

**ST. LAWRENCE**  
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**TO: Members of the St. Lawrence Faculty**  
**FROM: Colleagues convening the Rhetoric and Communication Working Group (T. Fordham, K. Fuoss, R. Hill, S. Horwitz, J. Larsen, V. Lehr, K. Mooney, H. Oakes, S. Smith)**  
**RE: Invitation to the Rhetoric and Communication Faculty Institute January 4-6, 2005**

Our educational objectives, regardless of our specific disciplines, are often enhanced when we employ multiple teaching strategies to enable students to reach learning goals. When assignments and class activities are interrelated and build upon one another, when students have opportunities to create and express knowledge through a variety of methods and media, and when students are intentional and reflective about the messages they design, course material is often engaged and learned in substantive ways. This integrative learning is at the very heart of our mission as a liberal arts institution.

Although the St. Lawrence University Aims and Objectives reflect the equal importance of students' oral communication and research skills relative to writing, we do not institutionally acknowledge these values through direct support for faculty members or students. The role of technology in the creation and dissemination of knowledge is not fully addressed, and we have no agreed upon cross-departmental goals with respect to research pedagogy. As a means to examine and share approaches to course design strategies and classroom pedagogies that foreground communication activities and their integration, and to strengthen the support for students who participate in such engaged pedagogies we have created the *Rhetoric and Communication Faculty Institute*.

This January institute will offer St. Lawrence faculty opportunities to explore and assess teaching strategies that encourage students to learn and express knowledge through deliberate combinations of communication strategies. During the institute, we will introduce faculty to course learning portfolios and other multi-media possibilities for student assignments. We will also discuss issues of message design, rhetoric, and audience as they converge and differ across alternative mediums of communication. Participating faculty will also work with a student mentor of their choosing as they continue to develop assignments and materials while preparing a Fall 2005 course. The selected student mentors will receive separate training in a variety of writing, research, technology, and oral communication skills.

If you have any questions, please contact Kim Mooney, x5981. If you are interested in attending the January 4-6, 2005 faculty institute, please complete the application form and return to the Center for Teaching and Learning, by **Monday, November 8, 2004**. Readings and stipend information will be sent to participants in mid-December.