaries collapse like straws,
then release, gaping as tunnels
channeling rainwater beneath the city.
Move closer. Enter the larynx,
where the voice begins. Flood it.
Muffle the voice, the vibration
of sound, the rumble before words.
Muffle it with river, with silt.
Where there is no voice
the body says *drown*.
This is where the shock
sets in. This is where the panic
begins. Fill the voice with river
& wait. It won't take much.
Then it will take everything.

You can also read
Dina's poem "[First
Doll](#)" in *Mizna*
(pp. 65-67)

This poem, (partially) about the
face of the first Resusci-Anne CPR
Training dummies, was originally
published in *In One Version of the
Story* (New Issues 2016). My website is
a good place to see info about it:
www.chuckcarlise.com

Sometimes (Sestina for a Family)

Farnaz Fatemi

“Are you the mother—?”
the storekeeper asks.
And I reply, “sometimes.”
Think, *in times of sacrifice,*
wishfulness or games.
(Not in the eyes of those who matter).

Mothering, that’s another matter—
an act I leave for their mother—
an invitation for which I’m not game.
Convenient: you never asked.
You didn’t want me to sacrifice
for a family only arranged as itself sometimes.

In my own family there were some times
affection and demonstration couldn’t matter,
wouldn’t reverse what had been sacrificed
in favor of an independent mother,
a woman who hadn’t been asked
whether she’d wanted to play that game.

Still, she taught us children’s games
and explained to us countless times
how we could answer— when asked—
if our single-parent childhood mattered:
we had so many mothers,
what is the sacrifice?

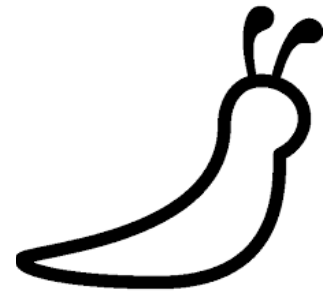
Others never called it sacrifice
when it was part of a mating game
to tell me I’d be *such a good mother*
or urge me to imagine myself, in time,
find space in our courtship for family matters
as if I was never too young to be asked.

Now, if I thought you had an answer, I would ask:
what do you think you sacrificed
for my jerry-rigged role? And does it matter
that it’s no longer mimicking the game—
but a steady evolution through time—
my own nod to myself as mother?

The game didn’t ask to be named sacrifice. All that mattered
was that sometimes, when asked, a mother appeared,
and sometimes she didn’t need to be asked.

Originally published in Comstock Review, Fall 2017

Writing life news, etc., at
www.farnazfatemi.com



Pets & Pedagogy Answer Key

- A: Lisa
- B: Elizabeth
- C: Denise
- D: Annalisa and David
- E: Derede
- F: Farnaz
- G: Erica
- H: Mark
- I: Tonya
- J: Anthony
- K: Yolanda
- L: Liza
- M: Tiffany

This newsletter is brought to you by the Pedagogical Development Committee (a.k.a. Denise, Brenda, Phil, & Anthony), with thanks to the many, many colleagues who contributed. Questions/requests/complaints? Contact Denise at dsilva@ucsc.edu.