

Center for Teaching Excellence

This is the eighth of a series of newsletters encouraging faculty enrichment and excellence in teaching by announcing opportunities, sharing ideas, and promoting collaboration.

Workshop on Teaching Writing

May 6

8:30 a.m. to 4:30 p.m.

Dresher Campus, LC159

Dr. Lee Ann Carroll, Professor of English and Director of Composition, and Dr. Theresa Flynn, Director of the Writing Center and the Junior Writing Portfolio, will offer a one-day intensive workshop on the effective teaching of writing in all academic disciplines.

Topics to be covered:

- *developing assignments,*
- *responding to assignments,*
- *evaluating assignments,*
- *other valuable teaching tips.*

- ❖ *This workshop will be designed primarily for those who teach courses which are designated as “writing intensive.” Each of these faculty members is urged to attend.*
- ❖ *All pre-tenure faculty members are especially encouraged to participate.*
- ❖ *All faculty are invited and will benefit tremendously.*

In association with the California Writing Project, Dr. Carroll has conducted numerous workshops on the teaching of writing for teachers K-University in California and nationally. She is the author of the book Rehearsing New Roles: How College Students Develop as Writers which is based on a longitudinal study of Pepperdine University students across academic majors.

Each person who participates will be given these texts:

- *Dr. Carroll's book, Rehearsing New Roles: How College Students Develop as Writers,*
- *John C. Bean's Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom,*
- *Gerald Graff and Cathy Birkenstein's They Say I Say: The Moves that Matter in Academic Writing.*

Lunch will be provided as well as a modest stipend.

Call for Proposals

The Professional and Organizational Development (POD) Network
&
The National Council for Staff, Program and Organizational Development
(NCSPOD)

2008 POD Network/NCSPOD Conference
October 22-25, 2008
The Nugget Resort
Reno, Nevada, U.S.A.

You are enthusiastically invited to be a part of the joint POD and NCSPOD annual conference in Reno, Nevada, October 22-25, 2008. Please join us in exploring the theme of weaving patterns of practice.

Proposals are due **APRIL 7, 2008.**

Read the complete call for proposals and submit online at
<http://podnetwork.org/conferences/2008/>

*The Center for Teaching Excellence can pay your way to this conference!
Make your plans to attend!*

Faculty Colloquia

Thursday afternoon, April 10
4:00 p.m.
Kresge Room in Payson Library

Victoria Myers, Blanche E. Seaver Professor of English, will present a lecture entitled “Coleridge’s Book of Pantisocracy and the Narrative Imagination.”

Thursday afternoon, April 17

4:00 p.m.

Kresge Room in Payson Library

Dan Caldwell, Distinguished Professor of Political Science, will present a lecture entitled “The Legitimation of the Nixon-Kissinger Grand Design.”

TurnItIn Training Session

Mark Giglione will offer a training session on the use of this new feature of Blackboard which addresses plagiarism.

Friday afternoon, April 4

2:00 p.m.

Payson Library Computer Room.

If you have questions about any of these opportunities, please email me. constance.fulmer@pepperdine.edu

Sources of Power from *Faculty Focus*

April 2008

Teachers have power in the classroom, but where does that power come from? Communication educators have taken a well-known typology of power and applied it to teachers. According to this theory-based schematic, individuals exert influence over other individuals based on five different sources of power. Here’s how these power bases work in the classroom.

Reward power—Students (even very young students) learn quickly that teachers can give them rewards. In the college classroom those rewards may be bonus points, extra credit, or less tangible things like compliments or other forms of positive feedback. Students do what the teacher asks or tells them to do because they are motivated to get these rewards.

Coercive power—Students also learn that teachers can punish. There may be penalties for late papers or lost points for unexcused absences from class. There may be negative feedback or criticism levied against a student in front of his or her peers. In this case, students respond to the teacher’s power because they want to avoid these kinds of punishments.

Legitimate power—This source of power comes from the teacher's role. Students expect teachers to have some authority over them, because that's the nature of a teaching role. Teachers, not students, determine what students will study, what assignments they will complete, and what standards they must reach in order to pass and do well. If students accept these agreed-upon definitions of a teacher's role, they will acquiesce to the teacher's direction.

Referent power—In this case, students do the teacher's bidding because students admire the teacher. They identify with the teacher, want to associate with the teacher, and in some cases even want to be like the teacher. Because students identify with the teacher and have positive regard for him or her, they willingly do as the teacher says.

Expert power—This power comes from the teacher's knowledge of content and/or expertise as an educator. Students recognize that the teacher knows more than they do about the subject or that the teacher has more experience. They are willing to do as the teacher says because they recognize that the teacher knows more than they do.

In each case, the power involved is displayed through actions. Teachers do not explicitly discuss how they have power over students, or if they do; they would do so at their own peril. Rather, teachers make moves based on these sources of power—they tell students how to solve a problem, or that points will be taken off if papers are late, and they respond with smiles, nods, and positive reactions to a student's answer. If students respond by following the teacher's direction, by accepting the rules or by answering other questions, their behaviors confirm their willingness to let the teacher influence them.

The application of these classic sources of power to the teacher-student relationship is well explained in this article: Schrod, P., Whitt, P.L., and Truman, P.D. (2007). Reconsidering the measurement of teacher power use in the college classroom. *Communication Education*, 56 (3), 308-332.

This article first appeared in *The Teaching Professor*, a newsletter written for everyone involved with classroom instruction in higher education. See for yourself what a great tool *The Teaching Professor* is - [sign up for a free 3-month, no-obligation trial subscription.](#)

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Let's use our power wisely and never abuse that power in any way!