ACADEMIC TECH

What iLearn Knows That You Don't: Are Your Students Reading Your Comments?

Drs. Angela Laflen & Michelle Smith
School of Liberal Arts

➢ **WHERE**
MU 3204 & virtual attendance available

➢ **WHEN**
12:30-1:30 PM, Wednesday, February 3, 2015

➢ **REGISTRATION**
CTE registration site
http://www.marist.edu/facultystaff/cte/workshops.html
or contact
Academic Technology
845.575.3836
academic.technology@marist.edu

Workshop Description

Likely every teacher who grades writing assignments has wondered at one time or another whether students actually take the time to look at the comments the teacher has labored over. With the help of iLearn's Site Statistics, we have been able to find an answer to this question and to pinpoint specific strategies teachers can take to help ensure that students will see their feedback. Although our project focuses specifically on grading collected and returned through iLearn, we will also discuss implications for grading hard copy papers as well.

Angela Laflen, PhD, is an Associate Professor of English and Co-Director of the Women's Studies Program at Marist College. She teaches in the areas of Digital Writing, Technical Communication, and Literature and Gender. Her published work focuses on online pedagogy, visual rhetoric, and gender issues. She is author of Confronting Visuality in Multi-Ethnic Women's Literature (Palgrave Macmillan; 2014) and co-editor of Gender Scripts in Medicine and Narrative (Cambridge Scholars Publishing; 2010).

Michelle Smith, PhD, is an Assistant Professor of English at Marist College, where she teaches public writing and rhetoric. Her research interests include feminist rhetorics, rhetorical theory, and the rhetorical gendering of work. She is the recipient of a 2012 NEH Summer Stipend for her ongoing study of gendered labor in 19th-century intentional communities. In addition to her historical work, she has recently published book chapters on Kenneth Burke's pentad and Hillary Clinton's 2014 campaign autobiography.