

Overview: Certification Option B – Independent Tutorial Online

Step 1: The Online Certification Seminar

9 online modules of reading/writing assignments – on the WAC Blackboard site.

Work from home to consider how to retool your course. You will work independently to complete reading and writing assignments designed to support the revision of one of your courses. You'll make it more reading and writing intensive. ***For Blackboard savvy faculty only -- Please use Firefox as your browser for all Blackboard work.***

Workload for each module: Read a chapter in J. Bean's *Engaging Ideas*. Write in response to that reading. Consider the implications for your own practice. (Re)-design an assignment or practice. Write about what you did and why. (Estimated time required: 4 hrs per module)

Create a ***folder*** of this work: include your response to each of the assignments with a cover page labeled: Module X: Title. Reflective writing may be done on computer or in longhand. Your work on elements of your syllabus (assignments) should be discrete for each module. The modules were designed to be completed in sequence.

Blackboard Discussion Forum Requirement: For each module you will post an original contribution (from your folder work) on our WAC Blackboard site's Discussion Board dedicated to that module. There you can read the postings of others and respond to at least 2 colleagues each week. The on-campus workshop group and Writing Fellows will also participate in these forums and you will have a Writing Fellow assigned as your online course partner, as well.

Timeframe: December 15 – February 16.

Begin in December and finish by mid-February. Submit 1. **a folder of your work on the nine modules** and 2. your provisional course portfolio by: ***February 16th 2012.***

Provisional course portfolio: Revised syllabus, new assignments, a reflective statement that describes the revised course and the thinking that went in to its creation. Include on a separate page your "inquiry question" for the semester concerning your teaching of the course.

Step 2: Pilot your course during the Spring semester

Receive a course cap of 25 and the support of your assigned Writing Fellow who will attend your class once a week. As you pilot, consider the effectiveness of what you do and how well your revised assignments are working. Discuss the course with your Writing Fellow. Collect samples of student work in response to your assignments. (Estimated time required: 2 hrs/wk. for reflection, meeting with Fellow.)

Step 3: Final, Revised "Certification Course Portfolio"

At the end of the semester, write about your experience teaching this course for the first time. Revise what needs to be revised, and assemble a new course portfolio: (Est. time: 10 hrs)

Elements: A table of contents. A checklist. A reflective statement. A revised syllabus. Copies of significant assignments with sample student work attached. **Due date:** June 30th. Firm due date. No exceptions.

Upon submission of the final course portfolio, you are eligible for 3 hrs of release time or cash payment @ 60% of your hourly rate.

Online Certification Option: Module Work

The point of certification work is to provide you with the space, time, and interactive community that can support real and deep thinking about **your own** intentions, disciplinary goals, and specific classroom practice. The process of doing so belongs to you.

However, in addition to offering you the time and structures to think about the teaching of your course/discipline, this tutorial aims **to model** the active use of reading/writing to reflect, to solve problems, and then to think about the process. It is an experiential, potentially dialogical, educational model rooted in reading/writing practice, and we hope you will incorporate some of these same strategies (the ones you like or think would work) into the teaching of your own writing intensive course.

We therefore invite you to put yourself in the student position and then think about the process of completing these tasks. What do you make of the sequence of assignments? Is this a good way for **you** to learn? For KCC students? What are the advantages? Disadvantages?

Because reflective processes take time, it is our assumption that it will take you 4 - 6 weeks (from December 15 to mid-February) to complete and document your work on the nine modules.

An outline of the assignments you'll generally find in each module:

1. Reading Assignment (usually Bean; other texts on e-reserve)
2. Reflective Writing Assignment: Response to the reading/your own experience.
3. Reflective Writing Assignment: About your own teaching practice (course design/assignment design/classroom practices) with reference to the topic.
4. Design of an assignment, revision of your syllabus: create a teaching tool of some kind.
5. Reflective Writing Assignment: What did you change and why? What's your thinking?
6. Blackboard posting(s) using a version of material from #2, #3, or #5 above (see **Discussion Board** for forums connected to each module.) + responses to others.

Your folder for each module will thus include a minimum of 3 pieces of reflective writing and 1 revised assignment/syllabus element (3 + 1 = 4). In addition, please print out your Blackboard postings on this topic to document your thinking (the number will vary). Depending on the topic, there may be some variation in this approach; generally speaking, however, the above 5 assignments are what you will create and hand in for each module.

How much time will it take? That will, of course, vary, and some modules will take more time than others. Generally speaking, we imagine you will spend about 4 -5 hours on each module: 1 hr on the reading; 1 hr on reflective writing of various kinds; 1 ½ hrs considering your own course and assignments and beginning the work of reworking them. Plan to spend 45 minutes per module posting and responding on the Discussion Board.

The assignments are designed to be general enough to allow for varied interests and applications. Feel free to mold them to serve your own purposes. It's YOUR process.

Questions? Feel free to contact Kate.Garretson@kbcc.cuny.edu (or at: kaga678@gmail.com)