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## SFSU Writing Program Updates

October 18th, 2018

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### Announcements

I'm pleased to announce Episode 2 of our professional development podcast series: *This Is Writing: Folio Thinking with Crystal Wong*. If you missed Crystal's workshop on digital portfolios, please tune in to the podcast on our [Portfolium page](#), where Crystal presents her key points and where you can view her slides.

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Mark your calendars for "**Helping Students in Crisis**," a presentation by the Action Crisis Team at SFSU. Details can be found [here](#).

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Please advise your 114 students that they are required to take 214 (it has not gone away yet). If you are teaching 104, make sure your students know that they need to sign up for YOUR 105 in the spring, which will meet at the same time/day.

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If you're planning to travel to a conference this year and would like to apply for funds, please follow the steps explained [here](#).

### Highlights

This week I had a chance to chat with Ashley Knowlton about her work with the [Prison University Project](#). The Prison U Project offers educational opportunities to incarcerated people at San Quentin and partners with [Project Rebound](#) on our campus to support formerly incarcerated people as they pursue their education at SF State. It's really wonderful to see the way our work as writing teachers reaches beyond traditional classroom walls.



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## Upcoming Events

### **Friday, October 19, 10:00 am:**

"Assessing Peer Reviewers' Contributions" with the Eli Review Learning Circle. Click on [this link to participate in this Zoom webinar](#).

### **Monday, October 22nd, 2:00 pm:**

"Helping Students in Crisis" with the Action Crisis Team and the Title IX Team. Learn about the services they offer for students and strategies for communicating effectively with students in crisis. HUM 485

### **Wednesday, Oct 24, 2:00:**

"Another Strategy for Remixing\* Join Nick Sousanis, professor of comics studies, for a hands-on workshop in HUM 581. Nick will take participants through a few hands-on making activities that you'll be able to try out with students. Plan for 1-1 1/2 hours - and Nick can stay longer to talk to participants individually.

### **Monday November 5, 2:00 pm:**

CSL Learning Circle: "CSL Course Design and Grant Application Advice." HUM 484 and via Zoom

### **Thursday November 8, 3:30 pm:**

Join us for a discussion on equity and inclusion with Metro Academy's Landon Smith HUM 485

### **Wednesday November 14, time**

#### **TBD:**

How To Teach Digital Writing: Come Share and Get Ideas,

### **Wednesday November 28, time**

#### **TBD:**

Digital Writing Roundtable Discussion

### **Date TBD:**

Developing Students' Purpose in College and Beyond (with Orlando Harris, Director of Career Services and Leadership Development)

### **December 1, 9:00-3:00pm:**

[Bay Area Writing Project Forum:](#) What Do We Mean by "Critical Thinking"? UC Berkeley

### **Friday December 21,**

I started teaching in Fall of 2015 as a GTA. After graduating in Spring of 2016 with an MA in English Composition and a certificate in Postsecondary Reading, I stayed at SF State, teaching various First and Second Year Composition courses.

*How long have you been volunteering at San Quentin?*

I'm fairly new to the Prison University Project at San Quentin. I started in May of this year, teaching a summer English 99A course (Introduction to Pre-College Writing). This fall, because of my existing course-load outside of San Quentin, I am volunteering in Study Hall as a Designated Tutor for English 99A and 99B courses.

*What motivated you to volunteer there?*

I have difficulties articulating my motivation. Over the summer, I went to an adjunct faculty symposium at Skyline College; the keynote speaker, Cesar A Cruz Teolol, facilitated a talk on crafting equitable environments, while noting the pitfalls of fostering a "savior complex" within education. Also, I recently attended a conference hosted by San Quentin. At this conference, one of the talks titled "The Hand that Feeds You: How the Savior Complex in Prison Rehabilitative Programming Upholds the Status Quo," (by Heather Hart, Prison University Project, and James King, Patten University at San Quentin), discussed how fostering a savior complex is absolutely detrimental for both progress and student success.

These talks have complicated (but made me more mindful of) my typical response when I'm asked about why I teach and why I specifically teach at a prison.

Regardless, my initial motivation was influenced by my father. He was incarcerated at a more remote California State Prison as a result of a felony conviction for "controlled substance" charges in 2003. Watching him struggle with reentry after prison has informed my understanding of the pitfalls associated with being incarcerated, as well as

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**9:00am-12:00pm:**  
End-of-term Retreat

### CSU Professional Development Webinars:

**Friday, Oct 26, 2:00 pm:**  
Multilingual Learning in  
Heterogeneous Writing Classrooms  
Link:

<https://calstate.adobeconnect.com/writing>

Recording  
of [Building Meaningful Writing Assessment](#), presented by Dr. Cindy Bae

Recording of  
[Universal Design for Deep Student Learning in Composition](#), presented by Dr. Virginia Crisco

### Upcoming CEETL Workshops:

**Wednesday, Oct 17, 1:30-2:30 pm:**  
Keynote Speaker Timothy M. Renick:  
Creating a Student-Centered  
University through Data and  
Analytics.

**Thursday, October 18, 10:15-11:15 am:**  
Five Things Students want Faculty  
and Administrators to Know about  
Student Success

**Thursday, October 18, 12:00-12:45 pm:**  
Keynote Speaker Jamiene S.  
Studley: True Student Success: An  
Expansive Notion of Quality,  
Completion and Outcomes

opportunities available inside a correctional institution to foster growth, rehabilitation, and support.

In all, as a supporter of both greater access to education, as well as prison reform, volunteering at San Quentin as an English instructor appealed to me.

*What's been your best/most successful / most memorable moment as a writing teacher at San Quentin?*

I don't have one single moment that comes to mind. However, being a fan of Integrated Reading and Writing, I think my favorite thing to do while teaching and tutoring at San Quentin is to facilitate or foster collaborative reading activities and discussions. I love the dialog that develops; having different peer perspectives, experiences, inquiries, and interpretations crafts such an interesting conversation about any given text or topic.



### This is Writing

Check out our [Portfolium page](#) to listen to all of our episodes.



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