ITC Faculty Fellows Application

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Memo
To: Jean Derco and Gina Phipps
From: Jenn Fishman
Date: 28 April 2010
Re: ITC Faculty Fellows Application
CC: C. Maland, S. Garner

Overview: I am writing to apply for a 2010-11 ITC Faculty Fellowship with three main goals in mind. First, I am eager continue working with OIT and ITC on Citizen Rhetoric, an ongoing digital video pedagogy project that originated in Fall 2007 and is now central to my current research and scholarship. Second, as a Rhetoric and Composition scholar with a strong background in teacher-training, I would like to create new resources for teachers first learning to integrate technology into both First-Year Composition and Communicating through Writing courses. Last, I would like to place technology at the center of concerted year-long efforts to improve the culture of writing on campus through a combination of one-time events (e.g. UT Writes), regular programming (e.g., community of practice brown bags), and community resource building (e.g., the Trace UT Writes archive).

Relevant Professional Skills and Experience: For the past six years, I have worked closely with OIT and ITC staff to develop a repertoire of technology-centered courses and pedagogies. In Fall 2004, I attended my first OIT workshops, and the following year through a Faculty First Grant I worked with Chris Hodge and Alec Riedl to integrate blogging, audio essays, and other forms of digitally embodied writing into first-year composition. (See Embodied Literacies Project <http://www.jennfishmanphd.net/wordpress/?p=151> and Sample Syllabi <http://web.utk.edu/~english/academics/f_teachers.shtml>.) Starting in Fall 2007, I began working closely with Michelle Brannen, Trisha Brady, and others on the Studio staff to develop English 355: Rhetoric and Writing for Citizenship, a WC course that now triangulates hands-on research, digital video composing, and civic education. (See Citizen Rhetoric & Digital Video Composing <http://www.jennfishmanphd.net/wordpress/?p=146> and Citizen Rhetoric <http://www.youtube.com/user/CitizenRhetoric>.) In conjunction with these efforts, I have also worked with Christina Goode and others to host a variety of well-attended Practice Presentation Room events, including a video conference with international educators in New York City and Bogotá (Fall 2007), a day-long conference on writing instruction (Spring 2010), and annual student video screenings (Fall 2007, 2008, 2009).

As my CV indicates, I also have extensive experience leading professional workshops, organizing campus events, and participating in collaborative projects. (Attachment omitted.) Not only my teaching but also my research and scholarship reflects these efforts. In 2006, my co-researchers and I were awarded a Council of Writing Program Administrators Grant for the Embodied Literacies Project, and I delivered several related talks at national professional meetings between 2006 and 2008. In addition, Dr. Mary Jo Reiff and I reported on EL findings in "Taking the High Road," an essay that appears in the peer-reviewed journal Composition Forum. In December 2009, I co-filmed and edited "What is Rhetoric Research?" for a Modern Language Association roundtable sponsored by the Rhetoric Society of America, and I have collaborated twice with UT undergraduates on digital video presentations for the Conference on College Composition

**Current Interests and Goals:** Through my work with writing students and instructors, I have learned some of the value and some of the challenges involved in integrating technology into the writing classroom. Certainly, access to new mediums (e.g., digital video, hypertext) and tools can enliven curricula, expand teachers' pedagogical resources, and renew students' engagement with learning. At the same time, new and experienced teachers alike frequently see technology as ancillary or even antithetical to their course goals. Indeed, in the English Department it is not unusual to find award-winning teachers who do not know how to use Blackboard or embed audio and video clips into PowerPoint presentations. In response, my overarching interest is in changing the culture. With a focus on writing instruction, my goal is to help colleagues discover how and why they can—even should—learn to integrate available technology into their teaching.

Specifically, I would like to focus on three discrete projects designed primarily for instructors who teach general education writing courses, including first-year composition and humanities courses with the WC designation. In order to synchronize these projects, the calendar I am proposing emphasizes resource production in Fall 2010 and resource curation and dissemination in Spring 2011:

- **Project #1: [Watching Teaching Writing].** The aim of this project is to create a series of short, 2- to 3-minute videos that discuss and/or demonstrate specific aspects of teaching with technology in first-year composition (e.g., ENGL 101, ENGL 102, ENGL 118). Possible topics include using different features of Online@UT, bridging online and in-class assignments, designing class wikis, filming first-year arguments, and creating class publications. **Time frame:** A call for participants will be sent to experienced teachers in July as part of the information packets for the English Department's Fall Teaching Workshops. At this year's workshops, I will host an information session for WP2.0 volunteers, and I will begin filming. I will continue filming throughout Fall 2010, and I will produce one prototype video. In spring, I will focus on editing, and completed videos will be archived online (possibly on the wiki Carolyn Wisniewski is creating as part of her GTA@ITC grant).

- **Project #2: Citizen Rhetoric.** The aim of this project is to expand and enhance an existing, collaboratively authored multimedia guide to digital video composing. The current guide was begun by students enrolled in my Fall 2009 section of English 355: Rhetoric and Writing for Citizenship. Together, this group designed and created a class wiki that currently contains approximately 30% of the intended content <http://citizenrhetoric.wikispaces.com/>. The remaining 70%, including new materials for both students and teachers, will be completed in two phases next year. Students enrolled in English 355 this fall will coauthor approximately 20% of the remaining text. Their contribution will be directed toward students and concerned mainly with remediating course readings as practical guides for citizen rhetors. I will compose and additional 20% of wiki text addressed to teachers, offering a scholarly foundation for teaching digital video composing not only in English 355 but also in other WC courses. The remaining
30% of the guide will consist of original videos created to help teachers implement digital video composing into their writing-intensive curricula. **Time frame:** New wiki text will be completed by the end of Fall 2010 along with all video filming. I have applied for a TENN TLC grant to assist me with some phases of Citizen Rhetoric and some phases of Watch UT Write. [Attachment omitted.] If I am awarded that grant, video editing will also take place in Fall 2010, and in spring I will devote time to conducting implementation workshops with WC instructors. Alternatively, video editing will take place during the first half of Spring 2011, and I will offer at least one implementation workshop after spring break. Materials will also be available online by the end of the semester.

- **Project #3: Watch UT Write.** In order to improve the culture of writing on campus, I would like to lead a series of activities designed to create and sustain the sociability of writing at UT. In Fall 2010, the main event will be UT Writes, a local celebration of the second annual National Day on Writing. Building on last year’s successes <http://www.jennfishmanphd.net/wordpress/?p=1847>, I will work with OIT, ITC, Hodges Library staff, and colleagues from English and other departments to raise the profile of writing on campus. UT Writes will kick-off a year-long effort to build a time capsule of UT writing via the Tennessee Research and Creative Exchange or Trace <http://trace.tennessee.edu/utk_inteuwri/>. This community resource is designed to collect not only text files but also images and both audio- and video recordings. As such, it will provide a multimodal, multifaceted record of UT writing and rich resource for future teaching and research. In conjunction with these events, I hope to form a Community of Practice around digital writing and writing instruction. Modeled after this year’s podcasting and collaboration CoPs, the digital writing community will hopefully draw overlapping participants and, at the same time, promote new efforts to incorporate technology into writing across the curriculum. Each semester, FYC, FYS, and WC instructors will be especially encouraged to participate.

**Community Benefits:** The projects I have proposed are designed to have a broad impact on writing and writing instruction both within and beyond the English Department at UT. [Watching Teaching Writing]* targets first-year composition instructors, a group of graduate students, lecturers, and professorial faculty who lead more than 250 sections of first-year writing per year. Citizen Rhetoric is directed toward instructors who teach one of the university’s 70-plus Communicating through Writing courses, especially faculty in English and other humanities departments. Perhaps the most inclusive project is Watch UT Write, a series of one-time events, programming and resources open to the entire UT community. Further, because each project has a digital deliverable (e.g., pedagogy videos, a multimedia wiki guide, the Trace archive), the results will be accessible over time to the widest possible audience of the Internet.

**Budget:** I understand that ITC Faculty Fellowships extend from 8/16/10 to 4/29/11, and during that time Faculty Fellows contribute 10 hours per week to OIT for work on one or more of proposed projects. In return, faculty receive a course release per semester. The English Department regards this arrangement as a 25% appointment and asks to be reimbursed 25% of faculty member’s salaries. As a result, I am requesting a total of $14,000 for AY2010-11. (Please see Dr. Chuck Maland's letter of support for further details.)