SPECIAL FOCUS: Writing, Technology and Teaching

Southern Dialogue

Writing and Technology: Developmental, Digital and Doable

Sousan Arafeh, *Educational Leadership and Policy Studies*

And Socrates said: "If men [sic] learn this [writing], it will implant forgetfulness in their souls; they will cease to exercise memory because they rely on that which is written, calling things to remembrance no longer from within themselves, but by means of external marks. What you have discovered is a recipe not for memory, but for reminder. And it is no true wisdom that you offer your disciples, but only its semblance, for by telling them of many things without teaching them you will make them seem to know much, while for the most part they know nothing, and as men filled, not with wisdom, but with the conceit of wisdom, they will be a burden to their fellows."(Plato, Phaedrus 275a-b)

Writing is technology. It is a tool, developed by humans, to facilitate communication, which itself is made possible by employing other technological tools such as pencils, paper, computers, printers, etc. Writing is complex and varied—it has many purposes and is something that is learned and culturally bound.

Socrates railed against writing, something we would never know had Plato not written it down. Despite Socrates's concerns, however, writing persisted. People wrote by hand, some illuminated their texts, and the technologies that underpinned the technology of writing—papyrus, cloth, clay, metal, chalk, pigment, egg yolk, gold—were important. With the advent of printing, another technology of writing, there was more concern. Writing in the 15ʰ century, Adrien Baillet sounded the alarm: "We have reason to fear that the multitude of books which grows every day in

From the Editor

When I began teaching part-time eight years ago (my first course being Composition) I embraced the intersections of writing and technology, recognizing the powerful tools students had at their disposal to communicate their thoughts and ideas with others. Technology helped my students see writing not as an arduous and regimented practice (as I had before my first computer allowed me the fluid process I know now—an openness that I suspect also informs my pedagogy), but also as an entry into a (global) conversation about a topic in which they have every right to take part.

The articles and short reports in this issue discuss technology not just as a tool for writing, but also for teaching. No matter what we do within and beyond the classroom, we can safely say that technological innovations have issued new possibilities for us as teacher-scholars., as well as our students.

My very best wishes,
Jennifer A. Hudson, *Editor*

Becoming an Academic Mama

Misty Ginicola, *Counseling and School Psychology*

Before last summer I thought that balancing work as an academic with my personal life was difficult, but possible. I had earned promotion and tenure by working endless hours and late nights, working on lots of research projects and traveling broadly to conferences, as well as being on more committees than any one person could possibly enjoy. So when the prospect of adding a baby to the mix became a reality, I thought that with a little more work, I would find a good balance. What I did not know was that transitioning into parenthood would be the hardest thing I had experienced to date—harder than earning my Ph.D and promotion/tenure combined.

On the outside of this experience, I had failed to consider how incompatible these two roles could potentially be. As an academic, our worth is tied to our ability to learn, teach, serve and be productive and creative in our respective fields. In this way, we function as a *disconnected* mind.

Our worth and success is measured by how sharp our minds are and our ability to keep this mind disconnected from stress and distraction. We are not supposed to have issues with our bodies or our spirits, as when we do, it takes away from our ability to function as academics, and for this we can be harshly judged or evaluated.

Being a primary caregiver is also incredibly difficult. But in opposition to being an academic, our role as nurturer relies on our ability to disconnect as well, to put our minds and selves on hold in order to care for our children, a physically and existentially demanding task. When we are not able to sacrifice our *selves* for our children, this also leads to harsh judgment, as well as consequences for us as parents as well as for our children.

So what do you do when you are both, an academic and a mama? My inability to separate my mind, body and spirit for both tasks reared its ugly head while I was still in pregnancy. In the first trimester, I could barely get

off the couch I was so exhausted; luckily the timing fell over winter break, so I did not have to face the classroom. But in early spring, I had to run out of my office hours and at the end of class occasionally to attend to bouts of morning sickness that did not care about my attempts to disconnect from my body. At the end of my pregnancy, I was on bedrest, limiting my ability to function at all. Once my son was born, I had to contend with healing, breastfeeding, lack of sleep, exhaustion, postpartum blues, existential crises and a difficult tempered baby to boot—none of which were conducive to working, much less working as an academic.

Once I came back to campus, the conflicting roles have been made even more transparent. Balancing the continued exhaustion, childcare issues, a sick (and teething) baby and marital stress with a heavy teaching load, an active research agenda, multiple committee appointments and professional development is just simply laughable. And yet I now

Becoming an Academic Mama (cont'd)

think more and more about those other academic mamas (and papas for those fathers who serve as primary caregivers) out there who suffer silently and whose mind, body and spirit are never balanced. I think of those who have had to sacrifice either time with their families or time building their portfolios for promotion. I think of those who find themselves saying something really stupid in teaching a class because of the infamous mommy brain or the massive sleep deprivation from which they are suffering. I think of those who, at the end of the day, have little left for themselves because they are constantly giving to others—either in the form of knowledge, intellect, service, breastfeeding and pumping, love, affection and supervision. Whether it is creating a well-researched PowerPoint presentation for your next conference, teaching a class, rocking your baby to sleep or creating home-made baby food for your little one, as an academic mama you are always *in service*.

Having said all that, I am not ready to give up on the dream that I can make these two gigs work: that I can be a successful academic and an excellent mother. I am not entirely sure how yet, but I know it requires recognition of my combined role, the ability to multi-task, the ability to separate the roles when necessary, help and support from others, self-care, patience, humility and lots of kindness and understanding from other academics. My department colleagues have continued to be understanding and supportive. My students have

understood when I am forgetful or ask them "Please email me that request because I will forget." I have even seen this kindness from others in my field. This last weekend I went to a state-level conference to present my grant-supported research study with another colleague. Unfortunately, at the last minute, my childcare plans fell through and I was left having to bring my son. The conference organizers were kind and allowed me to bring him with me; the conference attendees were kind and did not judge me (at least openly) when I arrived wearing my 7-month-old son in a carrier over my professional clothes; one of my former students was kind enough to watch my son while I was presenting; and my son was kind enough to be incredibly quiet and well-behaved the entire time. This kindness and support allowed me to achieve my goal of being both a good mother and a good academic. I have high hopes that someday the academy can be just as supportive for parents so that we do not feel as if we are always failing at one of these roles.

One thing is for sure: I am not the same academic that I was before August 16, 2012. I am not even the same person. But I love my career; I love my department; I love my students; and I love my husband and my son. Somehow, I will find myself, this academic mama, through this process as I wouldn't give up either experience for anything in the world. *SD*

Professors Dodson and Baraw Collaborate on Keyword Project

Keywords and studies of "keyness" are currently used by literary and cultural critics and by empirical linguists (particularly those "corpus linguists" who conduct digital analyses of "keyness" in large bodies of texts), but neither of these approaches have used Keyword analysis as a practical tool for student learning and assessment. However, professors Joel Dodson and Charles Baraw of the English Department have used a sequence of semester-long Keyword assignments at Southern and have found that Keyword analysis helps students across a wide spectrum of abilities become more engaged readers and better able to articulate complex ideas about keywords and key concepts in a variety of written forms. Based on their experiences in the classroom and current research on Keywords, Baraw and Dodson are collaborating this summer on an article about the applications of Keywords as a multi-disciplinary learning and assessment tool.

On April 19th Dodson and Baraw led a Curriculum Innovation Program workshop on Keywords that introduced participants to two different sequences of Keyword assignments and discussed how such projects can provide a flexible, scaffolded set of exercises that apply LEP Tier I competencies and LEP Tier II Areas of Knowledge in courses across various fields. Dodson and Baraw plan to continue their work on Keywords in the coming year, including leading another Keyword workshop in the Fall of 2013. In the meantime, they welcome questions, observations and ideas from colleagues from across the University and can be contacted at barawc1@southernct.edu and dodsonj2@southernct.edu.

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a prodigious fashion will make the following centuries fall into a state as barbarous as that of the centuries that followed the fall of the Roman Empire" (Blair, 2003, p.11). Oh, dear! Really?

This pattern has maintained. Word processors and computers (and, yes, they were initially distinct) and the writing products they create(d) —narratives and email, primarily—have been called into question. Cell phones are our most recent scourge. They make texting and tweeting possible – genres that are ruining our grammar and writing skill. And, thanks to Siri and speech recognition, "writing" may just be a thing of the past!

Then, there is the question of what writing really is in the first place. We established that it is a technology—a noun—the technological symbols that portray meaning. It is also a verb—the act of creating these symbols and imbuing them with meaning. Things start to spin out of control when we try to characterize WHY we write; its pur-

poses. We write to communicate, express, analyze, perform, lie, persuade, document, please., goad and guide. We write, and write, and write. And the whole "shebang" is based on cultural conventions.

For writing to be successful, it has to bear meaning. To bear meaning, writers and readers must share certain linguistic conventions of grammar and semiotics. They must agree on letters and sounds/phonemes. They must agree on the words/morphemes. They must also agree, somehow, on the sentences, paragraphs, and genres— their literal and figurative possibilities—so as to recognize and understand them. Successful writing depends upon an assurance that a writer knows how to encode and a reader will know how to decode. This encoding/decoding proposition, one Shannon and Weaver (1949, 1963) conceived of as a straight-ahead, unmuddied transmission of meaning from one person to another, really depends upon cul-

tural lenses (Hall, 1973).

Writing well is important for many personal and professional reasons, but the National Commission on Writing for America's Families, Schools, and Colleges offers a strong economic argument for helping students write well. In a survey of business leaders nationwide, the College Board (2004) found the following:

"Writing is a 'threshold skill' for both employment and promotion…"

"Two –thirds of salaried employees in large American companies have some writing responsibility."

"More than half of all responding companies report that they "frequently" or almost always" produce technical reports (59%), formal reports (62%), and memos and correspondence (70%). Communication through–male and PowerPoint presentations is almost universal." Employees

Continued on next page

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are required to write much more often than in the past.

"… remedying deficiencies in writing may cost American firms as much as $3.1 billion annually." (National Commission on Writing, 2004, pp. 3-4).

In a different report, the Commission declared: "writing today is not a frill for the few, but an essential skill for the many" (National Commission on Writing, 2003, p. 1).

Learning, first, to write and, then, to write well – by which I mean to write flexibly and situation-appropriately – is a developmental journey. It is a journey walked independently <u>and</u> guided by multiple teachers from pre-school and throughout one's life.

Now let me say something like they say on TV: I am not a formal teacher of writing from the perspective that I don't teach English composition. However, as an academic, writing is my stock-in-trade. I am a writer and I do teach writing as part of my disciplinary and pedagogical craft. I know it is crucial for my students, most of whom are themselves teachers and burgeoning educational leaders, to write well as part and parcel of their

work. Good writing facilitates good understandings, good relationships, good practice, good institutions and good results. Good writing gets passed on in myriad ways.

So teaching writing is incredibly important. Teachers (hopefully and usually) teach students, students (hopefully and usually) learn, and institutions of higher education exist, in large part, to facilitate a formal relationship between these two. Mode, genre, and content are quiet but crucial third, fourth and fifth partners in this relationship, which is often discipline and purpose dependent. The narrative mode one might use for an English project of writing a fiction short story is very different from the expository writing one might do for a project documenting the history of a famous person in the social sciences or humanities, which is different from the persuasive mode one might employ in a Marketing class where one is developing an anti-perspirant ad, or the technical mode appropriate for lab write ups in a Chemistry or Physics class. In addition, there are multiple genres in each mode from which to choose (see http://www.ksde.org/LinkClick.aspx?fileticket=HFfEq0BTiIg%3D&tabid=145& and http://multigenre.colostate.edu/

genrelist.html for some helpful lists). Teaching writing is a matter of helping students to understand these different modes and genres, choose among them based on a purpose or intent, and develop the content knowledge and technical skill to encode something worth decoding. Stated like that, it seems rather simple.

But teaching writing is anything but simple. Why? There are many reasons. Today, let's focus on two. First, writing requires great conceptual and technical effort and students have to persevere to develop their skill and proficiency. Being able to write is not something one gains through osmosis. It requires exposure to concepts and techniques and a continual loop of practice, feedback, practice, feedback, practice, feedback, etc. That is the process we call "editing." Second, many of us have bounded notions of what writing is or should be and how it should be taught. Because moving from writing to writing well is a developmental process, it may behoove us to open up our notions of writing at first to "hook" our students and then guide them toward increasingly more difficult and discipline-appropriate work.

Technology (here meaning technological tools) can help with both of these issues. I strongly believe they should mostly be used under the guidance of a seasoned professional. They should supplement, and not supplant, the role of the instructor. They are mostly useful for the ways in which they either encourage imagination and conceptualization, innovate new genres, aid with technical execution, or provide feedback. Before sharing some of the tools that I feel are helpful, however, I would like to make a disclaimer: because of the subjective nature of language, most of these cannot be fully trusted to interpret texts as intended or improve upon texts as desired. This is why instructor guidance is important.

You will hear it said, over and over: good writing reflects good thinking. A strong understanding and conceptualization of a task, and the writing to address it, results in writing products that are clear, cogent, and to the point. Concept mapping can be very helpful for some students as they work to craft a focus and argument or narrative. CMap http://cmap.ihmc.us/, Inspiration http://www.inspiration.com/,

Photo Essay: Lesotho

Leon Yacher, *Geography*

One of two-landlocked countries in the world that is also surrounded by only one country, Lesotho is poor and not easily accessible. It relies on the benevolence of the Republic of South Africa, its only neighbor. When poor relations between the two exist, it is Lesotho that pays the price. Even an airlift is a problem, since Lesotho's planes must fly over South Africa's air space.

Lesotho gained its independence in 1966 from Britain, and its form of government is a constitutional monarchy. During the colonial period and since independence, the country did not experience any form of apartheid, though it was something that people of Lesotho, called the Basotho, heard about. Once they crossed the border as laborers in the diamond and gold mines, however, they experienced apartheid in its various forms. Lesotho is among the poorest of the world's countries facing many of the ills that afflict other unfortunate regions including poverty, malnourishment, significant income disparities, and illiteracy. It is, however, HIV/AIDS that currently challenges Lesotho's infrastructure the most. The country ranks third highest among the world's countries in HIV/AIDS and though the government's efforts are making inroads, the outcomes are largely unsuccessful. Twenty-four percent of the 15 to 49 year old population cohort are living with HIV/AIDS. Life expectancy is Lesotho is about 52 years of age for both women and men.

Access into the country is limited to a few entry points. The easiest is to cross at Maseru, located at the south border of the country where the transportation infrastructure is excellent. Lesotho is largely a mountain state. Only along the international border one can find a plain (lowest average elevation is about 4600 ft) that also houses much of the population. The mountain areas provide a temperate climate with cold winters. Elevations are commonly above 9,500 feet above sea level. Lesotho is rich in minerals, mostly diamonds and gold, and the hydropower potential is excellent. Water is plentiful and agriculture is practiced by a large percentage of the population, though only about ten percent of the country's area is arable. In fact, Lesotho remains among the most rural countries in the world, with less than 27 percent living in urban areas. This condition plays an important role in environmental issues that the country faces. Desertification, soil erosion, overgrazing are challenging the physical infrastructure of the region. Though plenty of water is available much of it is redirected to South Africa owing to a number of water projects which were built and managed by South Africans. The tourism infrastructure is inefficient and poorly developed. Crime rates are on the rise but do not share the rates that are found in South Africa.

Entering Lesotho is best by land. From South Africa the crossing is easy and fast. Maseru, the capital city is by the border and reachable
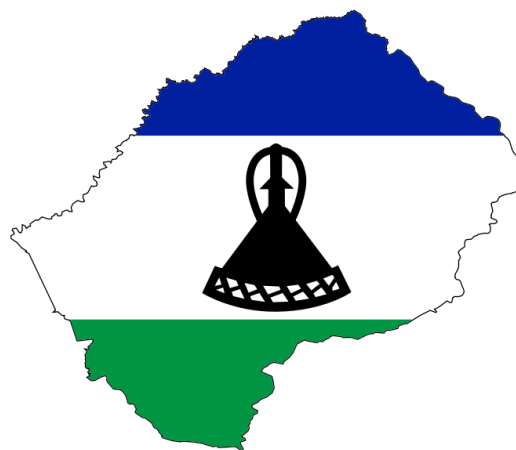
Throughout Lesotho the Protestant faith is readily visible. The British legacy continues to be strongly present. Notice the sign on the right. As tourists are beginning to visit Lesotho more and more establishments are being made available. Most in the form of B and Bs (Bed and Breakfast).

Mainly a mountain state, Lesotho has layers of mountain ranges that slow traveling time as one negotiates windy roads. The quality of the roads is good. Foreign aid in recent years has provided the necessary monies to build a better transport infrastructure.

Unfortunately, Lesotho ranks high in the number of road accidents. The rough topography contributes to the daily occurrence of motor vehicle mishaps. As a way to discourage speeding, bumps, called humped zebras, have been placed along rural roads.

Though the mining industry is responsible for some employment, it is agriculture that provides jobs. Food is plentiful in Lesotho, and the surpluses find their way to South African markets.

Foreign remittances provide an increasing level of standard of living for many in Lesotho. The demand for construction workers continues to increase and it is expected for greater growth to occur in the coming years.

On the other hand, housing for the poor is abysmal.

Still a traditional society, change comes slowly in some parts of Lesotho. One example is providing women with crafts skills opportunities to knit rugs for export. This small enterprise is owned by a South African entrepreneur. Eleven women work here and are able to contribute to the family budget sufficiently to avoid abject poverty.

Along many highways police check points attempt to control smuggling of illegal arms. The illegal use of drugs, too, has increased in Lesotho and the government is attempting to control its trafficking.

In recent years China has increased its presence in Africa. Lesotho is no exception. Clothing manufactured in Lesotho carry 'Made in China' labels. These finished products find their way to Europe and North America.

Faculty Activities

Charles Baraw, English, won the 2012 Darwin T. Turner Award for the Year's Best Essay in the *African American Review* for his essay "William Wells Brown, *Three Years in Europe*, and Fugitive Tourism." Baraw's essay illustrates how William Wells Brown, the author of a best-selling slave narrative in 1846, developed a new form of travel writing that uses the conventions of genteel tourism to advance his anti-slavery agenda and present an alternative to the dominant historical narratives of the period.

Mia Brownell, Art, was awarded a commission from the University of Connecticut HealthCenter for the installation of her painting, "Still Life with Dendrite Dreams," now located in UConn's Cell and Genome Sciences Building. Brownell is currently working on her first museum survey show that will be traveling to several venues. In 2014, *"Delightful, Delicious, Disgusting:* Paintings by Mia Brownell 2003-2013" will be on exhibit at Hunterdon Art Museum and traveling to Juniata College Museum of Art. The exhibition will have a companion catalog with an essay by Art Historian, Norman Bryson.

C. Michele Thompson, History, was invited to give a presentation on November 9, 2012, at the University of Michigan's speaker series "Global and Cross-cultural Perspectives on Chinese Medicine" co-sponsored by the Centers for East and Southeast Asia. She was also invited to present a paper as part of the symposium Maritime Frontiers in Asia: Indigenous Communities and State Control in South China and Southeast Asia, 2000 BCE-1800 CE, at Penn State University on April 13, 2013. Thompson has also been elected to a third term as Chair of the Executive Committee of the Vietnam Studies Group.

Leon Yacher, Geography, published a chapter titled "Language Learning Using Geography for Non-Native Populations," appearing in *Foreign Languages of the 21st Century: Topical Questions of Linguistics, Theory and Translation and Methods of Teaching Foreign Languages*. The book was published by the Penza State Pedagogical University Press in Penza, Russia, October 2012.

Mia Brownell's *Still Life with Dendrite Dreams,* oil on canvas, 66x98 inches, 2012

An iPad Learning Lab Traveling on a Cart

Jian Wu, *World Languages and Literatures*

If you wandered into EN D149 or EN C132 one of these days during the Spring semester, you might have noticed a scene quite different from a regular classroom. Students were working in pairs or individually with an iPad in hand, engaged in various class activities—browsing the web, making an audio recording, designing a cartoon story, or using the video camera to record their own conversations, etc., etc. This was actually the language lab time in a regular classroom, made possible by the Apple iPad Learning Lab.

Supported by the State Bond Funds, the Department of World Languages and Literatures acquired two iPad learning labs at the beginning of Fall 2012. Unlike regular language labs that have fixed desktop computers, the iPad learning labs are iPads on a cart that can travel from classroom to classroom. As you can see from the picture, the PowerSync iPad cart with a dimension of 33 x 24 x 37 inches looks steady and compact, and can hold up to 30 iPads. The cart can charge and sync all the iPads at the same time. The iPad carts that we have in our lab are also equipped with a teacher's MacBook Pro, an Optoma PICO projector, a JBL Onbeat loudspeaker, and Kids Gear Volume Limiting headphones, all in one cart.

The immediate benefit that the iPad labs have brought to the department is to allow us to open more class sessions that require lab time. Some classes, which we were not able to offer in the past due to the limited availability of our two regular computer labs, can be offered thanks to the iPad learning labs. Most importantly, the iPad learning labs have brought new and exciting learning and teaching experiences to students and teachers. Many students feel excited about using an iPad in class. For some, it was even their first time using an iPad! A whole range of mobile apps, available for free or with little cost, open up new opportunities for teaching and learning. Some of the apps that we have tried so far, such as Recorder Pad, Story Kit, VoiceThread, Duolingo and School-Shape, work well with language learning and teaching. The new technology also brings new challenges to our teachers. Due to the different setup and compatibility of the iPad labs as compared to the regular computer labs, teachers cannot do things exactly in the same old way anymore. They need to change their teaching practice to take advantage of the mobile features of the iPad labs and to encourage more cooperative learning. They need to explore new teaching approaches and styles that will work well with the new technology, and our students, a generation born and growing up with the new technology. We are still in the beginning stage of our exploration, but we are excited about this new opportunity! *SD*

Some Writing Across the Curriculum Resources

Submitted by **Will Hochman,** *English*

WriteOn
SCSU writing teachers and librarians share insights, resources, and even job postings. Subscribe by going to: lists.southernct.edu

The Writing Studio
This free, course management system is easy to learn, easy to use, and offers an excellent "bank" of writing instruction (writing.colostate.edu). Contact Will Hochman (hochmanw1@southernct.edu) for personal training.

The WAC Clearinghouse
The WAC Clearinghouse publishes journals, books, and other resources for teachers who use writing in their courses. (wac.colostate.edu)

Using Simulation to Teach Nursing Students How to Save Lives

Barbara Aronson and **Karen Barnett,** *Nursing*

Imagine you are recovering from a routine surgical procedure in a large urban medical center. In the middle of the night you suffer a complication, and your condition rapidly and unexpectedly deteriorates. Would the nurse caring for you recognize the problem, know how to intervene appropriately and get help quickly? Recently compiled patient safety data indicate the odds may be against you. Failure to rescue, defined as an adverse event or a death that occurs because of a healthcare providers' inability to recognize or respond to a deteriorating patient condition, is one of the top safety incidents that occur routinely in healthcare institutions across the United States. Nurses are in a unique position to reverse this trend nationally, because they are often the first healthcare providers to recognize and respond to hospital-based emergency situations. To ensure the best outcomes for patients, nurses must recognize and take action when complications occur, and get help quickly by mounting a team response. They must be able to communicate their concerns clearly to the team and convey the urgency of the situation so help will arrive quickly. Research indicates novice nurses are often inadequately prepared to rescue patients in crisis, often because they are not exposed to these types of situations while in school.

We, along with colleagues at Quinnipiac University and Mid-State Medical Center, are using high fidelity human simulation to help better prepare students to save lives after they graduate. Human patient simulation can provide students with opportunities to practice skills and develop clinical judgment in a non-threatening environment before they graduate. The high fidelity human simulation mannequins will not suffer harm if students make inappropriate decisions or fail to act in a crisis situation!

The first step in this research was to design simulation scenarios that mimic rescue events commonly seen in hospitals and to ensure they reflect nationally recognized patient safety and quality initiatives. Once this process was complete, we developed observational rating tools to accurately and consistently evaluate student performance during the scenarios. In order to enhance realism for students, the simulation rooms were furnished and equipped to look like typical hospital rooms. The high fidelity mannequins used in the scenarios look and act like real patients—they can speak, cough, sweat, bleed or vomit, and each has a blood pressure,

pulses, dilating pupils and audible heart, lung and bowel sounds. Raters sit in an observation room next to the simulation room and observe and videotape student performance.

Overall we were surprised by student performance during testing of the instruments and scenarios. We noted students were not organized in completing an assessment in a timely fashion, did not recognize or cluster data and come to an appropriate conclusion regarding the patient's changing condition, and did not report significant data to the team. It was clear students needed additional support to improve their performance. We knew new graduate nurses gain practice experience by watching and role-modeling the behavior of expert nurses at their first practice site; this is consistent with the basic principle of Social Learning Theory by Bandura which proposes human behavior is learned through observing others. This principle guided the development of a teaching intervention which was shown to students before participating in the simulation scenarios. The role-modeling intervention consisted of a 30-minute expert practice video, combined with verbal reinforcement of expected behaviors and tailored feedback. The practice video we developed and produced depicts an expert

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Bubbl.us https://bubbl.us/, Popplet http://popplet.com/, and Creately http://creately.com/ are just some applications available for use.

For students who have technical trouble with spelling, grammar and construction more globally, there is editing software that can be useful if used critically and/or collaboratively. Pro Writing Aid http://prowritingaid.com/, PaperRater http://www.paperrater.com/, and AutoCrit EditingWizard http://www.autocrit.com/ offer free online editing support for small bits of work with increased functionality in purchased programs. For "live" critique and a range of resources on writing try Scribophile http://www.scribophile.com/, FanStory http://www.fanstory.com/index.jsp, or a non-fiction writers' group tailored to a particular topic or genre.

And then, of course, there are the resources provided by teachers of writing themselves. The National Writing Project http://www.nwp.org/ supports teachers of writing to "improve writing and learning for all learners." Although much of the content is geared toward teens, college writing is also a focus. In particular, check out its digital writing page http://digitalis.nwp.org/ and its "Thirty Ideas for Teaching Writing"

http://www.nwp.org/cs/public/print/resource/922. Teacher College's Reading and Writing Project http://readingandwritingproject.com/ is an excellent website with a wide range of resources from the early grades up.

For those of us who just need help writing at all, there are applications like "Write or Die" http://writeordie.com/ that provide negative feedback if you don't keep writing, writing, writing…

In terms of opening our bounded notions of what writing is and should be, I am proposing a kind of long-term strategy of progressive bait-and-switch. Let me explain. When middle and high school students were asked how they use technology to write, they talked about using computers for school work but, as an afterthought, would share 'oh yeah…I also text a lot with my friends and family, and FaceBook, and I pretty much never use email' (Lenhart, Arafeh, Smith & Macgill, 2008). We have all been privy to the fierce debate about whether texting is a valid writing genre or not. And yet, young people today who text are typically writing (thus thinking) all the time. Some people swear that texting reflects only low quality thinking and communication. But this is not necessarily so, or it doesn't necessarily have to be so. Thus some professors use texting as a

way to connect their students with content, each other and, then, to writing.

Likewise Tweets, the 140 character thought-bites of information generated through the Twitter, are an established genre of news and activism (www.twitter.com). So, in addition to using tweets in one's class to encourage more critical thought and comment on a classroom topic, they also can be used to encourage authentic contributions to a local or national dialogue. Twitter poems and essays have emerged. The act of honing one's ideas and arguments to such a small space has conceptual merit. Blaise Pascal, who is believed to have said, in effect, "I am sorry to have written such a long letter, I did not have time to make it short," perhaps would have benefitted.

There is also the broad genre of "digital writing" that spans across text, image, sound and movement. Digital storytelling and notating using tools like VoiceThread http://voicethread.com/, xTranormal www.xtranormal.com, and Voki www.voki.com can make it possible for students to move from a broad, intertextual representation of their ideas and supporting resources to something more formal and text-based.

It is important to develop one's writing, to be proficient, and to know

2013-2014 Curriculum Grants

Charles Baraw, Joel Dodson, Nicole Fluhr, Patrick McBrine, Paul Petrie, Michael Shea, and Cynthia Stretch, English, Bringing Coherence to ENG 308

Therese Bennett, Mathematics, & **Nicholas Edgington,** Biology, Bringing the Interdisciplinary Field of "Synthetic Biology" to SCSU Students

Karen Cummings & **James Dolan,** Physics, Development of Video and Laboratory Resources for Technological Fluency

Patricia DeBarbieri & **Suzanne Carroll,** Marriage and Family Therapy, MFT Curriculum Standards Review: Development of a Broader Variety of Hybrid and Online Course Offerings and Alternate Programmatic Formats

Lee deLisle, Recreation and Leisure Studies, **Deborah Flynn,** Public Health, & **Heather Pizzanello,** Social Work, Humanities for the Professions

Scott Ellis, English, Science Technology and the Culture of the Mind

Joe Fields & **Klay Kruczek,** Mathematics, WeBWork Homework Delivery Systems

Ellen Frank, Management/MIS, Developing a Tier III Cross Interdisciplinary Course: International Business

Pamela Hopkins & **Veronica Gill,** Management/MIS, Developing Curriculum Tracks for the Management Concentration

Jessica Kenty-Drane, Sociology, Applying the Sociological Imagination: A Proposal for a New LEP Tier II Capstone Course in Sociology

Kimberly Lacey & **MaryAnn Glendon,** Nursing, RN-BSN Program Revision

Aujke Lamonica, School Health Education, An Online Course Development Proposal for School Health Education: Expanding Learning Opportunities

Erin Larkin, World Languages & Literatures, Contemporary Italian Culture, a New LEP Tier III Capstone

Yan Liu, Information & Library Science, Lab-Based/Hands-On Instructional Program to Enhance Hybrid Teaching on Multimedia

Heidi Lockwood, Philosophy, Enhancement of "Teaching Critical Thinking" Resource Site

Pina Palma, World Languages & Literatures, Italian 100 Flipped Class Model

David Pettigrew, Philosophy, Aesthetic Responses to Fascism: The Case of the Spanish Civil War—The Creation of an LEP Tier III Course

Cheryl Resha, Nursing, Bringing Technology and Simulation to Community Health Nursing

Elena Schmitt, World Languages & Literatures, Developing Teacher Certification Program in Arabic, Chinese, Russian & Portuguese

Kathleen Skoczen, Anthropology, Developing Internships: Preparing Students for the Workforce

Daniel Swartz, Exercise Science, Development of an Online, Tier II W Course

Leon Yacher, Geography, Development of Instructional Materials to Complement the Requirements of the Tier III Expectations for the Geography of Central Asia Course

Fall 2013 Minority Recruitment and Retention Grants

Lynn Kwak, Marketing, How Shopping Satisfaction Contributes to International Tourism Expenditures by Gender

Elizabeth Lewis Roberts, Biology, The 2013 American Society of Microbiology- ASM Conference

Alfredo Sosa-Velasco, World Languages & Literatures, Remembering ,Forgetting, and Memory in Spain: Representations of the Spanish Civil War in Narrative and Film from the Periphery, 1975-2012

Miaowei Weng, World Languages & Literatures, "Franco's Children": A Chronopolitical View of the Novella and the film *El Sur*

Jianxiong Wu, World Languages & Literatures, American Council on the Teaching of Foreign Languages (ACTFL) Conference

Writing and Technology (cont'd from page 13)

and use conventions. If one doesn't do these things, one runs the risk of being perceived as either incompetent or incoherent, or as blowing people away with word-based irreverence. For our students, we want and need them to write well, but writing is really a symptom, a material effect of thinking, and both are developmental.

I believe a good writer can flexibly change his or her writing style depending upon the audience and intent of the piece. I believe a good writing teacher makes this clear—using whatever it takes—so that students can develop their sense of mode, genre, technique, voice and tool. Developing good writers requires a long view, persistence, and continual feedback. Technology –the tools and the processes—can most certainly help.

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Using Simulation (cont'd from page 12)

nurse responding competently during a response to rescue simulated patient care scenario. Multiple studies have found this role-modeling intervention to be very effective in improving student nurse performance. This cost-effective theory-based innovation is currently being tested across the country in a variety of university simulation centers. The ultimate goal of this project is to reduce failure-to-rescue events nationally by preparing nurses to appropriately respond to deteriorating patient conditions through competency assessment and exposure to expert practice. This project is a concrete example of how faculty can use simulation to address safety education in undergraduate and graduate nursing programs. *SD*

2013-2014 CSU Research Grant Awards

Benjamin Abugri & **Sandip Dutta,** Economics and Finance, Sub-prime Mortgage Crisis and Risk of Real Estate Investment Trusts (REITs): New Evidence from a Multifactor Model

Valerie Andrushko, Anthropology, People and Weight: An Anthropological Study

Kristine Anthis, Psychology, Online Quiz Parameters and Classroom Exam Scores: If the course is online, do the former still support the latter?

Imad Antonios, Computer Science, Model-Based Simulation for Network Performance Predictability

Gene Birz, Economics and Finance, Is the Stock Market Efficient in Response to Macroeconomic News?

Kelly Bordner, Psychology, Consequences of Advancing Paternal Age and the Examination of Antioxidant Exposure as a Potential Treatment

Laura Bower-Phipps, Elementary Education, The "Other" Side of Us: A Cooperative Inquiry of Minorities in Teacher Education

Lawrence Brancazio & **Dina Moore,** Psychology, Relationships Among Measures of Reading, Speech Perception, Attention Working Memory and Academic Performance

Jean Breny, Public Health, Examination of Cardiovascular Disease Risk Behaviors in Izmir, Turkey

Vincent Breslin, Science Education & Environmental Studies, Microwave Assisted Digestion of Marine Sediment and Oyster Tissues

Mia Brownell, Art, Solo Museum Exhibition Research: Investigating the Masters

Sandra Bulmer, Public Health, A Qualitative Study of Undergraduate Student's Experiences Related to Excessive Alcohol Consumption

Jeremy Chandler, Art, Hunting and Hiding

David Chevan, Music, Jazz Souls on Fire

Adiel Coca, Chemistry, Synthesis of tetrazoles in water using microwave heating

Sarah Crawford, Biology, Growth of human tumor cell lines in unfertilized avian eggs: a novel ex vivo system to explore tumor growth and therapeutic sensitivity

Ilene Crawford, English, Navigating Material and Emtional Obstacles to Intercultural Competence: Rural vs. Urban Teachers of English as a Foreign Language in Vietnam

Glenda DeJarnette, Communication Disorders, African American Pragmatic Language Development and Disorders Phase II: Determining Foundations and Formulating Hypotheses for a Clinically Relevant Theoretical Framework

Cheryl Dickinson & **J. Gregory McVerry,** Elementary Education, Incorporating Digital Tools for Increasing Comprehension and Critical Thinking of Nonfiction Texts at the Middle Grade Level

Joel Dodson, English, Affirming Something: Sidney's Defense of Poesy and the (Dis) Harmony of the Confessions

Nicholas Edgington, Biology, Investigation of a putative HNH homing endonuclease in the mycobacteriophage ABCat

Scott Ellis, English, Dead Narratives

Peggy Gallup & **Stanley Bernard,** Public Health, An exploration of the relationship of food insecurity and healthy food access among inner-city residents

Krystyna Gorniak-Kocikowska, Philosophy, A Study of the Role of Active, Productive Critical Listening in Critical Thinking Courses

Sean Grace, Biology, Dormancy in intertidal and subtidal populations of Astrangia poculata

Arthur Guagliumi, Art, Outsider Art: A Defintion and Exhibition

Frank Harris, Journalism, Racial Identification: The Evolving Descriptions of Blacks in the American News Media--1690 to Present

Chelsea Harry, Philosophy, Archival Research at the Schelling-Kommission, Munich, Germany

C. Patrick Heidkamp, Geography, Applied Environmental Economic Geography: An Analysis of Food System Resilience and Sustainability

Elliott Horch, Physics, High Resolution in a Suitcase: Toward Portable Optical Intensity Interferometry

John Jacobs, Psychology, Love and Social Capital in the Life History Narratives of Adults at Fifty

2013-2014 CSU Research Grant Awards

Brian Johnson, English, Exploded View: A Multigenre Text

Jan Jones, Recreation & Leisure Studies, Destination Image: Analyzing Host Community Perceptions in Kingston, Jamaica

Andrew Karatjas, Chemistry, Synthesis of AlkenylPinacolboranes Via Protected Terminal Alkynes

Erin Larkin, World Languages & Literatures, Un Ventre di Donna: The Futurist Woman's Revolution from Within

Steve Larocco, English, An Anatomy of Forgiveness

Terrence Lavin, Art, Arcane Mechanica: New Work in Metal and Glass

Elizabeth Lewis Roberts, Biology, The use of Burkholderia ambifaria and tall fesue plants for the Bioremediation of Atrazine

Joseph Manzella, Anthropology, Old Wine, New Bottles: Alternative Spirituality, Modernity and the Iona Community

Armen Marsoobian, Philosophy, Bearing Witness to a Lost Home: The Story of an Ottoman Armenian Family, 1768-1922

Helen Marx, Elementary Education, Reflecting on Urban Teacher: Using Cooperative Inquiry to Improve Practice

Jennifer McCullagh & **Mary Purdy,** Communication Disorders, The Efficacy of Auditory Processing Abilities in Individuals with Aphasia

Kenneth McGill, Anthropology, Ethnography of Political Elites in a Berlin Suburb

Patricia Olney, Political Science, The Return of the PRI in Mexico and Drug-Related Violence: Lessons from Municipal Democratic Transitions

Pina Palma, World Languages & Literatures, Women at War: The Italian Resistance

David Pettigrew, Philosophy, Research and Translation at the Intersection of Philosophy and Psychoanalysis

Melvin Prince, Marketing, Cosmopolitans and Locals: An Exploration of Consumer Social Identities

Mary Purdy, Communication Disorders, Multimodel Communication Training for Individuals with Aphasia

Laura Raynolds, Special Education & Reading, & **Jess Gregory,** Educational Leadership & Policy Studies, Predicting Pre-reading Skills in Pre-kindergarten Children with Music Perception Tests

Debra Risisky, Public Health, Sexual Violence Awareness among Youth

Michael Rogers, Anthropology, Continuing Research on the Origins of the Acheulian Tool Industry at Gona, Afar, Ethiopia

Elena Schmitt, World Languages & Literatures, Look Who is Talking: Analysis of Interaction in a Foreign Language Classroom

Camille Serchuk, Art History, Painting and Drawing a la carte: Art and Cartography in early Modern France

Vivian Shipley, English, Ninth Book of Poetry, *Archaeology of Days*

Rebecca Silady, Biology, Double Mutant Analysis of grv2-1 and Canonical Plant Embryogenesis Mutants

Kathleen Skoczen, Anthropology, Women and Infant Feeding Practices in the Dominican Republic

Jeff Slomba, Art, Tideland-new sculptures based on the shared dominion of commerce and ecology in the Long Island Sound

Andrew Smyth, English, Integrating Information and Communication Technology into Secondary Teacher Training in Kenya

Kelly Stiver, Psychology, The Neurobiology of Cooperation: How Cooperation and Competition between Male Competitors is Expressed in the Brain

Christine Unson, Public Health, Pathways to Extending Working Life of Older Women in the United States and New Zealand

Michele Vancour, Public Health, An Examination of Fathers' Perceptions of Breastfeeding in Connecticut

Thuan Vu, Art, Translating Vietnamese Imagery

Jonathan Weinbaum, Biology, Late Triassic Paleontology Field Work and Collections Research

Leon Yacher, Geography, The Urban Geography of the City of Osh, the Kyrgyz Republic

Charlie Yang, Management/MIS, Gossip in the Workplace: Operational Definitions, Adaptive Functions and its Consequences

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The mission of the Office of Faculty Development is to support teaching and learning at all levels and in all contexts in which instruction occurs at Southern. The OFD supports faculty in their roles as teachers, scholars, and members of the university and wider community.

The Office of Faculty Development is committed to promoting a spirit of innovation, collaboration, and love of learning, as well as enhancing a sense of collegiality among faculty as they expand their intellectual, teaching, and scholarly horizons. In pursuing these goals, the OFD works to enhance the intellectual climate and promote open and ongoing dialogue among all members of the university community. It serves as an advocate for academic initiatives and enterprises that relate to teaching and learning through a variety of programs, activities, and resources in achieving the university's mission. The vision of the OFD is to create an environment at Southern that facilitates and promotes effective teaching, professional development, research, university service, and integration of new instructional technologies.

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Generate Deeper Learning through Digital Storytelling
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