

The Rhetorical Situation

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

Faculty Profile:
Maggie Amis



CAMPUS AFFILIATIONS/
FREQUENTLY TAUGHT
CLASSES: Cowell
College (Core & College
1), Writing 1, Writing 2,
WP Assessment
Associate

I'VE BEEN A WRITING
PROGRAM FACULTY
MEMBER SINCE... 2007

WHEN I AM NOT
TEACHING ...
it's the family life for me

FUN MOVIES:
Noises Off, *Hot Fuzz*,
Cold Comfort Farm.
Currently watching *The
West Wing*

DOCUMENTARY SHORTS THAT COULD WORK WELL IN WRITING 1 OR 2

Super cool, important,
well made, great for
discussing argument and
rhetorical stuff set of
video essays on the *New
York Times* on Russian
disinformation:

Operation Infektion.
(thanks Maggie!)

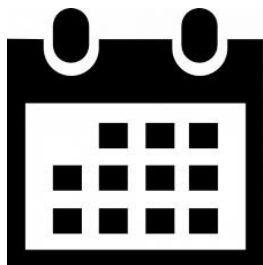
CITL TEACHING RESOURCES

The Center for
Innovations in Teaching &
Learning's new website
has **some great teaching
resources**. The
"Documenting Teaching"
resources will be of
interest to anyone with an
upcoming review, and
there are also some useful
tips on assignment design
and inclusive teaching.

HELP FOR NEW CANVAS USERS

The Faculty Instructional
Technology Center has a
helpful **Canvas page** with
a downloadable reference
guide and step-by-step
video guides. They also
offer one-on-one
consultations by
appointment.

Winter Events Worth Checking Out



Tuesday, February 12 | 7-8:30 PM
**Algorithms of Oppression: How Search
Engines Reinforce Racism**
Safiya Noble—Kresge Town Hall

Thursday, February 21 | 4:30-7 PM
(drop by anytime)
WP Happy Hour
—Join us for drinks at West End Tap & Kitchen

Friday, March 8 | 11-12:30
**PhD+ Workshop Series: Building Online Identities with
Humanities Commons w/ Anne Donlon**
(for grad students, but open to anyone)—*HUM 1-210*



CONFERENCE CALENDAR: UPCOMING CFPS

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

February

Modern Language Association Annual Convention

[\[link\]](#) Seattle, WA, January 9-12, 2020

Proposal deadline: through the end of March

CATESOL Northern Regional Conference [\[link\]](#)

Petaluma, CA, May 11, 2019

Proposal deadline: February 28, 2019

March

Council of Writing Program Administrators Conference [\[link\]](#)

Baltimore, MD, July 21-28, 2019

Proposal deadline: March 1

CCC Regional Summer Conferences [\[link\]](#)

2019 location & dates TBA

Proposal deadline: often March or April*

Young Rhetoricians'

Conference [\[link\]](#)

Monterey, CA, June 20-22, 2019

Proposal deadline:
usually end of March*

*check Conference Calendar

Reminder: Non-Senate Faculty Professional Development Funds can be used to attend conferences

Faculty Profile: Phil Longo



CAMPUS AFFILIATIONS/
FREQUENTLY TAUGHT
CLASSES: Oakes
College, Writing 20,
Writing 2, WP C
Coordinator

I'VE BEEN A WRITING
PROGRAM FACULTY
MEMBER SINCE... 2010

WHEN I AM NOT
TEACHING... I watch too
many movies, hike/
camp, cook, kayak, take
train and road trips

I HAVE A COLLECTION
OF...pencils from
Presidential Libraries

Did you know...



That you can pick fresh flowers at Chadwick Garden M-F 8-10 a.m.?

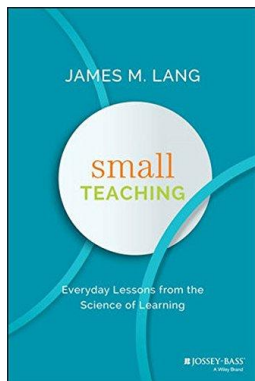


That you can get a permanent university ID to use as your library card by visiting the Bay Tree bookstore?



That you can embed Library Guides directly into your Canvas course? That Humanities Computing Services is available to support instructional design *and* can help with your laptop?

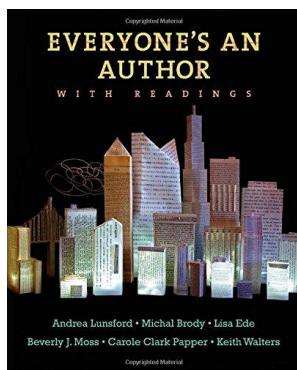
Books We Are Trying Out:



Small Teaching, James M. Lang

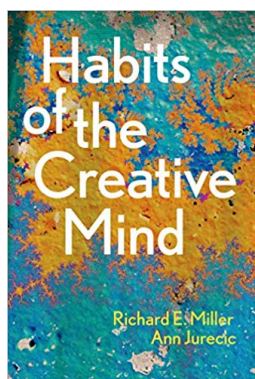
I'm trying to incorporate ideas from James Lang's *Small Teaching*. Expanded from a Chronicle series, *Small Teaching* is full of quick, low-preparation, minimal grading practices that are feasible for busy instructors and can really impact student learning. Lang includes 5-10 minute activities, one-time interventions, and small design and communication modifications. Each chapter includes theories and principles, models and examples for

implementation, and a quick summary of key concepts. Chapters explore building knowledge through retrieving, predicting, and interleaving (spacing and mixing practices); encouraging active understanding through connecting, practicing, and self-explaining; and promoting inspiration through practices designed to motivate, grow, and expand students' and our own interests. Some of the suggestions are already implemented in our program (exit tickets, minute thesis, scaffolding) and others require a little time to process and plan. However, many of Lang's tips would be helpful in the classroom, particularly with our outcomes that focus on reflection and metacognition, and could be implemented almost immediately. – Brenda



Everyone's An Author, Andrea Lunsford et al.

I'm going to use *Everyone's an Author* this quarter. They have an instructor manual with sample syllabi (arranged by genre, theme, argument, academic writing, etc.), as well as sample assignments. They also have grammar quizzes and other chapter related worksheets that you can plug right into Canvas, if I can figure out how to do that. It might be a good resource for others, especially those more tech savvy than I. –Annalisa



Habits of the Creative Mind, Richard E. Miller & Ann Jurecic

I think there are several of us who have been experimenting with this book over the last two years. Comprised of short chapters on cultivating different intellectual habits (drafting, arguing, analyzing) through the lens of curiosity, it has some fun and unexpected ideas for activities and readings. I find it more useful as a planning guide than as a text I ask students to buy. My favorite chapter is "On Looking and Looking Again," which invites students to spend a week revisiting and writing about a physical object. I've had success following this up with activities in which students revisit and re-annotate a text or a paper draft daily for a week. It's an activity that helps to model deeper reading and thinking and tends to get a lot of student buy-in. –Denise

Faculty Profile: Brij Lunine



CAMPUS AFFILIATIONS/
FREQUENTLY TAUGHT
CLASSES: Writing 1,
Writing 2, Stevenson,
Cowell/Stevenson
College Liaison

I'VE BEEN A WRITING
PROGRAM FACULTY
MEMBER SINCE...
2000, I think. I started
teaching Stevenson
Core in 1998.

WHEN I AM NOT
TEACHING, I...
drive kids to school,
practices, and work;
work on our house;
camp; and race bicycles

I Am...
looking forward to
traveling to Oaxaca in
June

Field Reports

MLA Annual Convention January 2019 Chicago, IL

Phil Longo attended and presented (“Circles of Sex: The Impact of Queer Rhetoric on the 1960s Sexual Revolution”). The growing number of rhetoric and composition panels at this year’s MLA contained both the highly theoretical (“What’s the Role of Human Beings in Post-Human Rhetoric?” and “Liminality and the Digital Turn”) and the pragmatic with panels on teaching sound, composing for remixing in digital contexts, and of course, information literacy. Two specific panels brought together librarians and Writing instructors that lead to unexpectedly fruitful conversation. “When Digital Meets Information Literacy: What We Can Learn from Following the Research Processes of Individual Students” discussed the findings of several large-scale research projects about how students research (**Project Information Literacy**, **The Citation Project**, and **LILAC Group**). Another panel, “Teaching Writing in the Fake News Era” explored the implications of this work for our teaching, highlighting the ways to scaffold information literacy across a Writing curriculum and how to design assignments beyond the traditional research paper by employing concepts from the Association of College and Research Libraries’ **Framework for Information Literacy for Higher Education**.

CCC Regional Conference July 2018 Denver, CO

Sarah Michals, Phil Longo, and Tonya Ritola attended and presented at the CCC Regional Conference: “Research(ing) Writing Cultures: Classroom, Program, Profession, Public” at Denver University in July. Sarah presented on “Ethnography as Primary Research in FYC”; Phil presented on “A Discourse Community Approach to Teaching Information Literacy in a Post-Truth Age”; Tonya presented updates from her ongoing research on the panel, “Teaching For Transfer in Site-Based Contexts.” Howard Tinberg’s plenary “Teaching and Research in the Age of ‘Fake News’” highlighted some major threads within the conference on the challenges and opportunities of teaching research and information literacy. Panels also explored innovative approaches to multimodal composition with both low-tech and high-tech approaches to teaching data visualization and sound.

Faculty Profile: Sarah Michals



CAMPUS AFFILIATIONS/
FREQUENTLY TAUGHT
CLASSES: ELWR
courses, WP ELWR
Coordinator

I’VE BEEN A WRITING
PROGRAM FACULTY
MEMBER SINCE...
2014

WHEN I AM NOT
TEACHING ...
I’ve spent the last 2 years
learning how to
woodwork by watching
YouTube videos, and
now I run a small side
business selling furniture



We’re still hoping to launch an advice column in this newsletter. Please send your questions, large and small (yes, we’ll anonymize them), to dsilva@ucsc.edu. Thanks!

Council of Writing Program Administrators Conference July 2018 Sacramento, CA

Roxi, Kim, Heather, and Derede attended. Some highlights:

* One group of U of Oregon contingent faculty gave a poster talk that very much mirrored our own UC-AFT-funded "Writing UC" project, tracking faculty salaries. * Also very interesting was a panel on how WPAs from three institutions - UC Davis, Santa Clara University, and St. Mary's College - studied instructor syllabi to compare them to the university mission statements and professed diversity goals. * Other talks looked at summer programs for "at risk" students (first gen, etc.), like Santa Clara U's LEAD program and ASU's "Early Start" program. Key here seems to be that the students who start early continue to what would be the equivalent of Writing 1/Writing 2 with the same instructor, so the students experience community and continuity in these first classes. * Susan Miller Cochrane's keynote address suggested that the best WPAs practiced "radical transparency" about their decisions and promoted "grassroots efforts" - i.e, inviting contingent faculty and even students onto committees and into leadership roles: "collaborative distributed administration" was her phrasing. * "Emotional labor" seemed to be a watchword at this conference: How do WPAs expend emotional labor in doing the necessary management of their programs? How can they nurture themselves? How well do faculty, including WPAs, know their own institution? (Please see Derede's August 2018 WPCConnect email for more details about this conference.)

Young Rhetoricians' Conference June 21-23, 2018 Monterey, CA

The YRC, which brings together composition instructors from the UCs, CSUs, CA community colleges, and some east coast schools like CUNY, emphasizes practice as well as theory, and is a friendly, intimate setting in which to give (or hear) a talk. The UCSC WP was well represented. Lindsay Knisely led the way in "Writing to Disconnect," demonstrating how her own Writ 2 class becomes a "laboratory for meaningful personal change" when students not just write about technology, but also experience and reflect upon their own lives with and without the smart phones normally so embedded in their lives. Contact Lindsey for example prompts like her "Digital Detox" assignment. We all like to think our courses change student lives, but it's clear that Lindsay's really does so, on a number of different levels.

The first all-UCSC panel was Heather Shearer, Tiffany Wong, and Carson College Lecturer Clara Weygandt. Heather ("Improving Students' Relationship to Audience through Developing Their Empathetic Disposition toward Readers") spoke on how to help students think more intentionally and recursively about audience, and also how to write with

Faculty Profile: Emily Murai



CAMPUS AFFILIATIONS/
FREQUENTLY TAUGHT
CLASSES: College 9;
Writing 1 & 2 (as well as 20,
21, & 23 for many years);
Stevenson 26 (first-year
experience course); I also
co-teach Environmental
Studies 100; 9/10 College
Liaison

I'VE BEEN A WRITING
PROGRAM FACULTY
MEMBER SINCE...2011
(had a couple of classes
here and there before that)

WHEN I AM NOT
TEACHING ...
I've heard older students
tell first-years this joke:
Sleep, study, social life; pick
TWO. My life feels like this:
work, family, social life, pick
TWO (notice sleep is not
anywhere on the list!). My
two choices rotate at
different parts of the year.
Summer allows me to
devote time to family and a
personal life that get
sidelined during the school
year.

HOBBIES:
Before kids, my (now)
husband and I were active--
we loved to swim, hike,
bike, ski. Now that we have
a four-year old in tow, we
still try to do the same
things with less intensity.
We did our first Turkey Trot
this past Thanksgiving and
look forward to making it a
family tradition.

greater empathy for their readers and themselves. Tiffany and Clara (“Shifting Perspectives: Encouraging Creative Thinking in and out of Traditional Composition Genres”) demonstrated how to promote creative thinking and new ways of looking at ordinary objects and texts with a word-pairing game that produced some amazing poetry and unusual insights. Contact Tiffany for details or a demonstration.

The second UCSC panel was Emily Murai, Derede Arthur, and Sarah Michals. Emily (“Critical Thinking: What Is It and How Do We Teach It?”), building on some of the practices that Steven Pearlman and David Carillo discuss in **The Critical Thinking Initiative**, first showed how crucial critical thinking is in the first-year writing class, and then demonstrated the scaffolding leading up to her Literature Review assignment, which helps students be more critical about the works they’ll be incorporating into their subsequent research essays. Derede (“Critiquing What We Know: Using Critical University Studies to Engage—and Enrage—Student Writers”) argued that Critical University Studies is a particularly student-friendly theme, one that promotes interest (and sometimes provokes outrage) as students research and develop proposals and projects about their own university environment. Sarah (“Critical Thinking in Action: Students as Ethnographic Researchers”) showed how well critical thinking can be developed, and how empowered students (especially those from underrepresented demographics) can feel when they function as ethnographic researchers of their own hobbies and social milieus.

Other talks were on integrating multimodal projects into the writing classroom (a roundtable from Santa Clara University), on writing students teaching writing (as pen pals) to a group of middle schoolers at UC Merced, on assisting students to more skeptically critique ads and social media, and on cultivating students’ ability (and desire) to respond to complexity, by bringing into the writing classroom as many different views as possible – even, maybe especially, those of folks with whom we’d “naturally” disagree.

An advance heads-up: next year’s YRC, also in Monterey, is June 20-22, 2019, on the theme of “Innovate, Integrate, Motivate.” They’ll be accepting paper proposals in February/March; keep an eye on youngrhetoriciansconference.com!

Faculty Profile: Kiva Silver



CAMPUS AFFILIATIONS/
FREQUENTLY TAUGHT
CLASSES: Writing 1 & 2;
Stevenson Core; Nations
and Nationalism, The
French Revolution, and
The Old Regime and the
French Revolution for
the History Department

I’VE BEEN A WRITING
PROGRAM FACULTY
MEMBER SINCE... 2008

WHEN I AM NOT
TEACHING, I...
enjoy playing with my
kids, hiking, camping,
and surfing

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

The winter and spring newsletters feature profiles of the Writing Program’s 18-19 Leadership Team. Feel free to reach out to them with any questions, issues, & concerns.