

Rhetoric and Communication Faculty Institute
January 4-6, 2005
Center for Teaching and Learning

Name: _____

Department: _____

In order to participate in this faculty development institute, you must identify a course that you will offer in **Fall 2005** that you will work on during the workshops. In addition, you must be able to attend the **3** follow-up sessions in **Spring 2005** that are listed on the next page.

- 1). Please name the course and course number that you plan to modify in **FALL 2005**. Attach the course syllabus to this application form or if it is a new course, please attach a course outline.

- 2). How do you envision your participation in the institute enhancing your teaching?

- 3). What particular issues or challenges involving the integration of writing, oral communication, research, and technology use have you faced when designing assignments that you would like to have addressed during the workshops?

Selecting a Student Mentor

Each faculty institute participant is expected to identify a student with whom he or she would like to work while developing the **Fall 2005** course. The student identified will become the mentor for the students enrolled in the fall course and will be trained to support an integrated assignment approach to teaching (i.e., provide peer support in writing, oral communication, research, and technology use).

Please make every effort to talk with the student you select prior to submitting this application form. Students must meet the criteria below in order to serve as a mentor through this program.

Student Mentor Criteria

- Must be willing to enroll in .5 credit course on peer mentoring in **Spring 2005**
- Student must intend to be on campus in **Fall 2005**
- Must be willing to attend your class (if at all possible) in **Fall 2005**

Student Name _____

Student CMR _____

Student mentor .5 unit course (instructors Traci Fordham-Hernandez & Hillory Oakes)

This course is designed to train students who will work as rhetoric and communication mentors. The course seeks to cultivate a broad and sophisticated understanding of rhetoric and communication, both in the context of the classroom and in the context of peer tutors' communication with faculty and students. We will combine discussion of theories of rhetoric and communication, as well as peer tutoring theory, with discussion of pedagogy and practice in such areas as assignment design and evaluation, peer response and evaluation, and collaboration with faculty.

Spring 2005 Institute Sessions

Full participation in the Rhetoric and Communication Faculty Institute includes a commitment to three workshop sessions in the spring. Please mark these **Monday afternoon** dates and times now in your calendar: **Feb 7, March 7, April 11; 4:15-6:15 pm**

Application Checklist

- Completed application form _____
- Attached syllabus for Fall 05 course _____
- Name of student mentor _____
- Available for 3 spring meetings listed above _____

Please return this form to the Center for Teaching and Learning, 62 Park Street, by Monday, November 8.