



**COLLEGE OF
LIBERAL ARTS & SCIENCES**

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August 20, 2018

Prof. Thomas Schmidt
Chair, Council on Teaching
UI Office of the Executive Vice President and Provost

Dear members of the UI Council on Teaching,

This past March, thanks to the support of the Teaching in Higher Education Travel Award, I was able to travel to Kansas City for the Conference on College Composition and Communication (CCCC), where I delivered a paper entitled “Beyond the I-Search: Research Skills and Scholarly Identity in the First-Year Writing Classroom.” My paper examined an oft-cited student writing problem—that students engage only minimally with secondary sources when conducting research—and argued that it is actually a teaching and learning problem. Without student investment in the tasks of academic writing, students will rationally see those tasks as a kind of box-checking. The only way to reliably entice student investment is through a student-centered and inclusive pedagogy that meets students where they are. We cannot grapple with the problem of how students see sources, the paper concludes, before we first start to grapple with the fact that they do not see themselves as sources.

Researching, writing, and delivering this paper was a valuable experience, both for my growth as a teacher and scholar, and for my ability to contribute to the broader institutions and communities I am a part of.

The work that went into writing this paper, and the fruitful conversations I joined in many pedagogy sessions at the conference, contributed directly to a presentation I made for CIRTl at UIOWA this June. As part of CIRTl’s Teaching-as-Research Fellows program, I presented on “Theories and Frameworks in Teaching.” Many of the ideas that I started developing as part of my conference paper became fully fleshed out in this hour-long talk centering on student motivation.

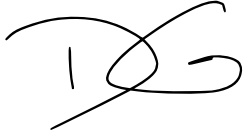
In addition, attending and taking part in the conference allowed me to pick up a number of ideas that informed the teaching column I write for the *Chronicle of Higher Education*. In particular, my pieces “Your Students Learn by Doing, Not by Listening” (5/1/18) and “Give Students More Options When They Have to Take Your Class” (5/16/18) both originated in conversations I had with other teacher-scholars at CCCC.

Finally, as I begin another semester teaching Rhetoric, the work the Travel Award allowed me to do will help me further improve my teaching here at Iowa. I am excited to try out some new

strategies this semester to better reach all of my students, to ensure that each one is pursuing their own goals, and to be more responsive to their progress along the way.

An award like this is especially important for non-tenure-track faculty like myself. Those of us on campus who are devoted to their teaching, and to the scholarly pursuit of improved pedagogy, don't always have the resources necessary to carry out that pursuit fully. I want to emphasize how grateful I am to the Council for their help. Thank you very much for your generous support.

Sincerely,

A handwritten signature in black ink, appearing to be 'DG' with a stylized flourish.

David Gooblar
Lecturer
Department of Rhetoric
University of Iowa