

New York City College of Technology

OF THE CITY UNIVERSITY OF NEW YORK

Professional Activity Report and Self-Evaluation Patrick Corbett, PhD

BACKGROUND

- Date:** May 1, 2014
- Name:** Corbett, Patrick
- Department:** English
- Date of first NYCCT appointment on tenure bearing line:** September, 2013
- Present Rank:** Assistant Professor **5A. Effective Date of Present Rank:** September, 2013
- Bachelor's Degree/Year:** Northwestern University / 1997
- Master's Degree/Year:** Clarion University of Pennsylvania / 2005
- Thesis Title:** Beyond Standardized Testing: Quality Management for Assessment in the Writing Classroom
- Doctorate Institution/Year:** University of Louisville / 2013
- Dissertation Title:** Linking the Procedural to the Personal: Gaming Literacies and Their Practice in the MMORPG, *Kingdom of Loathing*
- Progress toward doctorate (if not completed), Institution/Date Expected:** N/A
- Doctoral Dissertation Advisor or Sponsor:** Debra Journet
- Basis for Doctoral Equivalent if relevant:** N/A
- Professional licenses or certifications:** Human Subjects Research Qualification, CITI, University of Miami (2005 – 2014)
- Summary of Previous Employment (list in reverse chronological order):**

<u>Institution</u>	<u>Dates</u>	<u>Rank</u>	<u>Department</u>
Teaching University of Phoenix, online	2009-2013	Adjunct	Online Writing
Madison College, Madison, WI	2009-2011	Adjunct	Tech. Communications
Jefferson Community and Technical College, Louisville, KY	2007 and 2009	Adjunct	English
Bellarmine University, Louisville, KY	2007-2008	Adjunct	English
University of Louisville, Louisville, KY	2006-2008	GTA	English

TEACHING

- List all courses taught at New York City College of Technology (see in-line hyperlinks for documentation):
ENG 1101 – English Composition I ([syllabus](#), [major assignments](#))
ENG 3771 – Advanced Career Writing ([syllabus](#), [major assignments](#))

(ENG 3771 hybrid delivery) ([syllabus](#), [major assignments](#))
ENG 3773 – Advanced Technical Writing (Summer II, 2014)

17. List other teaching/instructional responsibilities.

Hybrid course training, Fall 2013 ([documentation](#))

SCHOLARLY AND PROFESSIONAL GROWTH

18 A. Scholarship published since appointment (see in-line hyperlinks for documentation)

Scholarly Works: Anthologized (Republished)

Journet, D., Adkins, T., Alexander, C., Corbett, P., & Trauman, R. (2014). Digital mirrors: Multimodal reflections in the composition classroom. In C. Lutkewitte (Ed.), [Multimodal composition: A critical sourcebook](#) (pp-pp). New York, NY: Bedford/St. Martins.

In December, 2013, Bedford/St. Martins anthologized my co-authored digital text that was originally published in 2008. The Bedford/St. Martin's series in English Rhetoric and Composition is a top-tier series in my discipline. These books are widely used in graduate student and instructor training. Only the most influential, peer-reviewed, scholarship on the anthologized subject matter is considered for inclusion.

18 B. Previously published scholarship (see in-line hyperlinks for documentation)

Articles: Referred Scholarly Journals

Corbett, Patrick. (2010). What about the "Google Effect"? Improving the library research habits of first-year composition students. *Teaching English in the Two-Year College*, 37(3), 265-277.
([Peer Reviewed Citations: 8](#))

Journet, D., Adkins, T., Alexander, C., Corbett, P., & Trauman, R. (2008). Digital mirrors: Multimodal reflections in the composition classroom. *Computers and Composition Online*, http://www.bgsu.edu/cconline/Digital_Mirrors/
([Peer Reviewed Citations: 7](#))

Book Chapter: Technical

Corbett, P., Yachim, Y., Ascuena, A., Karem, A. et al. (2013). Understanding nextGen students' information search habits: A usability perspective. In R. McClure & J. Purdy (Eds.), [The new digital scholar: Exploring and enriching the research and writing practices of nextGen students](#) (331-348). Medford, NJ: American Association of Information and Science Technology.

19. Works in Progress

Book Chapter: Critical (editorial review)

Barlow, Aaron, & Corbett, Patrick (in progress). Rethinking Our Understanding of the Urban Working Class in the Contemporary Composition Classroom. In B. Thelin & G. Carter (Eds.) *Pedagogy and the Working Class*.

This project is a book chapter accepted for inclusion in an edited collection that addresses unmet need in the theory and practices associated with teaching “working class” students in writing-intensive classrooms. Professor Barlow and I are team-writing the chapter, which focuses on how existing theories and methods of dealing with “class” in pedagogical scholarship are ineffective in the intensely multi-cultural learning environment that City Tech presents. The collection editors are actively seeking a contract for the book.

Accepted proposal link: [Works In Progress\Barlow Corbett Critical Chapter.pdf](#)

Conference Proposal: National (two-stage blind peer review)

“The High-Stakes Writing Classroom: Expectations, Risks, and Assessments,” roundtable proposal, Conference of College Composition and Communication (CCCCs)

Co-presenters:

Corbett, Patrick (NYCCT, CUNY)
Yagelski, Robert (U. of Albany, SUNY)
Weaver, Amy (U. of California, Santa Cruz)
Nastal, Jessica (U. of Wisconsin, Milwaukee)
Garcia, Mike (Georgia Regents U.)
Nordstrom, Ingrid (U. of Wisconsin, Milwaukee)
DeStiger, Todd (U. of Illinois, Chicago)

Myself and six co-presenters from around the country have proposed a roundtable discussion for the CCCCs (March 2015), which is the major national conference in the field of writing pedagogy and research. The focus of this roundtable is fostering a discussion of what risks for students are found in “high stakes” writing programs. My participation in this project is (15% of the total project).

Submitted proposal link: [Works In Progress\Conference CCCC 2015 Proposal Corbett.pdf](#)

20. Honors, Prizes, and Awards

N/A

21. Grant Activity (indicate funding agency and collaborators; if awarded, provide grant number, amount, and duration. For collaborative grants, indicate amount earmarked for NYCCT)

PSC-CUNY A Grant, Award # 67124-00 45 Amount: \$2,400 Duration: June 1, 2014 to June 31, 2015

Grant Link: [“A Usability Investigation of OpenLab Best Practices Among Faculty and Staff Users”](#)

This PSC-CUNY A award will be used to support a “usability ethnography” during the fall 2014 semester of six New York City College of Technology faculty who have integrated OpenLab into their teaching, service, and scholarship for the College.

SERVICE

22. Administrative Assignments (Include dates)

N/A

23. Other Department/College/University Service, including Continuing Education

Service to English Department (*see in-line hyperlinks for documentation*)

Committee work:

[Professional and Technical Writing Committee](#) (PTW), Reneta Lansiquot (chair)

- Completed technology fee requests ([link here](#)) for a dedicated computer room for the Professional and Technical Writing baccalaureate.
 - Worked with vendors to produce quotes and support contracts necessary to deliver PTW courses.
 - Negotiated fees with PTW's principle software vendor (MadCap) to produce a cost savings of 33% over educational pricing, and 80% off of full retail.
- Supported PTW degree through attendance at committee meetings, College Council (guest), and meeting with HMGMT department chair to map out a tourism option for PTW students.

[Junior Faculty Development Committee](#), Robert Leston & Rebecca Shapiro (co-chairs)

- Supported Committee and other junior faculty members through regular, prepared attendance.
- Acted as co-secretary for the Committee (with Suzanne Miller), taking and distributing notes for every other meeting.

[Hybrid and Online Pedagogy Working Group](#), *AdHoc* committee, no chair

- Coordinate working documents, resources, and OpenLab site for group.

Other service to department:

Literary Arts Festival (LAF), Caroline Hellman (chair)

- Judged 33 pieces of short fiction for the Charles Matusik Fiction Award.
- Encouraged seven students to volunteer for the LAF (12% of all student volunteers).
- Encouraged 1st and 3rd place winners in the graphic text award to submit.

LAF Program link: [Service Materials\LAF Program 2014 Corbett Markup.pdf](#)

First-Year Writing (FYW) Professional Development Workshop (delivered 11/20/13)

- Presented assignment sequences for FYW using open access materials and OpenLab for course discussions.

Workshop email link: [Service Materials\FYW Professional Development Workshop.jpg](#)

Service to College of Arts and Sciences

[A&S Retention Committee](#), Rebecca Devers (chair)

- Meet with Committee and Rebecca Devers independently to discuss the creation of an OpenLab project site dedicated to retention issues facing New York City College of Technology students and faculty. The site will be available to Committee members in the Fall 2014 semester, and college-wide in Spring 2015 semester.
- Investigated the Committee's charge over a retention-oriented student "club." Leading organization of a student club for Committee sponsorship called the *City Tech Emerging Professionals (CETP) Network*.

Service to New York City College of Technology

[Living Lab Fellowship](#), Jonas Reitz (director), 3-hour course release

- Participated in Fellow’s meetings and events during the Spring 2014 semester.
- Engaged in activities, exercises, discussions, and workshops during Fellow’s meetings to prepare materials to teach ENG 3771 – Advanced Career Writing as a hybrid capstone course in writing that focuses on personal marketing and idea entrepreneurship.

[11th Annual Faculty Research Recognition Day](#), Roman Kezerashvil (chair)

- Presented faculty research poster on guidelines for providing pro-bono professional services to a small community organization (pg. 19; see link above).

24. Professional Activities and Recognition (e.g., state and national certification/ licensing bodies, service on accrediting bodies, offices in professional organizations)

N/A

25. List any other activities considered relevant, including participation in continuing professional education and community service.

N/A

SELF-EVALUATION

26. Self-evaluation:

My primary professional goal during the 2013-2014 academic year has been to begin strategically integrating my scholarly interests and service activities in a manner that directly informs the experience that myself and other faculty are able to create for students in the classroom.

Becoming a Better Teacher

Coming to City Tech, I wanted to spend the 2013-2014 academic year exploring what it is like to teach and learn with our diverse students. What I found was a student population hungry to learn, particularly through classroom activities that they were able to connect to their own lives and interests.

English 1101 – In my two English 1101 courses I adopted a new approach to previous years by using open-access (i.e., available cost-free) essays written by writing experts directly to an undergraduate first-year writing audience. My students found this collection, [Writing Spaces](#) (see link), to be filled with helpful voices as they rethought who they were as writers and negotiated the writing projects they found in the unfamiliar environment of the college writing classroom.

I used these essays to theme class meetings around “big ideas” in rhetoric and writing studies, such as rethinking the writing process, information literacy, and rhetoric-informed argument, and presented them in an accessible way by using students own projects and interests as course material. This was fruitful approach, but not without several problems that I am addressing in Fall 2014 sections of this class. Students said they wanted a balance between conceptual readings and more textbook-like materials. To this end, I am supplementing the course with a brief and accessible rhetoric, *They Say, I Say*, by Graff & Birkenstein, which I will use to provide a practical scaffolding for writing within conventions of academic style and content.

English 3771 – This course has become an important project for me this year, both due to my interest in teaching professional communications and my participation in *A Living Laboratory* as a 4th Year Faculty Fellow. Over the past year, I've taught four sections of this course in three formats (twice per week, once per week, and 50/50 hybrid). I have treated my participation in this course as a unique opportunity to develop a high impact learning environment for students and to contribute to the reputation of the English department in college-wide discussions of writing.

My approach to 3771 has been to experiment, adapt, document, and share. Teaching it in three formats has given me a sense of the possibilities associated with delivering the course and I believe it is one of the best opportunities that City Tech students have to develop the professional written communications skills necessary to prosper in the workplace. The major limitation that I am facing is reaching students in 15 weeks who don't already have career experience, do not know what those skills are, and have a hard time imagining themselves in the role of a professional.

Living Lab – Though technically service to the College, in my own mind I frame my work with the Living Lab Fellows as directly related to my development as a teacher. My Living Lab Fellows project is to develop 3771 as a capstone writing course for students in other programs. I have redesigned my approach to this course (completed Summer 2014) so that it allows students to explore their own professional interests in an environment that models exemplary written communications practice. This work, which continues through the 2014 – 2015 school year involves:

- Developing content for the course that makes effective use of high-impact learning practices and sharing the results of this work with the City Tech community through Living Lab activities.
- Asking faculty advisors in other departments to recommend the course to their students. Right now, the course is required for Advertising Design and Graphic Arts, Law and Paralegal Studies, and Electrical and Telecommunications Engineering Technology. I am encouraging faculty from Hospitality Management, Architectural Technology, and Construction Management to advise students take the course.
- Documenting the rhetorical framework that I am using to teach the course curriculum. My pedagogical goal is to engage students with the higher-level concepts that allow them to gather information and make decisions in workplace writing situations. This work will become part of my teaching portfolio.

Establishing My Identity as a Scholar

My first year at City Tech was an orienting year where I worked toward strategically aligning my scholarly interests with the needs of the College and the student population we serve. My sole publication during my first appointment was the republication of a 2008 multi-modal article that I co-authored with four colleagues. This piece has been part of the curriculum every year at Ohio State’s Digital Media and Composition (DMAC) Institute and was selected for inclusion into the Bedford/St. Martin’s critical sourcebook on multi-modal composition, which is used regularly in graduate programs all over the United States.

Looking forward, my professional development projects established here at City Tech represent my commitment to making the interests that I’ve explored in past scholarship relevant to our students and our wider College community. Particularly, I am taking my engagement in the theories and methods associated with studying (a) how technology is used in learning environments, and (b) how the intersection of pedagogy, technology, and culture is framed in public debate, and connecting this framework to the work that is happening in our classrooms in English and beyond.

Project: Faculty Best Practices In the Use of OpenLab

Supported by a \$2,400 PSC-CUNY A grant, this one-year project is an ethno-usability (qualitative) research study of how faculty “power users” of OpenLab use it in support their pedagogy and how they share information. The data for this project will be used to improve the OpenLab experience for students and faculty and connect the use of an open pedagogy digital platform with other initiatives.

Project: Rethinking Our Understanding of the Urban Working Class in the Contemporary Composition Classroom

This accepted book chapter proposal will be written by Professor Aaron Barlow and myself during Summer I (2014), and will be included in the edited collection, *Pedagogy an the Working Class*. The purpose of this chapter is to challenge the effectiveness of the conventional “developmental/liberatory” approach to teaching first-year writing (1101 & 1121) at City Tech, which focuses on teaching students to respond to cultural content from an “educated” point-of-view. We argue that the intensely multi-cultural student body at City Tech (a historically “working class” institution) do not fit many of the tacit presumptions of this model and how it is used to deliver first-year writing curricula.

Project: The High-Stakes Writing Classroom: Expectations, Risks, and Assessments

With six colleagues from colleges and universities nationwide, I have proposed to expand the analysis framed in the book chapter written by Dr. Barlow and myself at the Conference of College Composition and Communication. My portion (15%) of this group effort discusses how narrow curricular structures

and traditional pedagogies create hidden risks for multi-cultural students in the first-year writing classroom.

Contributing to a Growing Department and Dynamic College

My service to my students, colleagues, and the City Tech community in the 2013-2014 school year has focused on the organizational work that will help myself and my colleague connect people to ideas.

Technology-Focused Projects

As one of the technologists in the English Department, I have accepted the responsibility of researching and completing technology requests for the new Professional and Technical Writing baccalaureate degree. I am also working through Summer 2014 building OpenLab sites for the A&S Retention Committee and the English Department Online and Hybrid Pedagogy Working Group. These OpenLab sites will be places where information can be housed and shared with members of these committees and the wider College community. As these sites develop, they will become part of the factual record of what the work these committees do and what they have accomplished. These sites will also be curated repositories of the information necessary for these committees to operate effectively and change management as seamlessly as possible as members change assignments.

Developing a Student Organization

Beyond work that I do as members of departmental and college committees, my service-related work involves supporting students directly through my time and involvement in their activities. I am currently in the planning stages of organizing the City Tech Emerging Professionals (CTEP) network. CTEP is a student organization supported by the A&S Retention committee that will be charged with providing professional development and mentoring programming to student members, regardless of degree program. The purpose of this programming will be to connect students with the communications and personal marketing skills they will need to be successful as new professionals in their chosen fields.

As I finish the Summer term of this academic year, and begin my second-year appointment, I will continue to seek opportunities to tie my scholarly and teaching interests to service that directly supports the quality of education our students receive. I believe that my greatest contribution to City Tech's students lies in my ability to provide fresh, relevant experiences for them that cross the traditional boundaries of discipline and major. Our students have tremendous insight, energy, and a will to succeed, but they need mentors (not just teachers) to open the doors of insight and possibility.

Thank you.

Adopted by the College Personnel & Budget Committee, 22 April 2010