

UNIVERSITY OF IOWA

# RHETORIC NOTES

THE DEPARTMENT OF RHETORIC NEWSLETTER

## MESSAGE FROM THE DEO

Writing marks the beginning of history (or of **A** history, at least); records of early civilizations are best tracked when there is some form of written notation. The first such records often take the form of lists (of deeds, achievements, taxes paid, trees felled, corn gathered, battles won). With this Newsletter, we begin such a record for the Department of Rhetoric for 2020 onwards.

Although this Department routinely accomplishes much collectively, innovating in pedagogy and discussing further developments in our regular Colloquia, there are also individual achievements that make

us a strong group when these are collected and observed *en masse*. We celebrate the achievements of those individuals who have distinguished themselves, but at least a small amount of the Magic Dust settles on each of us as a Department when a colleague is distinguished. Therefore, a Newsletter like this celebrates our collective distinction while it also celebrates individual merit—and since this is the first of a series of Newsletters, the broader picture, established over several weeks and months, will become a proud record of all that we do together.

We should all be grateful to Jennifer Janecek for her initiative in

starting this Newsletter to promote the dissemination of our work, our achievements and our aspirations, for a variety of audiences. We build *esprit de corps* by such a means and yet we can also show this record to alums and others who might be interested in supporting our continued growth and achievement of excellence. Please read the contents of this first model of later Newsletters and send your news, thoughts and collective endeavors to Jennifer for future editions.

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## RHETORIC TO BE FEATURED IN ONE DAY FOR IOWA

Rhetoric has once again been selected as a featured area in One Day for Iowa, a 24-hour giving drive to raise money to support students, faculty, programs, and other UI initiatives. On this day, donations are furthered through giving match challenges and other collective fundraising efforts. Last year Rhetoric was a featured area and raised nearly \$11,000, an amount we hope to match or surpass this year.

Through both large and small donations, participants can make a substantial difference in the Department of Rhetoric. These funds are crucial for supporting our Centers (The Writing Center, The Speaking Center, and

The Conversation Center), our initiatives like IDEAL (Iowa Digital Engagement and Learning) and SIR (Success in Rhetoric), our faculty's research and professional development, and our students' experiential learning opportunities.

This year One Day for Iowa will occur on **March 25, 2020**. Please mark your calendars so that you can join in this exciting opportunity to support the amazing work our educators and students are doing!

Visit <https://www.foriowa.org/ldfi-splash-page/> to learn more or to make a gift to the Department of Rhetoric at any time.



## SPOTLIGHT ON THE PERCH

BY BRITTANY BORGHI, LECTURER

Last week, I shared a pretty milquetoast message on Facebook, saying that folks should call their senators regarding impeachment witnesses. Someone I've known since middle school but with whom I don't keep in contact reacted out of the blue to my post, saying that the impeachment trial was a partisan hoax, a witch hunt, a bunch of lies ginned up by the do-nothing Democrats to take out Trump.

Internally, I reacted with the normal run of social media-induced emotions: panic, fear, shame, anger, wistfulness, and finally a sort of warm malaise that I assume washes over the nearly dead. Externally, I attempted civility. "Hm," I said to Andy Hart, "out of curiosity, what news sources do you pay attention to? This argument feels like a lot of the GOP talking points."

"Most recently, *The Epoch Times* and various Republican rant podcasts. (To be honest it is very hard to find non

biased news and straight facts)," Andy said. It is this kind of interaction that strikes fear in me regularly. Not because Andy is a conservative (I regularly interact with many), but because *The Epoch Times* is a self-described anti-Chinese-communist-propaganda newspaper started by adherents to the Falun Gong movement that has recently spent \$1.5 million on Facebook ads in a six-month period.

As a former journalist and a current educator, this is just one reason why I wanted to help create The Perch. Undergraduate Engagement Librarians Katie Hassman and Cathy Cranston, as well as Colin Kostelecky and I (and a slew of others behind the scenes) have been working for the last year to create The Perch, a physical space on the first floor of the Main Library where anyone is invited to browse, read, and openly discuss a broad selection of the university's news, culture, and science magazines; newspapers; and literary journals.

## INNOVATIVE PEDAGOGIES

### AN APOLOGY FOR SCAVENGER HUNTS

BY COLIN KOSTELECKY, LECTURER

On the first day of class, I ask my 1030 students whether they can read call numbers. And, although the poll is informal and likely skewed by first-day malaise (among other things), I'm always surprised by how few raise their hands. On average, it's about 4 of 60 students.

This is a problem. And it suggests that there are fundamental skills we expect our students to know which they, in truth, wholly lack. Dr. Rebecca Blair described this phenomenon quite vividly at last year's departmental symposium—viz., that most high schools prepare students for a fictional version of college that doesn't exist, while most colleges picture a fictional version of high school which also doesn't exist.<sup>1</sup> If it is our job, as teachers, to bridge this gap—to find out what our students do

know in order to, as Plato suggests, guide them toward the light—then I believe the library space is as good as any to begin that work.

My Main Library scavenger hunt is one innovative—and fun—solution to this problem. And it teaches more than just call numbers. In addition to building group morale, the Hunt has students explore library resources on all five floors (inter alia: the first-floor gallery, SEAM, special collections, bound periodicals on the third floor, new periodicals on the first floor [The Perch]) and teaches them essential skills for the semester (using the library printers and scanners; recording a speech in the One Button Studio; using basic search terms in Infohawk+ and finding physical books).

An activity like this cannot be done without careful preparation. I have my students sign consent forms

The space is an open opportunity for faculty from any discipline to make their information literacy curriculum more experiential. It's just waiting for your lesson plans on analyzing ads, catering to audiences, and mapping controversies.

I can't save Andy Hart, but perhaps our teaching can imbue the next generation of global citizens with the ability to find, read, analyze, and critique credible news. I'd like to say the future of our world depends on it, but maybe that's just a hoax.

Contact Katie Hassman (katie-hassman@uiowa.edu) if you'd like to schedule a class visit to The Perch. Colin and I are both happy to share and help create lesson plans and assignments with you.

*To explore The Perch's holdings or to schedule a class visit, refer to the Quick Links on pg. 3.*



agreeing to respect the library space; I contact the head of the Undergraduate Engagement Department, Cathy Cranston, beforehand to prepare library staff; and I assign my students basic tasks as homework (e.g., "check out one library book") so they don't go in unprepared.

Unfortunately, I don't have any hard data on student outcomes. After doing this activity for five years, I have noticed that my students turn in better work—but to attribute this to the Hunt alone would be disingenuous. I can say, however, that I've heard informal reports of a marked increase in laughter at the Main Library. And this alone, I think, has been worth the work.

1. Blair, Rebecca S. "The Conversational Contact Zone: Forming Essential Classroom Community." Oxford Education Research Symposium, St. Anne's College, Oxford University, 29 July 2019.

## WHEN STUDENTS TAKE THE LEAD

BY STEPHANIE TSANK, LECTURER

*Students aren't teachers, but they can be.*

Many of us already aim to de-center power in the classroom, to make students accountable for their own learning, to deconstruct the rigid structure wherein the professor “professes” to a static body, to prioritize “active learning.” Creating assignments that allow students to take leadership roles is one major way to get closer to these goals, but the process, I would argue, calls for a good deal of planning, structure, and preparation. Nonetheless, after experimenting with various iterations of an assignment that asks students to lead class discussion, I’m convinced many benefit from the opportunity to run the show.

In my classes, groups of 2–3 students lead a 50-minute class discussion based on a short nonfiction reading that

everyone completes. These readings range topically and present one aspect of a broader discussion; students leading class are expected to synthesize additional perspectives to help us better understand the rhetorical landscape in which the conversation lives. The assignment typically involves a research requirement, the creation of in-depth discussion questions, and a reflection on the research process, at the very least.

On my end, preparing for this assignment is no small feat—in addition to creating a detailed assignment sheet, selecting a bank of readings, and striving to build a class atmosphere where students feel comfortable enough to direct their peers in conversation, I model the assignment requirements by first leading two class periods myself. I introduce different pedagogical strategies—free writes, handouts, activities, mixing group work with all-class discussion—and encourage behaviors that I feel are valuable to fostering a positive

and inclusive atmosphere.

Although students often feel intimidated by the assignment at first, many have reported a sense of accomplishment—that satisfying feeling which often comes from taking the reins, exploring a topic on their own terms, and having the opportunity to make a substantial impact on the trajectory of our course. To be sure, it can be challenging to give up control as the instructor, but it’s always worthwhile when students shine as a result.

## QUICK LINKS: INSTRUCTION AND TUTORING SUPPORT

**The Writing Center:** <http://writingcenter.uiowa.edu>

**The Speaking Center:** <https://speakingcenter.uiowa.edu/>

**The Conversation Center:** <http://clas.uiowa.edu/rhetoric/conversation-center>

**Iowa Digital Engagement and Learning (IDEAL):** <http://ideal.uiowa.edu>

**Success in Rhetoric (SIR):** <https://tutor.uiowa.edu/find-help/help-labs/success-in-rhetoric-sir/>

## FACULTY BOOKSHELF

### BRIAN EVENSON'S *THE OPEN CURTAIN*

BY KATLYN WILLIAMS, LECTURER

Fair warning: Brian Evenson’s work is not for the faint of heart. An acclaimed writer of literary horror, and an ex-communicated Mormon, Evenson uses his own troubled spiritual history as a conduit for the exploration of loaded themes that many would prefer not to touch. Though all of his novels are related to organized religion in some fashion, in *The Open Curtain*, Evenson takes on the history of Mormonism explicitly for the only time in his career. The novel untangles the harrowing connections between teenage narrator Rudd, his recently discovered half-brother Lael, and Lyndi, the only survivor of a family ritualistically murdered during a camping trip. As events progress, circumstances take on eerie resonances to the 1902 murder of Anna Pulitzer (real, and meticulously researched) by the grandson of Brigham Young, which Rudd becomes

## QUICK LINKS: THE PERCH

**Subject Guide:** <https://guides.lib.uiowa.edu/theperch>

**Plan a Class Visit:** [https://uiowa.cal.qualtrics.com/Q/EditSection/Blocks?ContextSurveyID=SV\\_](https://uiowa.cal.qualtrics.com/Q/EditSection/Blocks?ContextSurveyID=SV_)

obsessed with during a school research assignment. How is this forgotten history connected with Rudd’s increasingly unstable present? Obsessed with language, Evenson puts us in his character’s shoes through his prose. Writing in an uncommonly spare style, the novel tracks the progression of mental instability via the haunting destabilization of linguistic meaning. Far from a didactic attack on Mormonism, *The Open Curtain* is instead a thoughtful exploration of unconflicted and ritual violence’s tendency to lie awake...and come back to haunt us.

### RICHARD RODRIGUEZ'S *DAYS OF OBLIGATION: AN ARGUMENT WITH MY MEXICAN FATHER*

BY JUSTIN COSNER, LECTURER

I packed just two books for my holiday in California, an exercise in restraint and Allegiant’s luggage policies: Ian Bogost’s *Persuasive Games* and Richard Rodriguez’s *Days of Obligation*.

I planned the latter for the flight and Bogost to preempt challenges from suspicious family as to what exactly I'm doing with video games at the University. I should have known that Bogost's 400-page tome wouldn't equip me for such encounters but I was unprepared for Rodriguez to leave me equally disarmed, in this case, crying in seat 23C next to a Senior UIowa swimmer, politely looking elsewhere.

Returning to California is the perfect occasion for *Days of Obligation*, the titular debate of its subtitle, "An Argument with My Mexican Father," contrasting California and Mexico, among other colossal irreconcilabilities. Rodriguez writes sweeping and even essentializing insights on America and Mexico, Protestantism and Catholicism, the future and past, resignation and hope, in language almost too lush to exist.

Those opening essays build momentarily toward "Late Victorians," a meditation on San Francis-

can architecture, queer culture, and religious faith. Its melancholy reflections on lost loves left me in tears and a polite Midwestern athlete intent on the seatback in front of him.

The essays immediately following wane a bit. But the collection's final pieces return with a different sort of strength, a culminating power that rends the intimacies of family. A hand wound in each of the ropes he's braided, one of mothers, Mexico, the past, and Catholicism, the other of fathers, California, and a Protestant futurity, Rodriguez allows the reader to witness him tearing between two impetuses and to feel, the tighter we join our strength to his, our own selves threaten to sunder.

## FACULTY ACCOMPLISHMENTS

**CASSANDRA BAUSMAN** will be presenting a paper on "Harry Potter and the Rhetoric of Power" at the American/Pop Culture Association Conference in Albuquerque, NM, February 19–22, and is organizing a panel discussion on *The Dark Crystal* prequel series and its engagement with rhetorics of hope and resistance to complement the Jim Henson traveling museum exhibition that will be in town during the conference window.

**BRITTANY BORGHI** has an essay titled "A Delicate Strength" set to appear in the Spring 2020 issue of *The Iowa Review*. She, Katie Hassman, and **COLIN KOSTELECKY** will also be presenting their work on The Perch at The Annual Conference on the First-Year Experience in Washington, DC on Saturday, February 22.

**STEVE DUCK** was awarded The Mark L. Knapp Award in Interpersonal Communication in November at the NCA convention. The award recognizes individuals who have made significant scholarly contributions to the study of interaction and/or relational processes. He also published (with

*Continued on pg. 5*

## MINOR IN RHETORIC & PERSUASION | SPRING 2020

### RHET 2065: Persuading Different Audiences

Joseph Steinitz  
TTh 2:00–3:15 p.m.

### RHET 2070: Persuasive Stories: Cowgirls

Ashley Wells  
Online–Off-Cycle (2/10/20–5/8/20)

### RHET 2085: Speaking Skills

Takis Poulakos and Bevin O'Connor  
T 5:00–7:30 p.m.

### RHET 2090: Conversation Practicum

Ben Hassman and Sonja Mayrhofer  
TTh 3:30–4:45 p.m.

### RHET 2095: Fundamental Strategies of Persuasion

Takis Poulakos  
W 5:30–8:00 p.m.

### RHET 2135: Rhetorics of Diversity & Inclusion: The Language of (Dis)ability

Jennifer Janecek  
Online

### RHET 2350: Forensic Rhetoric: Memory, Storytelling, and Archives

Sonja Mayrhofer  
TTh 12:30–1:45 p.m.

### RHET 3009: Negotiation and Conflict Resolution

Iris Frost  
MW 3:30–4:45 p.m.

### RHET 3138: Writing to Change the World

Pat Dolan  
TTh 9:30–10:45 a.m.

### RHET 3350: Gaming the Systems: The Rhetoric of Video Games

Justin Cosner  
TTh 2:00–3:15 p.m.

### RHET 3700: Advocacy and Sustainability

Will Jennings  
TTh 3:30–4:45 p.m.

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coauthor David T. McMahan) *Communication in Everyday Life: A Survey of Communication*, 4th ed. (SAGE Publications Inc., January 2020) and *Communication in Everyday Life: The Basic Course Edition with Public Speaking*, 3rd ed. (SAGE Publications Inc., January 2020), also coauthored with McMahan.

**JENNIFER JANECEK** received a grant from the Initiative for Digital Humanities, Media, and Culture at Texas A&M University and an Arts & Humanities Project Grant from the University of Iowa's Office of the Vice President of Research to create and direct *Digital Disability Studies*, an Advanced Research Consortium node. **COREY HICKNER-JOHNSON** serves as project manager/data advisor and **BREE NEYLAND** serves on the project's content editorial board.

**MEGAN KNIGHT** and **DEIRDRE EGAN** are taking a panel of undergraduate peer tutors to the Midwest Writing Centers Association Conference in Cedar Rapids (March 12–14). Their panel is titled “Just Listening: Fostering Critical Empathy & Connection in Peer Tutoring.” Megan is also chairing a panel and presenting on a panel at the Conference on College Composition & Communication in Milwaukee, WI (March 25–28). The panel is titled “Embracing the F-Word: Creating Learning Structures That Facilitate Failure Without Fear” and features Kyle Barton (UI English PhD student) and Kate Nesbit (UI English PhD alum/Central College faculty).

**CARRIE SCHUETTEL** was named vice president of the Native American Council.

**CAROL SEVERINO** will be keynoting the Midwest Writing Centers Association Conference in Cedar Rapids (March 12–14) and will be speaking on the theme of writing center community. She also published a book chapter coauthored with her former graduate student (now professor) Emilia Illana Mahiques titled “Theories of Second

Language Acquisition and Writing Center Research” in the collection *Theories and Methods of Writing Center Studies* (eds. Jo Mackiewicz and Rebecca Babcock, Routledge, 2020).

**JENNIFER STONE** and Dr. Heather Erwin, director of the UI Liberal Arts Beyond Bars program (LABB), held a roundtable discussion at the 2019 National Conference on Higher Education in Prison. They detailed their pedagogical approaches to addressing the rhetoric of toxic masculinity, focusing on lessons Jennifer created for both incarcerated students at Oakdale Prison in Coralville and students at the UI campus. In March 2020, Jennifer will present at the Conference on College Composition and Communication (CCCC) with **ANNIE SAND**, **ELENA CARTER**, and **ROBERT PECK** on a panel called “The Imagined Student: Three Programs Striving for Inclusivity at Iowa.”

## VISITING INSTRUCTOR ACCOMPLISHMENTS

**JONATHAN STOUT** had his poem “Dysphonia,” which originally appeared in the *New England Review*, selected to appear in *The Best American Poetry* (2020), eds. Paisly Rekdal & David Lehman, forthcoming from Scribner.

## GRADUATE INSTRUCTOR ACCOMPLISHMENTS

**CHRIS WEI** created a web series of video essays (2019–present) and co-wrote/edited a collection of essays about theology and film to be published later this year (2020).

## UNDERGRADUATE ACCOMPLISHMENTS

**CARLA SERAVALLI**, **JULIA POSKA**, and **ALLEXIS MAHANNA** are undergraduate Writing Fellows

who will be presenting with Megan Knight and Deirdre Egan at the Midwest Writing Centers Association Conference in Cedar Rapids (March 12–14) on a panel titled “Just Listening: Fostering Critical Empathy & Connection in Peer Tutoring.”

## INTERESTED IN CONTRIBUTING?

Do you have something to share in a Faculty Bookshelf or Innovative Pedagogies column? Or have you been working with an undergraduate student on a neat project that you'd like to highlight in the newsletter? Alumni, where has your Rhetoric coursework taken you? We'd love to feature your ideas and share the awesome things you're doing in (and out!) of the classroom.

**For general inquiries:** Email Jennifer Janecek at [jennifer-yirinec@uiowa.edu](mailto:jennifer-yirinec@uiowa.edu).

**For questions about—and to express interest in—the Faculty Bookshelf:** Email Justin Cosner at [justin-cosner@uiowa.edu](mailto:justin-cosner@uiowa.edu).

**For questions about—and to express interest in—the Innovative Pedagogies column:** Email Bevin O'Connor at [bevin-oconnor@uiowa.edu](mailto:bevin-oconnor@uiowa.edu).

Submissions for the March newsletter will be due at the end of February, so we encourage you to reach out as soon as possible if you're interested in contributing.

**We want your feedback on our first newsletter!** What did you like? What didn't quite work? What would you like to see more of? Let us know. Email us with comments and questions.

**RHETORIC  
ROCKS!!!!**

## CALLS FOR PAPERS

### **CCCC SUMMER CONFERENCE AT THE UNIVERSITY OF SOUTHERN CALIFORNIA**

**THEME:** BUILDING DIVERSE COMMUNITIES THROUGH WRITING

**LOCATION:** LOS ANGELES, CA

**DATES:** MAY 22–23, 2020

**DEADLINE:** FEBRUARY 9, 2020

We invite you to engage with issues involving the construction and maintenance of diverse and inclusive writing communities in our classrooms, departments, and the profession as a whole. Topics might include (but are not limited to) the following: community engagement strategies and case studies, literacy outcomes and discourse communities, universal design and the composition classroom, restorative justice, collaborative writing, theory and practice, creating community through alternative literacies, activism and advocacy in the composition classroom, the writing center as a communal space, and more. **For more details, please visit <http://bit.ly/31hIKvg>.**

### **RHETORIC SOCIETY OF AMERICA RESEARCH NETWORK FORUM**

**DEADLINE:** FEBRUARY 10, 2020

Applications are now being accepted for the Sixth biennial RSA 2020 Research Network Forum held at the RSA Conference in Portland, OR, May 21st–May 24th. The Research Network will be held on Saturday, May 23 during the Conference. The Research Network provides newer members of our profession, especially graduate students and new faculty, with an opportunity to receive feedback on work-in-progress in a small group session led by a senior scholar. We especially encourage advanced graduate students, recent graduates, and beginning assistant professors whose circumstances allow them limited mentorship opportunities to apply this year. Whatever your professional situation, the Research Network is a wonderful opportunity to engage some of the field's best mentors, improve your writing and argumentation, and strengthen your connections to rhetorical studies. **For more details, please visit <http://bit.ly/2Uk7VvU>.**

### **PROFESSIONALIZING MULTIMODAL COMPOSITION: FACULTY AND INSTITUTIONAL INITIATIVES**

**DEADLINE:** FEBRUARY 29, 2020

The goal of this edited collection is to bring together some implementation perspectives and practices of multimodal composition in various contexts and programs by discussing writing faculty preparedness in undertaking multimodal/digital composition at different levels of higher education. With a primary focus on professionalizing multimodal composition, this collection will explore the individual faculty and programmatic as well as institutional initiatives to human resource development to embrace and enact multimodal composition in various writing courses and programs. **For more details, please visit <https://bit.ly/2t8h0wv>.**

### **THE TWENTY-THIRD BIENNIAL CONFERENCE OF THE INTERNATIONAL SOCIETY FOR THE HISTORY OF RHETORIC (ISHR)**

**THEME:** TOPICS AND COMMONPLACES IN ANTIQUITY AND BEYOND

**LOCATION:** RADBOUD UNIVERSITY NIJMEGEN, THE NETHERLANDS

**DATES:** JULY 27–31, 2021

**DEADLINE:** MAY 15, 2020

The Society calls for twenty-minute conference papers focusing on historical aspects of the theory and practice of rhetoric. Topical invention originated in ancient Greece and was developed and used throughout the western intellectual tradition as a systematized method of finding arguments to discuss abstract, philosophical questions, as well as specific questions determined by circumstances of time and space. Commonplaces are part of topical invention. They reflect commonly accepted views and ideas such as the benefits of peace vs. the harm caused by war, and can be geared to provide arguments which confirm, suggest, or create consensus. Studying topics and their application from a historical perspective thus highlights how persuasive

texts reflect and contribute to the shaping of the intellectual and sociocultural contexts in which they are situated. We invite papers on the theory and practice of topics in all regions, periods and cultures. But of course we also welcome papers on both the theory and the practice of rhetoric in all periods and languages, and on its relationships with poetics, philosophy, politics, religion, law, and other aspects of the cultural context. **For more details, please visit <http://bit.ly/2GO7C4B>.**

### **“YOU DON'T LOOK LIKE A PROFESSOR”: INSIGHTS INTO EFFECTIVE TEACHING & LEARNING FROM WOMEN, MARGINALIZED, & UNDERREPRESENTED FACULTY**

**DEADLINE:** JUNE 1, 2020

The narrowly defined stereotype of the college professor as a white, cisgendered male has real-life implications for teaching and learning in higher education. Systemic obstacles facing marginalized scholars in all areas of academia are well documented but the scholarship of teaching and learning has been slow to respond in productive, practical ways to the classroom challenges of teaching and learning when you “don't look like a professor.” This new anthology will be the first book to build on and move beyond the abundant empirical research, anecdotal evidence, and lived experiences of discrimination in academia to offer specific, actionable strategies for effective teaching and learning—strategies which fully take into account embodied identity and unequal teaching contexts. The editor, Jessamyn Neuhaus, is seeking short (5,000 words or less, including notes) snappy chapters that draw on evidence-based scholarship about effective teaching, the science of learning, and wisdom of practice to describe specific, actionable pedagogical practices and teaching techniques. **For more details, please visit <https://youdontlooklikeaprofessor.com>.**

## SPRING 2020 COLLOQUIA SCHEDULE

*This schedule is subject to change. Each of these will be held in Gerber Lounge from 10:30–11:20.*

**February 14** | Dana Thomann will lead us in an important conversation with Academic Support & Retention. We'll be discussing the incoming GEAR-UP students, with plenty of time for questions about what to expect and how to best support this student population in our Rhetoric classes. Dana and SiR tutors will also share with us best practices for using tutors in our classes.

**February 21** | Sonja Mayrhofer and Ashley Wells will be presenting on using the university's archives and Special Collections in our Rhetoric classes to teach students how to approach and analyze primary sources.

## UPCOMING PROPOSAL DEADLINES

**February 3** | First-Year Seminar proposals due (after being submitted for departmental approval). First-Year Seminar instructors are highly engaged in student development and have an active, important role in their students' transition to college. As a result, First-Year Seminars introduce new, first year students to important principles and academic expectations that will help them be successful at the University of Iowa. In addition, First-Year Seminars provide students with an opportunity to work closely with UI faculty, instructional staff, or a senior-level administrator. **Apply here:** <http://bit.ly/2GMeoaX>.

**February 5** | Student Technology Fee proposals due. The College's Information Technologies Committee will consider proposals to create, maintain and improve collegiate instructional technology resources to be funded through 2020-2021 (or FY21) student technology fees. The committee is soli-

**March 13** | Rebecca Blair will be helping us to consider how we might define the term "conversation" more broadly and use it to inform curriculum and pedagogy.

**April 3** | Join us for a check-in on the semester. What are you excited about? What are you struggling with?

**April 10** | As we continue interrogating our pedagogical practices, Megan Knight will guide us through a discussion on teaching reading skills.

**May 1** | Our MFAs bring with them a wealth of creativity. Justin Cox, as well as other MFAs in our department, will share assignments that draw from their scholarship and pedagogy.

citing a broad range of proposals including requests to renew or revitalize existing technology, or to establish new initiatives in educational technology. **Apply here:** <http://bit.ly/31jk5GH>.

**March 3** | Arts & Humanities Initiative Program proposal deadline. There are three types of grants available to support humanities scholarship and work in the creative, visual, and performing arts: AHI Standard Grant (up to \$7,500), AHI Major Project Grant (up to \$30,000), and AHI Major Conference Grant (up to \$10,000). **Apply here:** <http://bit.ly/2UgQ60C>.

## UPCOMING WORKSHOPS

**February 7** | **IDEAL Assignment Design Institute** | 11:30–12:30 in EPB 102

IDEAL's annual Assignment Design Institute is here! And we are kicking th-

**May 8** | IDEAL has developed online modules designed to be used as homework or a replacement for a missed class. Annie Sand will introduce them to faculty and demonstrate how we might integrate them into our ICON sites for easy use with students.

## ATTEND THE 2020 MIDWEST WRITING CENTERS ASSOCIATION CONFERENCE

**March 12–14, 2020** | Cedar Rapids, IA  
Creating Common Ground: Crosstalk  
and Community in the Writing Center

**With a keynote by Carol Severino!**  
And presentations by Megan Knight,  
Deirdre Egan, and undergraduate  
Writing Fellows Carla Seravalli, Julia  
Poska, and Allexis Mahanna.

**More information here:** <https://midwestwritingcenters.org/conference/2020/>.

ings off with a pedagogy workshop: **Beyond Traditional Essaying: Digitizing the Personal Narrative.** Instructor and nonfiction MFA student Darius Stewart will talk to us about an assignment he calls the "digital story," in which students use video to reflect on and explore personal experiences. He will discuss with us how digital production can bring a productive vulnerability to the classroom and encourage students to new forms of creativity and insight. **RSVP here:** <http://bit.ly/38YTGkc>.

**March 4** | **HathiTrust Text Mining Workshop** | 9:00–12:00 in 1015A Main Library

The University of Iowa Libraries offers this half-day workshop to introduce researchers to the text, data, and computational tools of HathiTrust. **Register by February 19:** <http://bit.ly/38Y6ojh>.

# February 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Last day to add/drop w/o "W" FYS applications due	4	5 Student Technology Fee Proposals due	6	7 Executive Com. Meeting 10:30-11:20 269 EPB IDEAL digital narrative workshop 11:30-12:30 EPB 102	8
9	10	11	12	13	14 Faculty Colloquium 10:30-11:20 304 EPB	15
16	17 Presidents' Day	18	19 Registration deadline for HathiTrust Text Mining Workshop	20	21 Faculty Colloquium 10:30-11:20 304 EPB	22
23	24	25	26	27	28 Committee Meetings 10:30-11:20 Degree Application & Honors Contract Deadlines	29

# March 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Outstanding Teaching Assistant Award nominations due by NOON	3 AHI Grant Deadline (OVPR)	4 HathiTrust Text Mining Workshop 9:00-12:00 1015A Main Lib	5	6 Faculty Meeting 10:30-11:20 304 EPB	7
8 Daylight Saving Time	9 Early registration begins	10	11	12 MWCA Conference 2020	13 Faculty Colloquium 10:30-11:20 EPB	14
15 Spring Break (15-22)	16	17	18	19	20	21
22	23	24	25 SAVE THE DATE 03-25-2020 ONE DAY FOR IOWA	26	27 Executive Committee Meeting 10:30-11:20 269 EPB	28
29	30	31				