

Rhetoric and Communication Faculty Institute
January 3-5, 2007
Center for Teaching and Learning

Name: _____

Department or Program: _____

Institute Expectations

- Fall 07 course revision
- 3 spring 07 follow-up sessions
- Work with mentor
- Submission to RCI Best Practices web site

Institute Compensation

- \$1,000 stipend
- Books & reading materials
- Mentor compensation

1). Please identify the course that you will offer in **Fall 2007** that you will work on during the Institute and follow-up workshops. What is the usual enrollment in this course?

2). 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?

3). Please pose here your questions about this rhetoric and communication work; we will use your questions to frame discussion on the first day of the Institute.

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 2007** 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 2007**
- Student must intend to be on campus in **Fall 2007**
- Must be willing to attend your class (if at all possible) in **Fall 2007**

Student Name _____

Student CMR _____

Student mentor .5 unit course: PCA 225/English 229: Rhetoric and Communication Theory and Practice for Peer Mentors

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, research, peer response and evaluation, and collaboration with faculty. **Tuesdays, 2:20-3:50 pm.**

Spring 2007 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. 12, March 12, April 9.**

Application Checklist

- Completed application form _____
- Name of student mentor _____
- Available for 3 spring meetings listed above _____

Please return this form to ctl@stlawu.edu or the Center for Teaching and Learning, 62 Park Street, by Friday, December 1.

[Return to the CTL web site.](#)