

## **FYC Spring Orientation**

January 12, 2015

Callaway N203

### **Agenda**

10:00-10:20	Welcome, Introductions, Announcements
10:20-10:50	Fall Recap and Reflection
10:50-11:30	Spring Preview
11:30-12:10	Syllabus Workshop (Grab Lunch)
12:10-12:30	First Day/Week Planning
12:30-1:00	Multimodal Rubric Workshop

### **Announcements**

- Sign-in sheet and available times
- Classroom visits
- In-service workshops – Cheryl Ball (<http://ceball.com/>) - Developing a digital tenure case / Curating your academic identity and Louis Cahill (<http://louiscahill.net/>) - Visual communication and storytelling
- Marked paper reflection for teaching portfolio
- Preview of new learning outcomes and portfolio requirement (review reflection letter)
- Honor code review
- Students in distress information
- Students asking for seat in your class (send them to Joonna Trapp [joonna.trapp@emory.edu](mailto:joonna.trapp@emory.edu))

### **Recap and Reflection**

What was the biggest lesson you learned last semester and how have you dealt with it in your plan for the current semester? What questions do you have for your peers about handling situations that arose in your course last semester?

### **Spring Preview**

Tell us about your course theme and the contour of your semester. How are you using low stakes assignments to build into the higher stakes work students will be doing. Related question: What innovative ways have you found to have students produce multiple genres related to the line of inquiry you've set up for your class?

### **Syllabus Workshop**

*Exercise 1:* Examine your peer's syllabus. Categorize the texts used in the syllabus in terms of Bizup's BEAM taxonomy. Explain why you've sorted them in this way. Do you see a predominance of background, exhibit, argument, or method texts? Do you see certain texts being used in multiple categories? How and why?

Background texts:	
Exhibit texts:	
Argument texts:	
Method texts:	

How would you characterize the difference between Eng 101 and Eng 181 in terms of the BEAM model (i.e., using Bizup’s article as a method text or lens)? Where do the chief similarities lie? What kind of a visual might you produce to show these differences and similarities?

*Exercise 2:* Pick one assignment in your peer’s syllabus that asks students to produce a traditional classroom genre like “research paper” and make a recommendation about how your peer might introduce a multimodal element or writing in an alternative genre. See Traci Gardner’s *Designing Writing Assignments* [Chapter 4](#) (<http://wac.colostate.edu/books/gardner/chapter4.pdf>) for ideas.

### **First Day/Week Planning**

How will you avoid a dull, first-day march through of the syllabus and

- Help students to get to know each other?
- Have students engage immediately in the kinds of meaning making you are planning for the semester?
- Get students to acknowledge their familiarity with important course policies?

### **Multimodal Rubric**

Develop tiered performance descriptions for one criteria adapted by Cheryl Ball (2012, p. 66) from USC’s [Institute for Multimedia Literacy](#):

- Conceptual core
- Research component
- Form and content
- Creative realization
- Audience
- Timeliness

You can use the descriptions (reproduced on the back of this page) and structure (reproduced below) from the University of South Florida’s [detailed rubric](#) as examples.

Criteria	Emerging	1	Developing	3	Mastering
	0		2		4

You might also use the following samples of student work to help you think through or test your descriptions.

My Literacy Narrative – A Musical Journey	<a href="http://mygracefulnarrative.weebly.com/">http://mygracefulnarrative.weebly.com/</a>
Accessibility at Emory	<a href="http://mebeingproductive.weebly.com/accessibility-at-emory-26.html">http://mebeingproductive.weebly.com/accessibility-at-emory-26.html</a>
English 101 Project	<a href="http://ericrose.weebly.com/english-101-project.html">http://ericrose.weebly.com/english-101-project.html</a>
Final Autoethnography	<a href="http://jrnorthhome.weebly.com/final-autoethnography.html">http://jrnorthhome.weebly.com/final-autoethnography.html</a>
Multilingual Minds	<a href="http://kdgolds.weebly.com/multilingual-minds.html">http://kdgolds.weebly.com/multilingual-minds.html</a>
Digital Story	<a href="http://jincheng94.weebly.com/digitalelectronic.html">http://jincheng94.weebly.com/digitalelectronic.html</a>
Gossip Girl	<a href="http://gossipgirl.aarongoldsmann.com/">http://gossipgirl.aarongoldsmann.com/</a>
Video Presentation	<a href="http://aamirabrown.com/video-presentation/">http://aamirabrown.com/video-presentation/</a>
Mapping Fun Home	<a href="http://castafford.com/mapping-fun-home/">http://castafford.com/mapping-fun-home/</a>

# Default Rubric

Criteria	Level	Emerging 0	1	Developing 2	3	Mastering 4
Focus	<i>Basics</i>	Does not meet assignment requirements		Partially meets assignment requirements		Meets assignment requirements
	<i>Critical Thinking</i>	Absent or weak thesis; ideas are underdeveloped, vague or unrelated to thesis; poor analysis of ideas relevant to thesis		Predictable or unoriginal thesis; ideas are partially developed and related to thesis; inconsistent analysis of subject relevant to thesis		Insightful/intriguing thesis; ideas are convincing and compelling; cogent analysis of subject relevant to thesis
Evidence	<i>Critical Thinking</i>	Sources and supporting details lack credibility; poor synthesis of primary and secondary sources/evidence relevant to thesis; poor synthesis of visuals/personal experience/anecdotes relevant to thesis; rarely distinguishes between writer's ideas and source's ideas		Fair selection of credible sources and supporting details; unclear relationship between thesis and primary and secondary sources/evidence; ineffective synthesis of sources/evidence relevant to thesis; occasionally effective synthesis of visuals/personal experience/anecdotes relevant to thesis; inconsistently distinguishes between writer's ideas and source's ideas		Credible and useful sources and supporting details; cogent synthesis of primary and secondary sources/evidence relevant to thesis; clever synthesis of visuals/personal experience/anecdotes relevant to thesis; distinguishes between writer's ideas and source's ideas.
Organization	<i>Basics</i>	Confusing opening; absent, inconsistent, or non-relevant topic sentences; few transitions and absent or unsatisfying conclusion		Uninteresting or somewhat trite introduction, inconsistent use of topic sentences, segues, transitions, and mediocre conclusion		Engaging introduction, relevant topic sentences, good segues, appropriate transitions, and compelling conclusion
	<i>Critical Thinking</i>	Illogical progression of supporting points; lacks cohesiveness		Supporting points follow a somewhat logical progression; occasional wandering of ideas; some interruption of cohesiveness		Logical progression of supporting points; very cohesive
Style	<i>Basics</i>	Frequent grammar/punctuation errors; inconsistent point of view		Some grammar/punctuation errors occur in some places; somewhat consistent point of view		Correct grammar and punctuation; consistent point of view
	<i>Critical Thinking</i>	Significant problems with syntax, diction, word choice, and		Occasional problems with syntax, diction, word choice, and vocabulary		Rhetorically-sound syntax, diction, word choice, and vocabulary; effective use of