

**Rhetoric and Communication Faculty Institute**  
**January 9-11, 2006**  
**Center for Teaching and Learning**

Name: \_\_\_\_\_

Department or Program: \_\_\_\_\_

**Institute Expectations**

- Course revision
- 3 spring 06 follow-up sessions
- Work with mentor

**Institute Compensation**

- \$1,000 stipend
- Books & reading materials
- Mentor compensation

1). Please identify the course that you will offer in **Fall 2006** that you will work on during the Institute and follow-up workshops. What is the usual enrollment in this course?

\_\_\_\_\_

2). What particular issues or challenges involving the integration of writing, oral communication, research, and technology use have you faced when designing assignments that you would like to have addressed during the workshops?

3). Please pose here your questions about this rhetoric and communication work; we will use your questions to frame discussion on the first day of the Institute.

**Selecting a Student Mentor**

Each faculty institute participant is expected to identify a student with whom he or she would like to work while developing the **Fall 2006** course. The student identified will become the mentor for the students enrolled in the fall course and will be trained to support an integrated assignment approach to teaching (i.e., provide peer support in writing, oral communication, research, and technology use).

Please make every effort to talk with the student you select prior to submitting this application form. Students must meet the criteria below in order to serve as a mentor through this program.

**Student Mentor Criteria**

- Must be willing to enroll in .5 credit course on peer mentoring in **Spring 2006**
- Student must intend to be on campus in **Fall 2006**
- Must be willing to attend your class (if at all possible) in **Fall 2006**

**Student Name** \_\_\_\_\_

**Student CMR** \_\_\_\_\_

**Student mentor .5 unit course: Speech & Theater 225/English 229: Rhetoric and Communication Theory and Practice for Peer Mentors**

This course is designed to train students who will work as rhetoric and communication mentors. The course seeks to cultivate a broad and sophisticated understanding of rhetoric and communication, both in the context of the classroom and in the context of peer tutors' communication with faculty and students. We will combine discussion of theories of rhetoric and communication, as well as peer tutoring theory, with discussion of pedagogy and practice in such areas as assignment design and evaluation, research, peer response and evaluation, and collaboration with faculty. **Tuesdays, 2:20-3:50 pm.**

**Spring 2006 Institute Sessions**

Full participation in the Rhetoric and Communication Faculty Institute includes a commitment to three workshop sessions in the spring. Please mark these **Tuesday afternoon** dates and times now in your calendar: **Feb 28, March 28, April 25; 4:30-6:30 pm**

**Application Checklist**

- **Completed application form** \_\_\_\_\_
- **Name of student mentor** \_\_\_\_\_
- **Available for 3 spring meetings listed above** \_\_\_\_\_

**Please return this form to the Center for Teaching and Learning, 62 Park Street, by Monday, November 28.**