# New York City College of Technology

## OF THE CITY UNIVERSITY OF NEW YORK

## Professional Activity Report and Self-Evaluation
### Patrick Corbett, PhD

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## BACKGROUND

1. **Date:** May 1, 2015

2. **Name:** Corbett, Patrick

3. **Department:** English

4. **Date of first NYCCT appointment on tenure bearing line:** September, 2013

5. **Present Rank:** Assistant Professor   **5A. Effective Date of Present Rank:** September, 2013

6. **Bachelor's Degree/Year:** Northwestern University / 1997

7. **Master's Degree/Year:** Clarion University of Pennsylvania / 2005

8. **Thesis Title:** Beyond Standardized Testing: Quality Management for Assessment in the Writing Classroom

9. **Doctorate Institution/Year:** University of Louisville / 2013

10. **Dissertation Title:** Linking the Procedural to the Personal: Gaming Literacies and Their Practice in the MMORPG, *Kingdom of Loathing*

11. **Progress toward doctorate (if not completed), Institution/Date Expected:** N/A

12. **Doctoral Dissertation Advisor or Sponsor:** Debra Journet

13. **Basis for Doctoral Equivalent if relevant:** N/A

14. **Professional licenses or certifications:** Human Subjects Research Qualification, CITI, University of Miami (2005 – 2015)

15. **Summary of Previous Employment (list in reverse chronological order):**

Teaching

| Institution | Dates | Rank | Department |
|---|---|---|---|
| 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

16. List all courses taught at New York City College of Technology (see in-line hyperlinks for documentation):

**Academic Year 2014-2015**

ENG 1101—English Composition I ([syllabus](#), [major assignments](#))
ENG 2700 (4cr)—Introduction to Professional and Technical Writing ([OpenLab](#), [syllabus](#), [major assignments](#))
ENG 3771 (hybrid delivery)—Advanced Career Writing ([syllabus](#), [major assignments](#), [student reflections](#))

**Academic Year 2013-2014**

ENG 1101—English Composition I ([syllabus](#), [major assignments](#))
ENG 3771—Advanced Career Writing ([syllabus](#), [major assignments](#))
ENG 3771 (hybrid delivery)—Advanced Career Writing ([syllabus](#), [major assignments](#))
ENG 3773—Advanced Technical Writing ([syllabus](#), [major assignments](#))

**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. ([Citations:  17](#))

> This article from 2010 continues to be cited, with six additional citations in 2014.  It is used most heavily in two separate disciplines:  writing pedagogy and librarianship.  It is also used in the fields of marketing, information technology, and teacher education.  Scholars in five different countries (Finland, Nambia, Singapore, United Kingdom, and the United States) have used this research in publications.

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/ (Citations: 8)

>After being anthologized in 2013, this collaborative project was included in 2015 in the position statement of the Conference of College Composition and Communication's (CCCC) Task Force on Best Practices in Electronic Portfolios. The CCCC is an organizational arm of the National Council of Teachers of English (NCTE).

**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.

>This chapter illustrates the difficulties that college students have with using academic digital library interfaces. Using a collaborative, multi-disciplinary usability research method, myself and a team of writing teachers and computer engineers found the specific features of students "mental models" of Google search that interfered with their ability to use library interfaces.

19. **Works in Progress**

**Book Chapter: Under Consideration**

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 book chapter is accepted for inclusion in an edited collection that addresses unmet needs of "working class" students in writing classrooms. Professor Barlow's and my chapter focuses on how existing theories and methods of dealing with "class" in pedagogical scholarship are ineffective in the intensely multi-cultural learning environment that urban institutions present. The collection is under consideration of the Utah State University Press.

>Manuscript draft: Professional_Development\Barlow Corbett.docx

**Conference Presentation: National (two-stage blind peer review)**

"The High-Stakes Writing Classroom: Expectations, Risks, and Assessments," roundtable, Conference of College Composition and Communication (CCCC), March 20th, 2015

*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 led a roundtable discussion at the Conference of College Composition and Communication (CCCC). Our roundtable was selected through a two-tier blind review process with a 30% acceptance rate. CCCC is the major national conference in the field of writing pedagogy and research. The focus of this roundtable was articulating the risks for students in "high stakes" writing programs. My role in the roundtable was to provide an "institutional and programmatic perspective." My talk articulated how institutional dynamics shape writing instructors' interactions with students in public, urban institutions where students are often under-prepared and labeled as "resistant" or "developmental."

Speaking notes: Professional_Development\CCCC2015.docx

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 is being used to support a "usability ethnography" of six New York City College of Technology faculty who have integrated OpenLab into their teaching, service, and scholarship.

## 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)*

2014-2015

*Committee work:*

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

My work for the PTW committee this year involved writing a strategic technology plan for the PTW major, including a successful $250,000 tech fee request to provide modernized classroom spaces. I assisted with curriculum revisions, and also represented the PTW major to potential students.

- Architect of the needs assessment and proposal for PTW classroom technology expansion (see SCALE-UP link below).
    - Integrated all input and advice from PTW colleagues, the program director, and administrators.

- o Wrote strategic technology plan that will allow PTW instructors to incorporate state-of-the-art technology into their pedagogy.
- Wrote technology fee requests for a refurbishment of Namm 601-B, and a new SCALE-UP computer classroom (Namm 601-B link; SCALE-UP link).
  - o Responded to administrators' technical questions and concerns in the technology fee approval process.
  - o Re-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 as well as no-cost training for PTW faculty and students.
- Rewrote the course outcomes for ENG 1133, Specialized Communications for Technology Students, to reflect the needs and standards of the new PTW major (with Professor Alan Lovegreen; link here).
- Drafted a presentation for the PTW major (with Professor Jason Ellis; link here).  Delivered this presentation on three separate occasions to students interested in the PTW major.
- Organized a social event for major students (with Robert Leston) to meet each other and PTW faculty not currently teaching courses.
- Presented the PTW program to Learning Center writing tutors (link here).

*Other service to department:*

Literary Arts Festival (LAF), Caroline Hellman & Rob Ostrom (chairs), Rebecca Devers, Alan Lovegreen, & Jennifer Sears (writing competition coordinators)
- Judged 32 pieces of short fiction for the Charles Matusik Fiction Award.
- LAF Program link:  Service\LAF_PROGRAM_2015_Corbett.pdf

Service to Individual Faculty Projects
- Consulted for Professor Juanita But on SENSER Grant application (link here).
- Served as Poetry Slam Judge for Professor George Guida (link here).

2013-2014

*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.
  - o Worked with vendors to produce quotes and support contracts necessary to deliver PTW courses.
  - o 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 HMGT 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
- Coordinated working documents and resources.

*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 1$^{st}$ and 3$^{rd}$ place winners in the graphic text award to submit.

LAF Program link:  ..\PAR 2013-2014\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:  ..\PAR 2013-2014\Service_Materials\FYW_Professional_Development_Workshop.jpg

**Service to New York City College of Technology**

2014-2015

*Committee work:*

SoAS Website Committee, [Patrick Corbett & Jason Ellis (co-chairs)]
- Drafted strategic plan and process to maintain SoAS Website on a semester basis (link here).
- Served as liaison between SoAS website committee, OCIS, and administration.
- Solicited changes for SoAS website; parsed changes and forwarded onto administration and OCIS.

SoAS General Education Committee, (Marco Castillo, chair)
- Served as a liaison between the SoAS Gen Ed committee and the Living Lab.
- Worked to raise the profile of Gen Ed activities among colleagues.

*Other service to Arts & Sciences:*

Participated in the SoAS strategic technology needs assessment (link here).

*Other service to College:*

U.S. Department of Energy Solar Decathlon, Alexander Aptekar (faculty advisor) [link here]
- Met with the core team of student decathletes twice-weekly during Summer 2015 to work on organizational communication skills, team building, and writing.
- Facilitated initial meetings between decathletes and College Institutional Advancement personnel.
- Provided independent third-party mediation for inter-team conflicts and  grievances.
- Delivered writing advice, and editing services on several DoE reports.
- Assisted in interview process of CUNY Service Corp students.
- Recruited qualified City Tech students to Team DURA.

Living Lab Fellowship, Jonas Reitz (program director)
- Mentored 5$^{th}$ year Living Lab Associate Fellows in five separate Friday workshops.
- Completed a Living Lab Course portfolio for ENG 3771 (link here).

Student Government Association, Joseph Lento Scholarship, Julian Williams (faculty advisor)

- Reviewed several applications for the Joseph Lento Scholarship (link here).


2013-2014

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*.

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).

**Service to the City University of New York**

2014-2015

PSC-CUNY Interdisciplinary Grant Reviewer, Cycle 46 (link here).
- Rated and wrote comprehensive reviews of seven PSC interdisciplinary grants for Cycle 46.
- Meet with interdisciplinary grants team to discuss grant allocations based on reviews and ratings.

**Service to City Tech Students**

2014-2015

City Tech Emerging Professionals (link here)
- I host a LinkedIn career development group that offers career development perspectives that are curated from across LinkedIn and posted to the group.  Currently, City Tech Emerging Professionals has 80 members as is open to all City Tech students and alumni.

Other service to City Tech Students
- Advised nine of my former City Tech students on career-related issues and workplace writing.
- Wrote letter of recommendation for a City Tech student (link here).
- Gave two job recommendations to potential employers for City Tech students.
    - Alisa Kalegina (for RoboFun)
    - Genitha Wint (for The Legal Aid Society)

**Service to the Profession**

2014-2015

Reviewer, *Teaching English in the Two-Year College (TETYC)*
- Provide reviews of submissions on technology and information literacy for TETYC, the professional journal of the Association of Two-Year Colleges, a branch of the National Council of Teachers of English. [Review Count (2014-2015 academic year):  1](#)

WPA-Go Mentor
- Act as a faculty mentor for one graduating PhD student in the field; organized through the Council of Writing Program Administrators' graduate student constituency ([link here](#)).

Other service to the profession
- Wrote letter of recommendation to CUNY Grad Center PhD student ([link here](#)).

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**:

2014-2015

Last year, I wrote that my professional goals for this academic year were to cultivate opportunities that tied my scholarship, teaching interests, and services projects together in a way that directly supports the quality of education that I am able to offer my students. I am resolute in my desire to bring innovative opportunities to my students that cross the traditional boundaries education and thinking. This academic year, I've worked to transform my teaching methods, integrate my professional service with tangible needs of my students and colleagues, and rethink how to define my professional development contributions to the College in a way that maintains my intellectual curiosity. The following narrative highlights what I believe to be my most important contributions in teaching, service, and professional development.

**Breaking Down Personal Boundaries as a Teacher**

My goals this academic year as a teacher have been to break out of modes of thinking and action that I believe were limiting my own sense of curiosity in the classroom, and would eventually impact my commitment to success as a teacher. I was growing dissatisfied with my pedagogy. After coming to City Tech, and exploring the needs of my students and the opportunity to help shape the direction of their professional lives, I saw that my approach to teaching, the common genres-based approach in which I was heavily trained, would be inadequate.

Like many in the field of Writing Studies, I was teaching courses like ENG 3771 (Advanced Career Writing) as a genre-based course. Many of my students enjoyed this familiar method, and some, like Philip Mitchell (see link here), found it to be incredibly valuable. Still, I thought that teaching this way was leading to my own stagnation and that I needed to be both more dynamic and more focused on the exact kinds of experiential, connected learning that I believe I can do at City Tech, and that our students will respond to by engaging their work more intensely than if they are simply learning how to write different kinds of texts for different audiences.

### Connecting the Living Lab to Teaching

The ideas from my Living Lab 4th Year Fellow seminars gave me the inspiration to completely redesign my writing course—not just the course structure, but how I approach the practice of teaching and learning. In each of my courses, I have begun to I try to take learning beyond the classroom. In Advanced Career Writing, my Living Lab focus course, I brought students to the SIMS Municipal Recycling Facility in Sunset Park to see how the company uses effective rhetoric and communications skills to "sell waste" to the community.

I also worked to bring the influence of outside experts into the course. In ENG 2700 (Introduction to Professional and Technical Writing), I have paired students with project teams working on a public television show in Taiwan, a productivity app start-up on the West Coast, and City Tech's DURA Home Solar Decathlon team. The connection between "From Hear to There," the Taiwanese television travel documentary series hosted by an American journalist and a Taiwanese dancer (who is blind), materialized when the journalist, Andrew Ryan, visited my Summer II class to talk about the relationship between listening as a way of life, and being an expert, passionate communicator in the workplace (see link here).

### Connecting Students to Expert Tools and Processes

Place-based learning, and connecting to experts, are the kinds of activities that I brought to the classroom during this year, but these activities are but one part of a larger strategy of moving away from genre-based teaching, and toward performance-based mentoring. Because City Tech students are moving into industries

that rely heavily on performance-based hiring (e.g. hiring based on relevant, proven experience and results), my goal in upper-division writing courses is to place students into the same kinds of demanding writing and communications scenarios that they will encounter in innovative professional environments, and then mentor them through a process of instructive failure, reflection, and recreating their work.

I have designed the Introduction to Professional and Technical Writing course as a performance-based mentoring experience.  Students complete a collaborative final project where they are treated as communications consultants in a service-learning context.  Students produce a writing+design project that *could* meet a tangible need of their "client" (pulled from my network of professional contacts).  By making students responsible for project negotiations, management, ongoing research, writing, design, and presentation (with my mentorship and support) I am inviting them to see the value of the work they are doing beyond earning a grade.  Instead, they are learning to deliver a complex writing project under similar conditions that they would encounter in an innovative workplace (examples used with written permission: DURA #1, DURA #2, miVersa, SIMS)

**Providing Critical Service to Students, Colleagues, and College**

When I talk about the importance of my work "being of service" to my students and colleagues, I'm speaking of more than just contractually required "service work."  My ethic of service is such that all of my professional duties, regardless of how they are categorized, are "of service" to the people of my institution.  So, while my "service" counts differently than my "teaching" and "professional development" in terms of how I am evaluated, in my own mind, they are each different facets of the same obligation – to make a unique and powerful contribution to the future of my students and my college.

### Building Technological Capacity in the English Department and in Arts & Sciences

The cornerstone of my professional service during the 2014-2015 academic year has involved strategic technology planning for our new Professional and Technical Writing major and the College of Arts and Sciences.  Working closely with, Reneta Lansiquot, and the rest of the PTW committee, I drafted a proposal for a modular, scalable, and connected classroom model where students and instructors share the same kinds of computing and presentation resources found in technologically innovative workplaces.  This proposal, as well as a proposal to re-fit our existing computing workspace, brought a $250,000 investment by the College leadership in the critical technology infrastructure of the English Department.

I've also served in a technology needs-assessment and strategic planning capacity for Arts & Sciences.  At the request of the Dean, I wrote a strategic plan for maintaining the Arts & Sciences website and transitioning its content from favoring College faculty and personnel to students, parents, and the community.  In cooperation with my colleague, Jason Ellis, I co-chair the committee responsible for executing this plan.  With other department technologists in Arts & Sciences, I've advised the Dean on the long-term technology needs of the School of Arts & Sciences, including taking meetings and providing written responses to information requests from administrative personnel.

### Being of Direct Service to City Tech Students

While part of my service involves contributions to the planning process and long-term projects of the College, I also insist on being of direct service to students themselves, in a capacity beyond being an effective classroom instructor.  Over the summer, I donated service to City Tech's Solar Decathlon team.  I met with the student leaders of the project twice a week to mentor them in organizational communications skills, presentation skills, and social media writing.  In the Fall 2014 semester, I started the LinkedIn group, *City Tech Emerging Professionals* (currently 80 members) to answer career-related questions and share the best

professional development advice that I find.  Additionally, I have provided references and letters of recommendation for four students.

**Professional Development:  Developing a Usability Research Program**

Over this academic year, I have met many of the traditional benchmarks of professional development activity.  I presented at a national conference in my field on how working-class, multi-ethnic students face institutional barriers in urban writing classrooms.  I co-authored a book chapter with a senior colleague that elaborates on these barriers and how they develop within institutional culture.   This chapter is in a collection that is out to a highly respected university press.  The use of my previously published scholarship continues to grow both nationally and internationally and is valued in multiple fields.  Currently, I am assembling a literature review that links how educators think about knowledge management and the role of "content creation" in their professional lives to how they use online learning management systems (e.g., Blackboard, OpenLab).  This literature review will frame a usability study of City Tech faculty users of OpenLab that I will submit for publication in late 2015.

<u>Building Usability Research Capacity</u>

After a long wait for promised analytical software to supplement my PSC-CUNY grant, I am now making progress on my usability study of our OpenLab open pedagogy platform. On the PSC-CUNY grant, I am currently testing my new rig for data capture, which includes a remote controlled DSLR camera that can record macro-imaged video and audio in high definition.  This will provide my research project with data on hand-to-keyboard use of OpenLab, and screen content, as well as the audio interviews.  Research interviews will start during the summer session, and continue through the early fall.  I believe there is both an opportunity and need to continue building the capacity to do rigorous qualitative research at City Tech, and to involve students in the kinds of analysis and other applications of knowledge this involves.  My first attempt at this was an unsuccessful application for Research Scholars Program funding to involve a student in the usability study of OpenLab that I'm currently conducting.

<u>Connecting Students to Funded Research</u>

Moving forward, my goal is continue pursuing City Tech and CUNY resources to engage students in usability research and build our research capacity by adding new tools for data capture and analysis.  Beyond this pursuit of resources within CUNY, I have been working under the guidance of CUNY's Office of Research Compliance and City Tech's Office of Sponsored Programs as I develop a proposal to provide research services to corporate clients in the technology sector.  While not a traditional "professional development" activity for an English professor, this pursuit is important to develop the technological capacity to further my research interests, and my desire to provide City Tech students (who would serve as paid research interns) with opportunities to work on innovative projects in high-performance teams.  While pursing funding of this nature is institutionally complex, and subject to the same fierce competition as the pursuit of government research contracts, I see it as a long-term, capacity-building project.

As I finish this academic year, and begin my third-year appointment, I will continue to aggressively seek a path forward in my professional duties that allow me to experience significant growth as a multi-disciplinary teacher, scholar, and overall contributor to the advancement of City Tech's mission.  And, I will settle for nothing less than moving my students forward in their own development as they make the transition from expert student to emerging professional.

Thank you.

2013-2014

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.

    <u>Technology-Focused Projects</u>

        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.

    <u>Developing a Student Organization</u>

        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*