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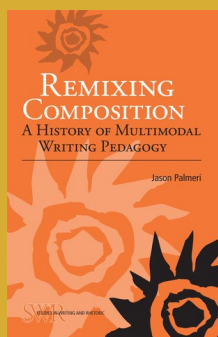
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Check out *Remixing Composition: A History of Multimodal Composition* by Jason Palmeri for ideas on digital activities, assignments, and curricula

# Comp Talk

VOLUME 1, ISSUE 1

CSUF TEACHING WRITING CLUB

## TWC Announces New 2013 Officers

The Teaching Writing Club at Cal State Fullerton is a club for students interested in the field of composition and rhetoric. Our mission is to expand our awareness of the field and to support students as they prepare for careers in teaching writing. This year's officers are a diverse group of English graduate students with a variety of academic interests.

President **Emily King** is particularly interested in critical theory and transformative education. She is currently working on a research project involving student perceptions of power and the influences of those perceptions on classroom participation. In her spare time, she plays mom to three very cool kids.

Vice President **Elle Mooney** is interested in ecocriticism, or more specifically, eco-poetics which examines how the words we choose to explain and define our environment also shape that environment. She is excited to be a part of the TWC because it represents the collaborative spirit of writing and teaching. Elle believes that "we come together as equals at every point in our journey and share and trade our ideas, goals, and aspirations so that we, as a community of writers, students, and teachers, grow stronger."

When not moonlighting as a private investigator, Treasurer **Bob Neis** spends his time navigating the tremulous jungles of

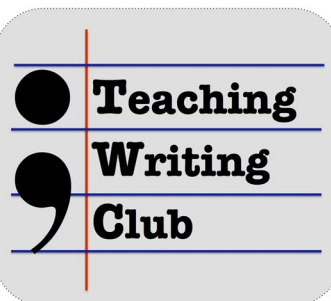
graduate school. Bob's interests include Modernist authors and the music of Prince. Bob's peers describe him as magnanimous, feisty, and jovial.

Secretary **Laura Powell** is an alumnus of Cal State Long Beach. After receiving her BA in Comparative Literature with a minor in English in 2009, she came to

University of La Verne. His goal is to teach high school English. But it is at CSUF, as a Titan, that he has found his true love — coffee, a college student's best friend. With regards to writing, Ian turns to a quote by Anais Nin that reminds us why we cherish writing: "We write to taste life twice, in the moment and in retrospection."

Newsletter Coordinator **Jamie Lynn Greuel** returned to CSUF as an MA student with the intent to focus on literature, but through working at the Writing Center and presenting at the Northern California Writing Center Association Conference in Sacramento, Jamie has found new and exciting possibilities in composition and rhetoric, and she looks forward to learning more about collaboration and overcoming the stigma attached to revision.

Fundraising Coordinator **Sara Uribe** is a second year grad student. She loves literature and, in particular, the genre of magical realism and what it offers to the marginalized communities within the text. Recently, she's fallen in love with the concept of merging culture and postcolonial studies with composition. She thinks the blending of these two is a rad thing to do, and that is why this is her current excitement. Along with that, she thinks penguins are adorable creatures, and she wishes she could save them all.



CSUF, where she is currently entering her second year of the master's program. Laura is interested in literature and film, as well as the integration of visual media with literature.

Workshop Coordinator **Kim George** is always on the lookout for new ways to teach writing and for opportunities to collaborate. Her current research interests include using new media to teach composition and combating anxiety in the basic writing classroom. In the future, she hopes to teach writing at a community college.

Workshop Coordinator **Ian Tompkins** is a graduate student in the English Department and arrived at CSUF by way of Uni-

## Continuing the Conversation: What's a MOOC?

One of the latest changes technology has brought to education is the formation of MOOCs: Massive Open Online Courses. These courses are available for free online, can be completed at the learner's own speed, and can be taken by absolutely anyone, anywhere, any time. Some of the campuses that offer MOOCs include MIT, Stanford University, Yale, UC Irvine, and Carnegie Mellon University, to name a few. Additionally, some websites completely unaffiliated with a particular university offer MOOCs.

MOOCs are new (the first ones began appearing in 2003), but they have spread like wildfire. UCI offers dozens of MOOCs in fields from art to business and management to health sciences to engineering and even offers one course taught in Portuguese. Students do not need to be enrolled in the university to view all of the Powerpoints and other materials online. With nothing more than an internet connection, people can now access thousands of courses from a variety of campuses in a multitude of subjects and learn the material at their own speed from the comfort of where-

er they learn best.

MOOCs now also exist for K-12 education as well as college courses, and while students do not receive college credit for completing a MOOC, certificates of completion are available, and many students have begun requesting credit recognition for courses completed via MOOC.

This new approach to education is highly debated, and we expect the conversation to continue.

Some are concerned that MOOCs will devalue degrees and certificates earned at community colleges and four year universities and replace traditional classrooms. Others worry about the quality of education provided by MOOCs. Some support the increased educational access provided by MOOCs. Still others find that MOOCs will die off, as nothing can replace the educational experience provided by a classroom and a community of peers and instructors. These links provide a few of the many

voices in the conversation:

<http://www.insidehighered.com/news/2013/07/09/higher-ed-leaders-urge-slow-down-mooc-train>

<http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/07/08/why-moocs-wont-revolutionize-higher-ed/>

<http://www.insidehighered.com/news/2013/01/23/public-universities-move-offer-moocs-credit>

<http://www.insidehighered.com/views/2012/09/11/essay-contradiction-facing-moocs-and-their-university-sponsors>

What do you think about MOOCs? Are they the future? Are they a fad? What do they mean for the future of writing? Share your thoughts at

facebook.com/  
teachingwritingclub

## What is *Comp Talk*?

*Comp Talk* is a new monthly publication created by the Teaching Writing Club. Its purpose is to provide a conversational platform for composition students and faculty at Cal State Fullerton. It's also a way for our club to share composition related information that we find interesting and valuable. Whether you are new to the field or you've taught more classes than you can count, we hope you'll share your thoughts and ideas as teachers of writing.

Each new issue of *Comp Talk* will feature a piece called "Continuing the Conversation" that will have a corresponding discussion posting on our facebook page where readers can share their thoughts, experiences, and ideas on something current and relevant to the field of teaching writing. We hope you'll join the conversation.

The TWC loves feedback. Feel free to drop us a line, share an experience, or let us know what you'd like to see next month. We can be reached:

Via e-mail at [teachingwritingclub@gmail.com](mailto:teachingwritingclub@gmail.com)

Via facebook at [facebook.com/teachingwritingclub](https://www.facebook.com/teachingwritingclub)

## Comp Revisited: Out of the Box

### Approaches to Teaching



Teaching composition has never been so enjoyable. *Write of the Living Dead* is the spawn of two scholarly writers and a publisher conspiring to create a freshly dug look at writing for different genres and media. Spattered with popular horror culture and written with horror enthusiasts in mind, this book raises the struggling writing handbook from the dead. Though its focus is not entirely pedagogical, it is easily adaptable for use in the college classroom. Addressing methods of voice, style, function, and formula, *Write of the Living Dead* is a great tool for students, writers, poets, authors, business writers, and teachers with a dark side. Each chapter of the creative handbook is devoted to a different genre of writing—everything from academic writing (complete with MLA and APA sample essays), business writing, and even poetry and fiction—all of it with a dark and undead twist. Revisit your teaching

*“this book raises the struggling writing handbook from the dead”*

tools and dig into this new approach to composition.

## Professional Certificate Program in Writing and Teaching

Let's face it; the job market for teachers has definitely seen better days. In an effort to help prepare students and make them more competitive in future teaching positions they might seek, CSUF offers the Professional Certificate Program in Writing and Teaching, sometimes referred to as the Teaching

Writing Certificate. This program shows potential employers that applicants are interested in and dedicated to pedagogy and have worked to develop themselves above and beyond the required MA curriculum. The complete requirements for the certificate can be viewed on the Eng-

lish Department's website at [http://english.fullerton.edu/students/prof\\_cert\\_pgrm.asp](http://english.fullerton.edu/students/prof_cert_pgrm.asp). In short, students must complete four writing courses and three professional workshops. The next one is Thursday, September 5th, from 4:00-5:15 in UH 336 and will discuss professional development.

## Teaching and Composition Calls for Papers

Attending conferences is an important part of the academic experience; not only will presenting papers at conferences provide lines on a CV, but conferences are a great opportunity to hear what is going on in the world of composition as well as gain feedback and insight into one's own academic pursuits.

The best place to locate current CFP's is the University of Pennsylvania's English Department's Call for Papers site (<http://call-for-papers.sas.upenn.edu/>). This site provides information regarding conferences, specifics on CFP's, contact information for submissions and details on how to submit papers. Some teaching and composition related CFP's on the site right now include:

<http://call-for-papers.sas.upenn.edu/node/52390>  
<http://call-for-papers.sas.upenn.edu/node/52356>  
<http://call-for-papers.sas.upenn.edu/node/52347>  
<http://call-for-papers.sas.upenn.edu/node/52319>

The Southern California Writing Centers Association is also accepting proposals until November 15th, 2013 for their conference at UCI on March 1st of next year. The theme is "Transformative Reflections" and tutors are encouraged to submit papers individually or as a panel. The call for papers can be found at:

<http://sandbox.socialwritingcenters.org/2014-tutor-conference/proposal-call/>

## Stay Informed with NCTE Student Membership!

The National Council for Teachers of English (NCTE) is a professional organization of educators of English. Students who are employed in a paid teaching position on less than a half time (such as our TAs and Writing Center staff) are eligible for the NCTE student membership. Student members receive journals and other benefits at reduced prices. Membership in NCTE also allows access to important information about the CCCC, the field's premier conference on composition since 1949.



## What is CCCC?

It's easiest to let CCCC speak for itself: "Since 1949, the Conference on College Composition and Communication (CCCC) has been the world's largest professional organization for researching and teaching composition, from writing to new media."

Last year's conference was in Las Vegas and featured a variety of topics including the connections between written works and physical bodies, ways to bridge the gap



confidence and the ways that various programs, such as remediation, can affect the way writers conceive of themselves.

between local communities and education, the ways that students construct themselves as writers, the ways mental disabilities are discussed in connection with writing, and many, many more. A panel of our very own CSUF instructors (Dr. Tom Wilcox, Dr. Steve Westbrook, Patrick Vallee, Elizabeth Saur, and Dr. Sheryl Fontaine) discussed class

The 2014 conference will be held from March 19-22 in Indianapolis, IN. Students are welcome to attend CCCC and learn about the field from its most prominent members. For more information, go to:

<http://www.ncte.org/cccc>

## TWC Frequently Asked Questions

**Q:** Do I have to be on the pedagogy tract to be a member of the Teaching Writing Club?

**A:** No. Our club members are working toward degrees in several areas of the humanities. We simply share a passion for teaching writing and welcome anyone interested in the field.

**Q:** What can I do as a club member?

**A:** Besides attending our workshops and activities, you can get involved by joining one of our club committees. E-mail us for a list of committees.

**Q:** How do I join the TWC?

**A:** You can pick up a membership envelope in the English Department Office (UH 323) and ask them to put it in our inbox.

**Q:** How can I contact the TWC?

**A:** Via e-mail at [teachingwritingclub@gmail.com](mailto:teachingwritingclub@gmail.com) or facebook at [facebook.com/teachingwritingclub](https://www.facebook.com/teachingwritingclub)