



*Second Annual*

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**COLLOQUIUM-  
FOR LECTURERS,  
BY LECTURERS**

**Saturday, May 4, 2002  
Lecturer Support Program  
California State Polytechnic University, Pomona**

**CAL POLY POMONA**

# *Welcome*

The Lecturer Support Program at California State Polytechnic University, Pomona is pleased to welcome you to the **COLLOQUIUM—FOR LECTURERS, BY LECTURERS**. This is the second time in the CSU a conference such as this has been planned for lecturers only. We are pleased that our Vice President for Academic Affairs, Dr. Jane Ollenburger, has generously provided the funds for this event recognizing the importance of opportunities for lecturers to learn from each other and to develop valuable networks across campuses and across disciplines.

The program has been divided into four time blocks each one-hour-ten-minutes. During each time period, there are three or four concurrent sessions. Concurrent sessions have one, two or three presenters or a panel. On the following pages is an at-a-glance summary of the presentations. Following that are more detailed descriptions for all presentations. For your reference, we have also included a list of presenters and a list of attendees.

We hope that we have allowed ample time at each session for questions and discussion. This is an opportunity to learn and assist each other in our most valued role as educators. At lunch you will have time to network with your colleagues. We have planned no long program – just a few words of welcome and introduction of guests.

At Cal Poly Pomona, we have four faculty support units. Although we are separate units, we work collaboratively on our projects coordinating calendars to provide the most beneficial program of activities for our faculty. I want to acknowledge the support of the directors of the other three units: Dr. Susan Kullmann Puz, Faculty Computing Center; Dr. Paivi Hoikkala, Faculty Center for Professional Development; and Dr. David Speak, New Faculty Orientation. And I would remiss if I did not thank Debra Brum, Associate Vice President for Faculty Affairs, for her support in making this event possible.

We hope you find today a valuable experience and that you will take a few minutes to complete the evaluation form. Your thoughts are very important to us in planning future **COLLOQUIUMS**.



Patricia E. Zambell, Director  
Lecturer Support Program  
Cal Poly Pomona

# Notes

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*Program At-A-Glance: Plan Your Day*

**Session I**

**9:15 a.m. - 10:25 a.m.**

**Room 79B-1230**

**Your Local Museum as Text, or This is Not  
Your Grade School Field Trip**  
Braunstein, CSU Sacramento

**Incorporating Community Service Learning  
Into the Classroom**  
Evans, CSU Bakersfield

**Regional Art & Literature As a Framework for  
a First Year Experience Course**  
Staples, CSU Monterey Bay

**Room 79B-1243**

**Integrating Seabird Research Into an  
Elementary Teachers Science Course**  
Martin, CSU Long Beach

**ROPES COURSE: Experiential Learning to  
Support Management Theories**  
Yoder, CSU Fresno

**Room 79B-1217/1227**

**The Changing Faces of Student-Centered  
Teaching: Refiguring the Center**  
Hackelton/Hodson/Innerst-Peterson, CSU Pomona

**Room 79A-1263**

**Gender-As-Performance: A Radical  
Teacher Approach**  
D'Arcy, CSU Chico

**Session II**

**10:35 a.m. - 11:45 a.m.**

**Room 79B-1230**

**Addressing Student Motivation in Education**  
Burns, CSU Long Beach

**Physics Education Today and Student-  
Instructor Interactions in Class**  
Kocharian, CSU Northridge

**The Wages of Tenure: Cultural Hierarchy  
in the University**  
Walzer, CSU Pomona

**Room 79B-1243**

**HELP!! Overcoming Technological Constraints in  
the Composition Classroom**  
Bowen/Rogers/Vazquez de Diriyé, CSU Pomona

**Room 79B-1217/1227**

**Humor in the Classroom**  
Hutchenreuther, CSU San Luis Obispo

**Using Hollywood Films to Enhance  
Theoretical Applications**  
Yoder, CSU Fresno

**Room 79A-1263**

**The Courage to Connect**  
Decyk/Hoffman/Rivera, CSU Long Beach

**12:00 p.m. - 1:00 p.m.**

**Lunch at Kellogg West-Hillside Terrace**

*Program At-A-Glance: Plan Your Day*

**Session III**

**1:00 p.m. - 2:15 p.m.**

**Room 79B-1230**

**Simulating Business Competition  
in a Classroom Game**  
Walgren, CSU Fullerton

**From Achievement to Proficiency with Student-Generated  
Video and PowerPoint Presentations**

Loewensen, CSU Monterey Bay

**Room 79B-1243**

**Meeting the Needs of Students With Disabilities**  
Zitzer-Comfort/Dornon CSU Pomona

**Room 79B-1217/1227**

**Excuse Me Professor, Your Manners Are Showing:  
Classroom Etiquette and Methods for Lecturers**  
Vaughn, CSU Pomona

**Using ASP to Keep Track of Student Attendance**  
Leiman, CSU Pomona

**Session IV**

**2:20 p.m. - 3:30 p.m.**

**Room 79B-1230**

**Classroom Newsletters**  
Hutchenreuther, CSU San Luis Obispo

**Supplementing Classroom Instruction  
with Blackboard**  
Gotts, CSU Fullerton

**Embedded Assessment: Sound Pedagogy  
that Documents Itself**  
Tropea, CSU Chico

**Room 79B-1243**

**A Communication Exercise Demonstrated  
Experientially**  
Dell'Osso, CSU Pomona

**Stand Up For Learning**  
Grosse, CSU San Luis Obispo

**Room 79B-1217/1227**

**Building a Campus Lecturer Community:  
The Cal Poly Pomona Lecturer Liaison Program**  
Bowen/Lloyd/Rudicel/Stahl, CSU Pomona

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## ***Welcome to the Second Annual COLLOQUIUM***

*Please note the following changes to the program, and plan your day accordingly:*

*The presentation **Gender-As-Performance: A Radical Teacher Approach** by Anne D'Arcy, Session I Room 79A-1263 from 9:15am-10:25am, will not take place, and there is no substitute presentation scheduled.*

*The presentation description for **Your Local Museum as Text, or This is Not Your Grade School Field Trip** by Stephanie Braunstein, Session I Room 79B-1230 from 9:15am-10:25am has an error. Line 2 should state "text" is **not** limited to words written on a page.*

*Lunch will take place at **Kellogg West Hillside Terrace**, not the Hillside Dining Room.*

*The presentation **Stand Up For Learning** by Robert Grosse, Session IV Room 79B-1243 from 2:20pm-3:30pm, will not take place, however there is a substitute presentation **Transcultural Translation of the West and the East -- A Multicultural Teaching and Rethinking Approach**, by Howard Jian, CSU Pomona, *Interdisciplinary General Education**

Until recently, the concepts of revolution, nation-state, modernity, democracy and republic have been regarded as things typically Western by educators, historians and politicians in the West as well as the East. This study debunks this linear and teleological Enlightenment historical approach and demonstrates that in fact there had been a heavy East-West interaction through transcultural "translation" in the East at the turn of the twentieth century. By way of abundant use of ancient words from classical Chinese texts and contexts, the Chinese and Japanese scholars exercised their agency and re-bottled the Western imports with Eastern cultural essence in promoting their agenda of "modernity." The hybridism in the transcultural translation created unique Eastern "modern" perspectives that ultimately became crucial in affecting the countries' paths toward communism or capitalism.

*Please see other side*

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*We would like to thank the **CSU Institute for Teaching & Learning** for its gracious donation!*

***The departments were listed incorrectly for the following presenters:***

*Betsy Decyk, CSU Long Beach, Philosophy and Psychology*

*Elizabeth Hoffman, CSU Long Beach, English and Faculty Center for Professional Development*

*Julie Rivera, CSU Long Beach, Chicano and Latino Studies*

***Additions to List of Attendees:***

*Barry Hunt, CSU Dominguez Hills, Health Science*

*Dr. Harriet Lord, CSU Pomona, CFA Pomona President*

*Barry Mednick, CSU Fullerton, Information Systems and Decision Sciences*

*Dr. Jane Ollenburger, CSU Pomona, Vice President, Academic Affairs*

*Mike Puckett, CSU Pomona, Art Student*

*Arlene Ring, CSU Fullerton, American Studies*

*Prentiss Robinson, CSU Pomona, Electrical and Computer Engineering*

*William Feldman, CSU San Luis Obispo, English*

*We apologize that these individuals were not in the program before it went to printing*

***Your Local Museum as Text, or This is Not Your Grade School Field Trip***

***Speaker:*** Stephanie Braunstein, English, CSU Sacramento

Current semiotic theory and contemporary composition pedagogy share the belief that “text” is limited to words written on a page. As teachers of literacy and expository writing, we must recognize the opportunities that visual “texts” offer to enhance our students’ understanding of both theme and process. Keeping these ideas in mind, I would like to share my experiences utilizing art museum exhibits as “prompts” for writing assignments in lower division English courses.

***Incorporating Community Service Learning into the Classroom***

***Speaker:*** Allison Evans, Psychology, CSU Bakersfield

This presentation will explore how to meet important program objectives by incorporating a community service learning component into a college course. Participants will review the course materials that encouraged students to connect their community service to the classroom.

***Regional Art & Literature as a Framework for a First Year Experience Course***

***Speaker:*** Lila Staples, Visual & Public Arts and Human Communications, CSU Monterey Bay

This presentation will explore the positive social and academic effects of using regional art and literature as a framework for a freshman first-year experience writing and critical thinking class, and how it helps connect them to their off-campus community.

***Integrating Seabird Research Into an Elementary Teacher's Science Course***

***Speaker:*** Catherine Martin, Science Education, CSU Long Beach

To increase students' understanding of real science, data on seabird growth was integrated into a science course for prospective elementary teachers. While one instructor taught the course, a second collected new data on petrels in Chile. Through conference calls and multimedia presentations, students learned how a biologist conducts field-work.

***ROPES COURSE: Experiential Learning to Support Management Theories***

***Speaker:*** Diane Yoder, Management, CSU Fresno

The presenter will introduce ways the "challenge-by-choice" games that are used on ropes courses allow students to apply management theories to real-life situations. Theories that are best supported by this experience, reflective questions that evoke critical thinking on the parts of students, and sample student papers will be introduced.

***The Changing Faces of Student-Centered Teaching: Refiguring the Center***

***Panel:*** *Devon Hackelton, English and Foreign Languages, CSU Pomona*  
*Kristy Hodson, English and Foreign Languages, CSU Pomona*  
*Sarah Innerst-Peterson, English and Foreign Languages, CSU Pomona*

The changing faces of the students in our Southern California composition classrooms have changed how we, as teachers trained in student-centered teaching, face the center. We realize that, although student-centered teaching remains a worthwhile approach for us, the demands are different from when we first learned these pedagogies. Our presentation will explore and work to redefine student-centered teaching approaches that support a new model of figuring the center. Each of the three speakers will briefly discuss aspects of our collaborative work on this problem. Kristy Hodson, “Multiple Perspectives”; Devon Hackelton, “Student Learning in The Circle”; Sarah Innerst-Peterson, “Collaboration with Students”.

***Gender-As-Performance: A Radical Teacher Approach***

***Speaker:*** Anne D'Arcy, English and Philosophy, CSU Chico

Demonstrates one approach to a gender issue lesson in bioethics (postmenopausal pregnancy), using Mary Louise Pratt's "Arts of the Contact Zone" as the underlying theory and gender-as-performance as the method (interactive).

### ***Addressing Student Motivation in Education***

*Speaker: Marka Burns, Art/Liberal Studies, CSU Long Beach*

High student involvement can make a difference in creating an energized and exciting environment in the classroom. The presentation I will be giving addresses a specific technique that may be helpful in creating more motivated and involved students. I was concerned with two things: student participation and the problem of weak essay writing. I will talk about how I devised student presentations that effectively addressed both problems.

### ***Physics Education Today and Student-Instructor Interactions in Class***

*Speaker: Armen Kocharian, Physics and Astronomy, CSU Northridge*

I share thoughts about successful “philosophy” and experience in teaching Physics subjects in Colleges and Universities, different approaches and student-teacher interactions in the classroom is discussed.

### ***The Wages of Tenure: Cultural Hierarchy in the University***

*Speaker: Andrew Walzer, Liberal Studies and Interdisciplinary General Education, CSU Pomona*

The well-known labor historian David Rodieger writes in the award-winning book *The Wages of Whiteness* (1991) that late 19th century union members resisted organizing with workers of color because they saw their whiteness as a source of privilege, or a kind of wage. Rodieger bases this analysis on the work of W.E.B. Du Bois, who argued that white workers were “compensated in part by a ...public and psychological wage (qtd. in Rodeiger p. 12).” In other words, as Rodieger describes it, whiteness functioned as a wage, “as a source of status and privilege..[that] could be used to make up for alienating and exploitative class relationships.” White workers constructed their identity in relation to what they were not: blacks and slaves. I want to draw the analogy between the way whiteness functioned at the end of the 19th century and the way that tenure status currently functions in the university. Tenure too can be seen as a wage, a source of status and privilege, that compensates for poor working conditions and wages. Tenured faculty too define themselves as privileged in relation to what they are not: part time faculty or graduate teaching assistants.

***HELP!!! Overcoming Technological Constraints in the Composition Classroom***

***Panel:*** Alison Bowen, English and Foreign Languages, CSU Pomona  
Susan Rogers, English and Foreign Languages, CSU Pomona  
Esmeralda Vazquez de Diriye, English and Foreign Languages, CSU Pomona

The panelists will discuss their past experiences in technology-oriented writing classrooms. They will share some simple techniques to help instructors avoid technology barriers, as well as demonstrate how to effectively use elements of the threaded discussion board, peer reviews, and WebCT for communication inside and outside of the classroom.

### ***Humor in the Classroom***

*Speaker: Mark S. Hutchenreuther, Computer Science, CSU San Luis Obispo*

Teaching is a whole lot easier if you have a sense of humor. So is learning. Telling jokes is not the answer, not with the political correctness and sexual harassment happening out there. By observing life around us, and reflecting on our own lives, we find anecdotes that fill the bill.

### ***Using Hollywood Films to Enhance Theoretical Applications***

*Speaker: Diane Yoder, Management, CSU Fresno*

Hollywood films offer poignant examples to support many theories discussed in management. Attendees will view a sample video and discuss concepts and reflective devices to enhance the use of the video. A handout of multiple video clips, theories supported by those clips, and assignments related to the clips will be given to all participants.

***The Courage to Connect***

**Panel:** *Betsy Decyk, Philosophy/Psychology, CSU Long Beach*  
*Elizabeth Hoffman, Philosophy/Psychology, CSU Long Beach*  
*Julie Rivera, Philosophy/Psychology, CSU Long Beach*

In *The Courage to Teach* Parker Palmer recognized the solitude of teaching and challenged faculty to connect with each other. This workshop will provide reasons why lecturers in particular should take this challenge, will give an overview of the Professional Enhancement Network (PEN Project) at CSULB, and will offer practical suggestions for developing faculty communities for teaching.

***Simulating Business Competition in a Classroom Game***

***Speaker:*** Blaine Walgren, Finance, CSU Fullerton

I have the students in a finance class form companies and compete with one another to sell a product. They track the results of the company with T-accounts. The simulation could be adapted for economics or accounting classes. The students are enthusiastic about playing this “game”.

***From Achievement to Proficiency with Student-Generated Video and PowerPoint Presentations***

***Speaker:*** Frauke Loewensen, World Languages and Cultures, CSU Monterey Bay

The presentation will demonstrate one way to help students move from language achievement to language proficiency. It will discuss the learning outcomes for a first and second semester Spanish class and provide a rationale for the technology-based student projects. It will explain the assignments and rubrics and show examples submitted by students.

***Meeting the Needs of Students with Disabilities***

***Panel:*** Carol Zitzer-Comfort, English and Foreign Languages and College Reading Skills Program, CSU Pomona  
Becky Dornon, Senior Student, Computer Science, CSU Pomona

Retention and graduation rates for students with disabilities are often extremely low; yet students with disabilities are often excluded from campus retention programs. Panel members will present an overview of the various needs of students with disabilities and examine ways in which faculty can better serve the many students on our campuses who have disabilities.

***Excuse Me Professor, Your Manners Are Showing; Classroom Etiquette and Methods for Lecturers***

***Speaker:*** Karen Vaughn, Mathematics, CSU Pomona

In this presentation, I seek to address the need for lecturers to consider their professional behavior. I suggest common sense strategies for improving communication and etiquette skills that will enhance the productivity of the students. The audience will participate in a short exercise to illustrate some methods.

***Using ASP to Keep Track of Student Attendance***

***Speaker:*** Tjiputra Leiman, Computer Information Systems, CSU Pomona

In a big class, taking attendance of 100 students is time consuming. A program written in both Visual Basic and ASP will do the class attendance faster and in the most versatile way. The Visual Basic program will generate random codes called attendance passwords. An attendance password will be given to each student who attends the class. After the class is over, the student with the attendance password will go to a computer and enter his or her password to the class' ASP-based website. The ASP program of the website will validate the password and if it is valid, it will be accepted and as deemed necessary, respective extra credit is assigned.

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***Classroom Newsletters***

*Speaker: Mark S. Hutchenreuther, Computer Science, CSU San Luis Obispo*

Course syllabi, and homework or laboratory assignments don't have to be plain vanilla white sheets of paper. By using a newsletter format and color, students are more likely to read the papers you hand out and your course (and you) can be a lot more interesting.

***Supplementing Classroom Instruction with Blackboard***

*Speaker: Earl Gotts, Elementary, Bilingual and Reading Education, CSU Fullerton*

I share how to use a web-based system to improve communication with students and to supplement classroom interaction.

***Embedded Assessment: Sound Pedagogy that Documents Itself***

*Speaker: Greg Tropea, Philosophy, CSU Chico*

Embedded assessment can provide students and faculty with low overhead feedback on course effectiveness. This session presents one such technique that students found especially worthwhile.

### *A Communication Exercise Demonstrated Experientially*

*Speaker: Linda Dell'Osso, Management and Human Resources, CSU Pomona*

Communication is often times assumed to be effective when it is not. Different interpretations of communication can lead to accomplishing tasks in a variety of ways. Hence, relearning how to effectively communicate becomes necessary. During this workshop, two communication exercises that can be used in the classroom setting will be presented. These exercises show that effective communication cannot be assumed.

### *Stand Up For Learning*

*Speaker: Robert Grosse, Management, CSU San Luis Obispo*

Current education training plus common sense dictates that students in a 1 1/2 hour long lecture setting need occasional physical movement to remain attentive (also known as "The brain can accept only as much as the seat can endure" principle). This presentation will show some innovative techniques that can be adapted to any classroom to get students on their feet and interested in learning.

***Building a Campus Lecturer Community: The Cal Poly Pomona Lecturer Liaison Program***

***Panel:*** Alison Bowen, English and Foreign Languages, CSU Pomona  
John Lloyd, History, CSU Pomona  
Stephen Rudicel, Interdisciplinary General Education and Liberal Studies, CSU Pomona  
Kenneth Stahl, Interdisciplinary General Education, CSU Pomona

This panel will discuss the challenges and potentials of this particular kind of lecturer organization at the campus wide level and looking at particular examples, especially from Liberal Studies and English, of how it works at the department level.

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Burns	Marka	II	79B-1230
Decyk	Betsy	II	79A-1263
Dell'Osso	Linda	IV	79B-1230
Dornon	Becky	III	79B-1243
Evans	Allison	I	79B-1230
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Zitzer-Comfort	Carol	III	79B-1243

# List of Attendees

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<u>Last Name</u>	<u>First Name</u>	<u>Campus</u>	<u>Department</u>
Abdel-Rahman	Ahmad	Pomona	Finance
Bodner	Myrna	Pomona	Education
Bowen	Alison	Pomona	English and Foreign Languages
Bower	Virginia	Pomona	Education
Brady	Chris	Pomona	Biology
Braunstein	Stephanie	Sacramento	English
Brum	Debra	Pomona	Associate Vice President, Faculty Affairs
Burns	Marka	Long Beach	Art and Liberal Studies
Cerini	Jennifer	Pomona	Lecturer Support Program and New Faculty Orientation
Decyk	Betsy	Long Beach	Philosophy and Psychology
Dell'Osso	Linda	Pomona	Management and Human Resources
Dornon	Becky	Pomona	Senior Student, Computer Science
Estrada	Maria	Pomona	English and Foreign Languages
Evans	Allison	Bakersfield	Psychology
Evans	Bud	San Luis Obispo	Political Science
Foster	Ilene	Pomona	Education
Girouard	William	Pomona	Industrial & Manufacturing Engineering
Gotts	Earl	Fullerton	Elementary, Bilingual and Reading Education
Hackelton	Devon	Pomona	English and Foreign Languages
Hawkins	Judith	San Bernardino	English
Hodson	Kristy	Pomona	English and Foreign Languages
Hoffman	Elizabeth	Long Beach	Philosophy and Psychology
Hoikkala	Paivi	Pomona	Interim Director, Faculty Center for Professional Development
Hutchenreuther	Mark	San Luis Obispo	Computer Science
Innerst-Peterson	Sarah	Pomona	English and Foreign Languages
Jian	Howard	Pomona	Interdisciplinary General Education and Liberal Studies
Karplus	Mark	Hayward	Chemistry
Kocharian	Armen	Northridge	Physics and Astronomy
Kullman-Puz	Susan	Pomona	Director, Faculty Computing Support Center

# List of Attendees

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<u>Last Name</u>	<u>First Name</u>	<u>Campus</u>	<u>Department</u>
Lee	Johnnie	Pomona	English and Foreign Languages
Leiman	Tjiputra	Pomona	Computer Information Systems
Lloyd	John	Pomona	History
Lockard	Kandy	San Bernardino	Writing Center
Loewensen	Frauke	Monterey Bay	World Languages and Cultures
Lopez	David	Pomona	Computer Information Systems
Lucas	Vaughn	Pomona	Computer Information Systems
Mackay	Rosaleen	Pomona	English and Foreign Languages
Martin	Catherine	Long Beach	Science Education
Mchard	Richard	Pomona	Computer Science
Mednick	Barry	Fullerton	
Morton	Charles	Pomona	History
Mullane	David	Pomona	English and Foreign Languages
Murphy	Sharon	Pomona	Coordinator, Service Learning
Nelson	Linnea	Pomona	Education
Pohlmann	John	Pomona	History
Pye	Siew-Ching	Pomona	Mathematics
Quintana-Mullane	Kimberly	Pomona	English and Foreign Languages
Rivera	Julie	Long Beach	Philosophy and Psychology
Rogers	Susan	Pomona	English and Foreign Languages
Rudicel	Stephen	Pomona	Interdisciplinary General Education and Liberal Studies
Shariat	Parvin	Long Beach	Engineering Technology
Shirley	Jill	Pomona	Mathematics
Speak	David	Pomona	Director, New Faculty Orientation
Stahl	Kenneth	Pomona	Interdisciplinary General Education and Liberal Studies
Staples	Lila	Monterey Bay	Visual and Public Arts & Human Communications
Thompson	Barbara	Pomona	Communications
Tropea	Greg	Chico	Philosophy
Vaughn	Karen	Pomona	Mathematics
Vazquez de Diriyé	Esmeralda	Pomona	English and Foreign Languages
Walgren	Blaine	Fullerton	Finance
Walzer	Andrew	Pomona	Interdisciplinary General Education and Liberal Studies

# List of Attendees

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<u>Last Name</u>	<u>First Name</u>	<u>Campus</u>	<u>Department</u>
Yoder	Diane	Fresno	Management
Zambell	Patricia	Pomona	Director, Lecurer Support Program
Zitzer-Comfort	Carol	Pomona	English & Foreign Languages, and Director, College Reading Skills Program