

Summer 2008 Workshops

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WHAT IS A LIBERAL ARTS EDUCATION IN THE 21st CENTURY?

What do we mean by the term "liberal arts education" and how does our understanding of it affect the way that we advise students, plan new courses, develop new initiatives (e.g. EKI), or even talk with each other at Grinnell College? This workshop will provide faculty with an opportunity to discuss different meanings of liberal education and to explore their consequences for the way that we do our jobs. Participants will discuss a small set of readings, both classical and modern, that provide diverse views of the meanings and purposes of liberal education. Participants will also draw on their own ideas about liberal education and their experiences of teaching at a liberal arts college. Our goal is to examine (or re-examine) our assumptions about liberal arts education, in order to see if there are any shared principles that can guide curricular innovation and departmental or institutional goals. *Leader to be determined.*

This workshop will be held during Commencement week. On **Tuesday, May 20-Friday May 23** participants will meet from 9:00-Noon. An afternoon session (1:00-4:00 pm) will be held on one of those days.

ADVISING AND MENTORING: VOCATION AND THE LIBERAL ARTS

This workshop will explore the challenges we face as advisors, the relationship between advising and mentoring, and best advising/mentoring practices on our campus as we engage our students from a variety of backgrounds in the liberal arts. This year's workshop will focus largely on mentoring and advising second year students. One of the goals of this workshop is to recommend to the appropriate decision makers procedural changes that might advance the cause of advising and mentoring at the College. We invite both new and veteran faculty members to participate. *Leader to be determined.*

This workshop will be held during Commencement week. On **Tuesday, May 20-Friday May 23** participants will meet from 9:00-Noon. An afternoon session (1:00-4:00 pm) will be held on one of those days.

WRITING WORKSHOPS

Every summer since 1974 the college has sponsored writing workshops as a part of its ongoing commitment to faculty development and our cross-curricular approach to writing. Each workshop consists of faculty members from various departments who meet together during a week in the summer to talk about writing. Participants submit reports reflecting on how the workshop contributed to their thinking about writing pedagogy at Grinnell, except in the case of the tutorial workshop, where writing and oral communication assignments from the tutorial syllabus can serve as the report. This summer we will offer writing workshops on four topics:

Case Studies

Using student papers and assignments, this workshop will focus on crafting assignments to cultivate critical thinking, responding efficiently and effectively to student writing, and integrating writing into course goals. Participants will receive a copy of John C. Bean's *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. Each participant is expected to submit, if possible, two student papers for discussion. Facilitated by: Judy Hunter and Claire Moisan

This workshop will be held during Commencement week. On **Tuesday, May 20-Friday May 23** participants will meet from 9:00-Noon. An afternoon session (1:00-4:00 pm) will be held on one of those days.

Dr. Syntax

When faced with something that doesn't seem to work in a student's writing, what do you do? Can you put your finger on exactly what's wrong with, say, that sentence or this paragraph or that section of the argument? Or do you rely on your instincts about what works and what doesn't? If the latter, can you explain those instincts so that a student understands the problem in general terms and can therefore avoid or remedy it in the future?

If you want to be confident in identifying particular writing problems and also explaining them to students in a way they can take to their next writing assignment, this is the workshop for you. In a series of explanations and exercises about writing, *Dr. Syntax* presents a structured approach that can be either incorporated into a course or used in pieces as the instructor sees fit. *Dr. Syntax* builds on the idea of syntax, literally and analogically, by working from the relations among units of language (word, phrase, and clause) to those among units of writing (topic sentence-individual paragraph; thesis statement-set of paragraphs). The workshop will take faculty through detailed instruction and practice in this method and in the use of the exercises. It is appropriate for any faculty member teaching student writing, but especially for Tutorial instructors. Facilitator: Elizabeth Dobbs

Participants will meet on **Monday, May 12** from 1:00 to 4:00 p.m. for an introduction and beginning practice, and then from 8:00 a.m. to 12:00 noon on **May 20-23**.

Teaching Writing Through Revision

Based on the premise that revision is key to improving one's writing and honing one's thinking, this workshop will focus on using the revision process with students as a means of improving their writing and their understanding of course concepts. Seminar participants will have the opportunity to examine a series of assignments that might incorporate revision. Participants will then discuss the teaching of revision as applied to their courses. The workshop facilitators will introduce for discussion a variety of approaches for teaching students to revise effectively, including self-reflection, faculty/student conferences, peer editing, and "workshopping" in small groups or as a whole class. The seminar facilitators will also explore how revision can fit into the assessment process. The workshop will consist of 6-8 participants. Faculty from all divisions and with varied levels of experience approaching the teaching of writing with revision as integral are welcome. *Leader to be determined.*

Writing and Oral Communication Workshop for Tutorial Instructors

This workshop helps tutorial instructors develop syllabi around core skills that first year students require—reading for speed, analysis, and purpose; speaking and listening in discussion-based class; information literacy; learning in lecture-based classes; making good use of faculty office hours; writing for particular purposes; and responding to evaluation. Instructors will explore ways to include opportunities for developing each skill into the design of their tutorials. We will share protocols for improving and evaluating student writing. Both new and experienced tutors are welcome to join this seminar. Participants will receive a copy of the latest edition of *The College Writer's Reference*. *Leader to be determined.*

DIGITAL VIDEO PRODUCTION: FINAL CUT

Bret Olsen, instructional technologist with the National Institute for Technology in Liberal Education (NITLE), will offer the NITLE Workshop to Go "**Digital Video Production: Final Cut**" on **May 20-22, 2008**. Each day's session will start at **9:00 a.m.** and end at **4:30 p.m.** (lunch provided).

While tools such as iMovie make movie-making easy for any user, Final Cut is for users who need more control in their video editing. This product, which has been used to edit feature films, allows users to complete complex digital video projects with a robust digital video editing technology. The introduction to Final Cut video editing covers basic digital video concepts, logging and capture techniques, basic editing, titling, and compression for web delivery or output back to tape. Participants will leave with the skills necessary to use Final Cut for producing quality digital video for use on the liberal arts campus. Grinnell participants will submit a report to the Associate Dean's office after the workshop commenting on specific ways they envision using Final Cut in teaching or scholarship (sample assignments, for instance, or descriptions of scholarly projects.)

ANALYZING ENVIRONMENTAL CONFLICTS: A MULTI-DISCIPLINARY APPROACH TO A CASE STUDY IN THE AMERICAN SOUTHWEST

This workshop will be held **Tuesday, June 3 through Friday, June 6** from 9-12 and 1-3. Led by: Jayne Seminare Docherty, Ph.D., professor of conflict studies at Eastern Mennonite University, author of *Learning Lessons from Waco: When the Parties Bring Their Gods to the Negotiation Table* and *Little Book of Strategic Negotiation: Negotiating During Turbulent Times*.

Assisted by: Robert Redsteer, Navajo community organizer, mediator, and expert in Navajo peacemaking processes

Whose home is it on the range? When the "politics of place" encounters the "politics of identities," the results can be catastrophic or transformative. This workshop will examine one such conflict through a case study of interconnected multi-issue, multi-party conflicts in the Southwest United States over logging, rangeland management, water allocation, and development. Leader Jayne Docherty will use exercises to introduce participants to some of the established ways of doing conflict resolution. Next, she and Robb Redsteer, Navajo mediator, will talk about ways that the Quivira Coalition, a group dedicated to developing land policies that will maintain environmental health as well as economic productivity, challenges some of these conventional ideas about conflict negotiation. They will also share ways that Navajo approaches to peacemaking can combine with peacebuilding practices to transform such conflicts. The workshop will help participants develop analytic tools, resources, specific case examples, and instructional strategies they can use in their courses to engage their students and promote an understanding of the nature of decision making that centers around issues of justice, equity, human rights, and social responsibility. The workshop will enhance participants' understanding in the following areas:

- Conflict analysis tools.
- Analyzing the processes by which identities and power relations are negotiated and renegotiated.
- The power of storytelling, the arts, and the performing arts in conveying the meaning of past events and wrongs and promoting the mutual understanding that is critical to productive dialogue.
- The combination of local, social, and scientific knowledge needed to address environmental conflicts.

Workshop participants will collaborate on a written report about the implications of the workshop for Grinnell's curriculum and their own teaching.

SUMMER WORKSHOP ON WRITING ASSESSMENT PILOT PORTFOLIO PROJECT

Faculty members are invited to participate as readers in the College's Portfolio Pilot Project. Overseen by the Writing Lab staff, it asks a selected group of students to collect papers they have written in courses across the liberal arts curriculum (as well as the assignments for those papers), and to write for each a reflection describing their writing processes, difficulties, and successes. This year's Project comprises the portfolios of 12 first-year students. Participants will read these with two goals in mind: to assess the students' writing in a way that differs from but complements the quantitative Writing Assessment Instrument administered by tutorial instructors; and to engage in faculty development. By reading student writing from a variety of courses, and by considering the assignments, audiences, and purposes for which students are asked to write, participants can glean ideas about how to improve their own pedagogy and so help students write more persuasively and eloquently in all disciplines. Each participant will be asked to write a brief reflection on what they learned about first-year student writing at Grinnell or how they plan to adapt their own pedagogy to improve it.

This Workshop will be held **August 4 to 8**, 2008 to enable faculty to incorporate new ideas into their upcoming syllabi and assignments. Judy Hunter, director of the Writing Lab and director of the Portfolio Pilot Project will lead the workshop.

TEACHING RACE, ETHNICITY, CLASS AND GENDER AT GRINNELL

This workshop is designed to offer support to faculty who are interested in and/or already teaching courses that simultaneously study race, ethnicity, class and gender. Historically when race, ethnicity, class and gender have been studied simultaneously, gender and specifically women often become the focus. However, race can never be understood in isolation from class, gender, disability, sexuality and other axes of identity. With this in mind, this week-long seminar proposes a venue to explore the best practices and continuing challenges of teaching about race, ethnicity, class and gender, particularly in the Grinnell context.

This workshop will be held during commencement week. On **Tuesday, May 20th-Friday, May 23rd**, participants will meet between 9am and noon. One afternoon session (1pm-4pm) will also be held on one of those dates. Participants will be asked to complete short readings for each of the discussions. At the end of the week, participants will be

asked to complete a brief evaluation of the workshop identifying activities, techniques or pedagogical tools from the workshop that they will implement in their courses in the coming year. This workshop is part of a campus initiative to support the efforts of faculty teaching race, ethnicity, class and gender. These efforts include the development of a Race, Ethnicity, Class and Gender (RECG) cluster. Participants will be invited but not pressured to join the RECG cluster in the year following the workshop. This workshop will be led by Karla Erickson and Dionne Bensonsmith

RE-ENVISIONING THE GDS CONCENTRATION

There have been many changes at the global level that affect the GDS Concentration. The concentration takes as its focus human development broadly conceived in the so-called 'global south'. This is a moving target in many ways. The major issues that are relevant to an effective consideration of this theme are constantly shifting. There are new problems, policies, programs, and players from even five years ago. Partly in response to these changes, the relevant theories and methodologies are also changing. For example, the success of the Grameen bank and its recognition by the Nobel Committee leads to a rush of theorizing on micro-financing.

The workshop would address the following:

1. A discussion of the goals of the concentration and possibly the elaboration of a concentration mission statement.
2. A review of the introductory course to ensure that it is meeting the needs/goals of the concentration and to ensure that there is consistency between the two sections. This would involve a review and discussion of new materials that might help to update the course.
3. A review of the concentration's current requirements as well as the courses that count towards the concentration.
4. A discussion of what new courses would most benefit the concentration and how we might obtain these.

Each participant will be asked to produce a brief summary of two to three academic works that might strengthen and/or update the introductory course. Each will also be asked to write a summary paragraph on what each sees as the most important changes that the concentration can make given the changing contexts at Grinnell and in the field of study. The workshop will last three half days. Participants will prepare selected readings between the meetings. Monty Roper will lead this workshop.

LITERACIES IN THE DIGITAL AGE

Grinnell College "aims to graduate women and men who can think clearly, who can speak and write persuasively and even eloquently, who can evaluate critically both their own and others' ideas, who can acquire new knowledge, and who are prepared in life and work to use their knowledge and their abilities to serve the common good" (Mission Statement: <http://www.grinnell.edu/offices/president/missionstatement/>). As digital technology expands the range of ideas and information to which students have ready access, the formats in which students can express new ideas and knowledge, and the tools they can use for sharing those expressions, how should our pedagogy respond? What is literacy in a media-rich culture? What pedagogies, courses, resources, and technologies show promise for helping students and faculty develop their powers of thinking, expression, evaluation, and discovery and exercise those powers responsibly?

This week-long seminar/workshop (5 half-days plus assignments) will explore resources, pedagogies, and interrelationships among 4 types of literacy and conclude with a discussion of the assessment of literacy in a digital age.

Information Literacy: The ability to find, evaluate, retrieve, analyze, and use information. More broadly, information literacy has been described as "a new liberal art" which "extends beyond technical skills" and includes "critical reflection on the nature of information itself, its technical infrastructure and its social, cultural, and even philosophical context and impact" (Cf. Association of College & Research Libraries, *Information Literacy*: <http://www.ala.org/ala/acrl/acrlissues/acrlinfolit/infolitoverview/infolitforfac/infolitfaculty.cfm>; Jeremy J. Shapiro and Shelley K. Hughes, "Information Literacy as a Liberal Art: Enlightenment Proposals for a New Curriculum." *Educom Review* 31(2), March/April 1996: <http://www.educause.edu/pub/er/review/reviewarticles/31231.html>).

Visual Literacy: "Visual literacy may be defined as the ability to recognize and understand ideas conveyed through visible actions or images, as well as to be able to convey ideas or messages through imagery" (J. Aanstoos, "Visual Literacy: An Overview," Applied Imagery Pattern Recognition Workshop, 2003. Proceedings. 32nd 15-17 Oct. 2003: 189-193. Visual literacy is inherently interdisciplinary, encompassing fields as diverse as economics, biology, and the arts. An introduction to the various elements of visual literacy will suggest means for incorporating this literacy into the classroom.

Data Fluency: The ability to interpret data including numbers in both raw and statistical forms as well as graphs and other visual representations. This segment of the seminar will consider how Grinnell students in disciplines represented by participating faculty should be able to utilize data in their class-related work and what all students should understand about data in order to be prepared to participate in the wider world.

The Literacy of Primary Sources: Focusing on (but not limited to) primary historical documents, this segment of the seminar will explore the range of primary materials available to Grinnell students in original and digital formats, and ask what students should understand about the relationship between non-digital artifacts ("born analog") and digital facsimiles.

Assessing Literacies in the Digital Age: This segment will address how to construct assignments that incorporate assessment of student use of digital resources. We will also explore how the use of repositories and other tools might facilitate sharing of student work on campus and beyond.

By the end of the workshop, participants will prepare one of the following:

- (1) an assignment or course unit incorporating a form of digital literacy in a new way into their own teaching together with a means for assessing student mastery of that literacy;
- (2) a specific plan for how majors in the participant's department might develop and demonstrate competency in one or more area(s) of digital literacy through their studies in the major. Note: The Libraries have begun preliminary discussion with a small number of departments about developing discipline-specific expectations for information literacy in their majors.

Members of the library faculty and CTS staffs will facilitate this workshop. Classroom faculty guest speakers will address ways in which they incorporate digital literacies in their courses or major curricula.

This workshop will meet from 9 AM to noon, Monday through Friday.

THE MEDITERRANEAN AS AN INTERDISCIPLINARY SITE

The purpose of this workshop is to examine how the region of the Mediterranean Sea (encompassing Spain, France, Italy, Greece, Turkey, Egypt, Algeria, Tunisia, Libya and Morocco) is a site for various avenues of intellectual inquiry. How can different cities of the Mediterranean (such as Granada, Rabat, Athens, or Istanbul) provide the basis for a deeper understanding of issues such as immigration and economic development, environmental destruction, trade, and colonialism? How can these places help us to understand the history of Islam, Judaism and Christianity and the dialogue between them? How does the Mediterranean provide us with an understanding of different histories, such as Classical Antiquity, the Renaissance and the Ottoman Empire, among others? Participants in this workshop will be expected to have a teaching or scholarly interest that pertains to the Mediterranean region. Each participant will lead a discussion of his/her specialty interest, providing readings and background information to the rest of the group.

The overall goals of the workshop are as follows:

- 1) To bring together faculty from diverse disciplines who share an interest in the Mediterranean as a site of a particular body of knowledge or a particular issue.
- 2) To have these faculty learn from each other, so as to develop their interdisciplinary knowledge of the Mediterranean.
- 3) To develop a set of questions pertaining to particular issues that could be answered by visiting certain sites in the Mediterranean region.
- 4) To develop objectives for how to explore these questions over the course of the 2008-09 academic year, followed by a Faculty Development Seminar in the Mediterranean region during the summer 2009.

Participants will meet four days from 9:00-Noon. An afternoon session (1:00-4:00 pm) will be held on one of the days. Workshop leader: Mark Montgomery, with support from the Center for International Studies

Digital Video Production: Final Cut

This workshop will be held during Commencement week—Tuesday, May 20 through Thursday, May 22 from 9:00-4:30. Lunch will be provided. Facilitator: Bret Olsen, NITLE instructional technologist

Analyzing Environmental Conflicts: a Multi-disciplinary Approach to a Case Study in the American Southwest

This workshop will be held Tuesday, June 3 through Friday, June 6, from 9-12 and 1-3 each day. Facilitated by: Jayne Seminare Docherty, Ph.D., professor of conflict studies at Eastern Mennonite University; Assisted by: Robert Redsteer, Navajo community organizer, mediator, and expert in Navajo peacemaking processes

Re-envisioning the GDS Concentration

Please indicate the dates you prefer, but please also indicate whether or not you are available on the other dates. Facilitator: Monty Roper

- Monday, June 16 – Wednesday, June 18 [prefer] [available] [not available]
- Monday, June 23 – Wednesday, June 25 [prefer] [available] [not available]
- Monday, July 21 – Wednesday, July 23 [prefer] [available] [not available]
- Monday, July 28 – Wednesday, July 30 [prefer] [available] [not available]
- Monday, Aug 11 – Wednesday, Aug 13 [prefer] [available] [not available]

Teaching Race, Ethnicity, Class and Gender at Grinnell

This workshop will be held during Commencement week—Tuesday, May 20 through Friday, May 23 from 9:00-Noon. An afternoon session (from 1:00-4:00 p.m.) will be held on one of those days. Facilitated by: Dionne Bensonsmith and Karla Erickson

Literacies in the Digital Age

Please indicate the dates you prefer, but please also indicate whether or not you are available on the other dates. *Led by Library faculty and CTS staff.*

- Monday, June 9 – Friday, June 13 [prefer] [available] [not available]
- Monday, June 16 – Friday, June 20 [prefer] [available] [not available]

The Mediterranean as an Interdisciplinary Site

Please indicate the dates you prefer, but please also indicate whether or not you are available on the other dates. Participants will meet from 9:00-Noon. An afternoon session (1:00-4:00 pm) will be held on one of the days. Facilitator: Mark Montgomery

- Tuesday, May 20 – Friday, May 23 [prefer] [available] [not available]
- Tuesday, May 27 – Friday, May 30 [prefer] [available] [not available]