Rhetoric & Composition

Developed by J. Wiggins

Jordan Wiggins

Teaching Philosophy

I was designed for education.

Teaching has always been my rewarding career. I've tried corporate work, but my passion lies in the classroom and student growth.

As an educator, I strive to create a stimulating and inclusive learning environment that develops critical thinking, creativity, and communication. My teaching philosophy revolves around three principles: **engagement, mbongi, and personal growth.**

First, I believe in engagement by creating an interactive classroom environment. This environment promotes active participation in discussions, group activities, and exercising accessibility throughout the course. By incorporating **real-world activities and current events**, I aim to make the subject matter relevant and relatable– students develop a genuine interest in the course.

Second, I practice an Mbongi style of classroom facilitation. This process is not monolithic and the campus culture determines best practice. The exchanging and learning from each other exposes students to perspectives outside of their own. This collaborative approach not only enhances their understanding of the subject matter, it also cultivates empathy, teamwork, and communication.

I develop students through their personal growth by inquiring about their needs and goals. I go beyond providing constructive feedback, guidance, and mentorship. I strive to create a supportive and inclusive learning environment where students feel empowered to take risks, express themselves confidently, and continuously improve **all** of their abilities. By nurturing their strengths and addressing areas for improvement, I aim to help students develop their full potential and become effective individuals in both academic and professional arenas.

My academic background and experience– in education, alternative environments, and TechEd– provide me with an extensive understanding on instructional methods and student retention. My practical experience allows me to bring real-world examples and industry insights into the classroom, bridging the gap between academic theory and practical application. I am confident that my diverse skill set, coupled with my passion for teaching, will enable me to effectively contribute to the educational objectives of any institution.

Rhetoric & Composition

ENGLISH-101

Explores the analysis of literature and articles about issues in the humanities and in society. Students practice various modes of writing, ranging from exposition to argumentation and persuasion. The course includes a review of standard grammatical and stylistic usage in proofreading and editing. An introduction to library resources lays the foundation for research. Topics include writing analysis and practice, revision, and research. Students write a research paper using library resources and using a formatting and documentation style appropriate to the purpose and audience.

A

REVISION PART ONE

Demonstrate the ability to proofread writing to eliminate sentence structure errors, verb and pronoun errors, punctuation errors, and spelling errors.

B

WRITING ANALYSIS & PRACTICE

1. Read essays and articles and determine the methods of development.

2. Write essays based on personal experiences, observation, and/or assigned readings.

C

RESEARCH

1. Locate and use appropriate reference materials for written and/or oral reports.

2. Produce a research paper while using the appropriate formatting and documentation style.
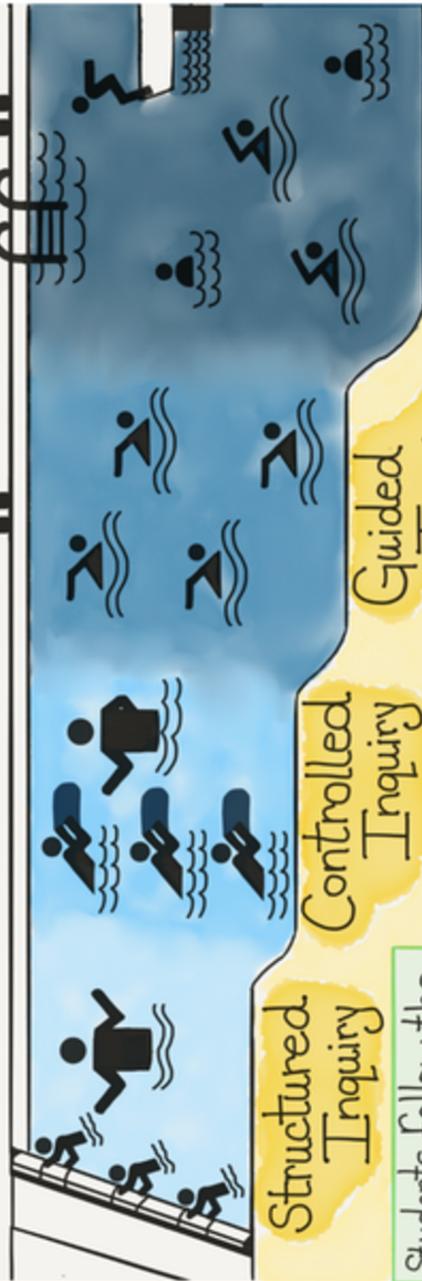
04

REVISION PART TWO

Demonstrate the ability to edit writing to eliminate jargon, choppiness, dullness, and incoherence to produce a smooth, vivid style appropriate to the subject and the audience.

TYPES OF INQUIRY
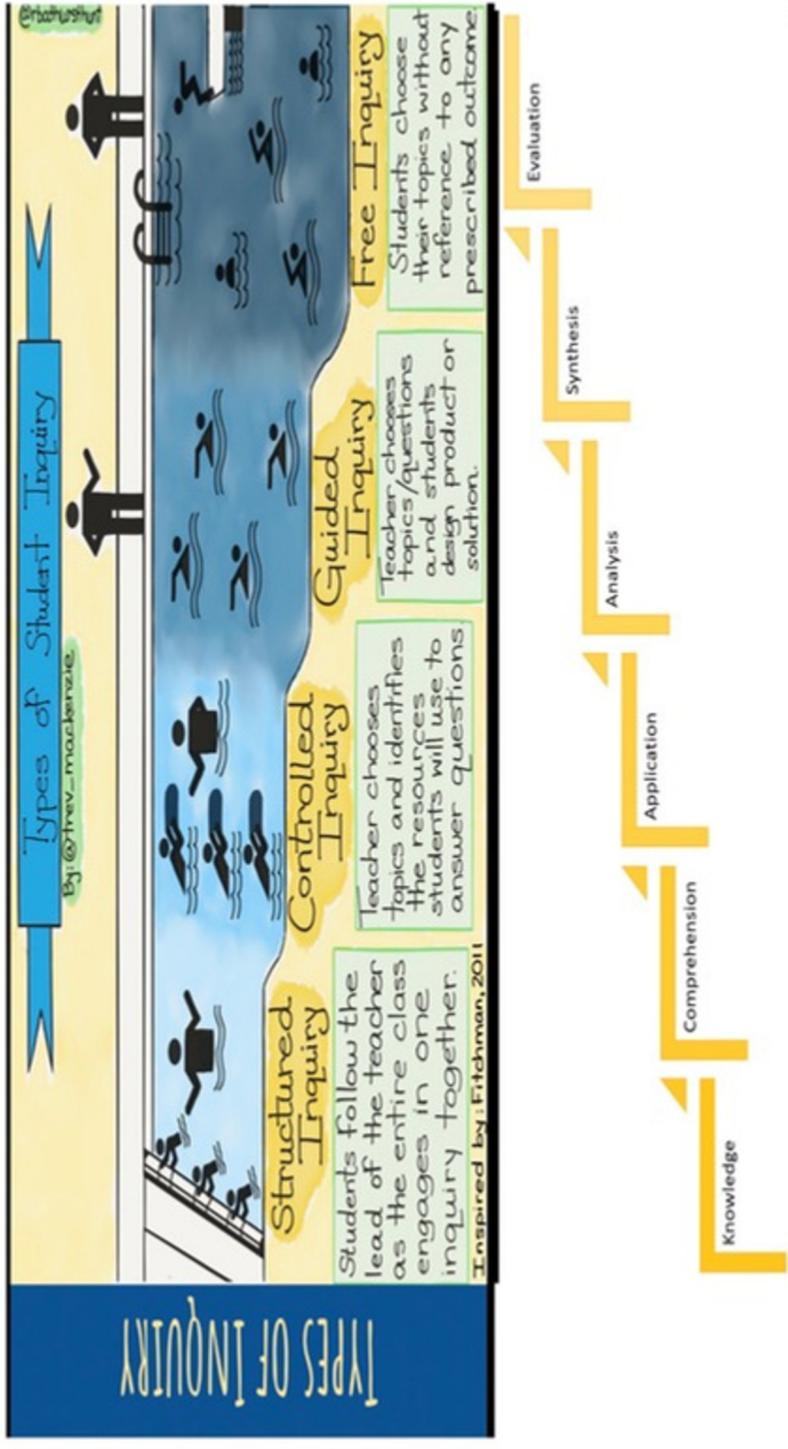
Bloom's Taxonomy

Wiggins uses Bloom's Taxonomy in curriculum development. The lessons, activities, and learning goals are set around the instituational course description and student needs.

Remember	Understand	Apply	Analyze	Evaluate	Create
Retrieving relevant knowledge from long-term memory.	Determining the meaning of instructional messages, including oral, written, and graphic com-munication.	Carrying out or using a procedure in a given situation.	Breaking material into its constituent parts and detecting how the parts relate to one another and to an over-all structure or purpose.	Making judgments based on criteria and standards.	Putting elements together to form a novel, coherent whole or make an original product.
Example verbs: *Recognizing* *Recalling*	*Example verbs:* *Interpreting* *Exemplifying* *Classifying* *Summarizing* *Inferring* *Comparing* *Explaining*	*Example verbs:* *Executing* *Implementing*	*Example verbs:* *Differentiating* *Organizing* *Attributing*	*Example verbs:* *Checking* *Critiquing*	*Example verbs:* *Generating* *Planning* *Producing*

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
List | Define	Translate	Operate | Apply	Analyze | Question	Create | Compose	Rate | Evaluate
Recall | Arrange	Paraphrase	Use | Solve	Differentiate	Argue | Design	Assess | Judge
State | Order	Discuss | Report	Demonstrate	Experiment	Plan | Support	Value | Revise
Label | Repeat	Locate | Explain	Prepare | Choose	Examine | Test	Arrange | Collect	Justify
Memorize	Restate | Describe	Show | Sketch	Categorize	Revise	Recommend
Name | Select	Express | Identify	Employ | Practice	Distinguish	Formulate	Conclude
Record	Generalize	Dramatize	Calculate | Inspect	Propose	Defend
	Recognize | Classify	Interpret	Contrast | Outline	Construct	Interpret
	Summarize	Illustrate	Infer | Compare	Set up	Predict
		Produce	Discriminate	Organize	Estimate
		Schedule	Appraise | Criticize	Manage	Appraise
			Diagram | Debate	Prepare	Compare
			Inventory | Relate	Assemble	Score
				Rearrange	Select
				Develop	Choose
					Measure

← LOWER ORDER THINKING SKILLS   HIGHER ORDER THINKING SKILLS →

TYPES OF INQUIRY

Types of Student Inquiry
By: @trev_mackenzie

@rbathurdhurl

Structured Inquiry
Students follow the lead of the teacher as the entire class engages in one inquiry together.

Controlled Inquiry
Teacher chooses topics and identifies the resources students will use to answer questions.

Guided Inquiry
Teacher chooses topics/questions and students design product or solution.

Free Inquiry
Students choose their topics without reference to any prescribed outcome.

Inspired by: Fitchman, 2011

Knowledge — Comprehension — Application — Analysis — Synthesis — Evaluation

Wait

Tool: Miro
NARRATIVES

miro	An online collaborative whiteboard and visual workspace platform (miro.com) that provides an infinite canvas for brainstorming, mind mapping, diagramming, and real-time or asynchronous teamwork, with features like sticky notes, templates, drawing tools, timers, and voting
Process	Students use this for mapping ideas and planning course products.
Course Product(s)	• Letter to Instructor: Who are you? • Narrative Map • Positionality Statement • Major Writing Assignment #1: Narrative Boards
Course Alignment	Aligns with Writing Analysis and Practice (A) by encouraging visual methods of development (e.g., mind maps of personal experiences and observations) that translate into written essays, and supports Research (C) through organizing reference materials or self-collected reflections for evidence-based writing. It indirectly aids Revision (B) by allowing iterative visual refinement of ideas for clearer, more vivid final drafts, though manual editing remains key.
Questions?	

Tool: EzyThemes

COMPARE/CONTRAST & CAUSE/EFFECT

EzyThemes™	An AI-powered platform for qualitative and market researchers. It automates transcript analysis, theme identification, data organization, and insight/report generation while keeping users in control for accuracy. Visit ezythemes.com to learn more.
Process	Students use this tool to find themes in their own content and others. This tool has the ability to transcribe, but students typically transcribe by hand.
Course Product(s)	- Media Analysis - Community Interview - Major Writing Assignment #2
Course Alignment	EzyThemes supports Writing Analysis and Practice (A) and Research (C) by identifying themes in articles for Media Bias Analysis and in experiment data for Major Writing Assignment Two, strengthening products. It aids in organizing observations while students handle writing, citations, and proofreading. It indirectly improves Revision (B) through clearer insights but doesn't replace manual editing. Much of this is completed in-class.
Questions?	

Tool: Mariah the Scientist

COMPARE/CONTRAST & CAUSE/EFFECT
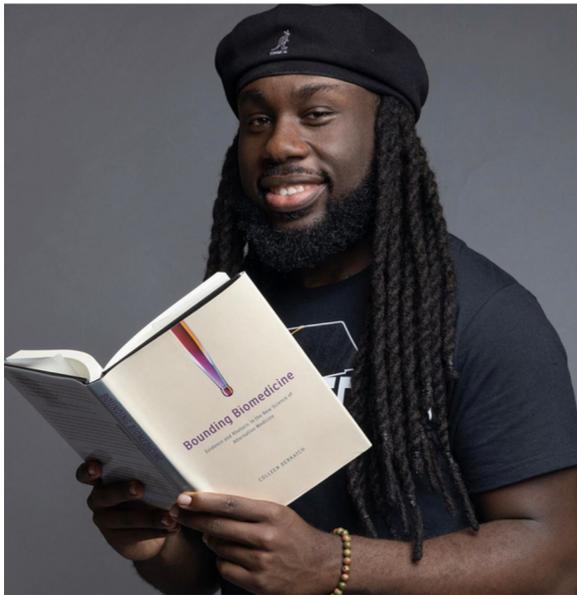
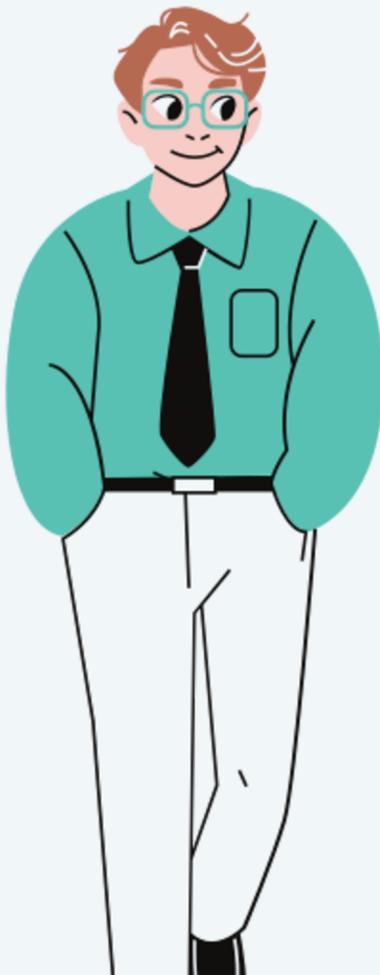|	
	Mariah The Scientist is an AI chatbot (persona: Essay Mentor) integrated into the Blackboard course shell, designed to guide students in developing and refining their essays through structured dialogue.
Process	Students use it to discuss their current essay projects. They introduce their topic, connect ideas to class rhetoric concepts, upload and explain every reference (showing how it supports arguments and ties to class theories), respond to clarifying prompts, and ensure all points link back to citations, essay focus, and course vocabulary.
Course Product(s)	Major Writing Assignment #2
Course Alignment	It aligns with Writing Analysis and Practice (A) by prompting students to clarify focus, develop ideas from personal experiments/observations/readings, and analyze methods of development in their compare/contrast structure. It supports Research (C) by requiring location/use of appropriate sources (including Galileo, class materials, original studies), proper formatting of citations, and discussion of how references strengthen arguments/evidence. It aids Revision (B) through iterative dialogue that refines clarity, coherence, vividness, and connection of points (reducing dullness/incoherence), though students perform final proofreading and error elimination manually.
Questions?	

Wait

Jordan Wiggins
Statement on Student Experience

Teaching allows me to assist scholars through their critical thinking processes. The experiences students have in and out of the classroom shape their perspectives. Every interaction with each student is taken with great respect. I recognize them as humans and understand that they have a life outside of school. I do not want to be another hurdle in their life. Instead I want to be an agent in helping them pursue their short and long term goals. I seek to be an agent of education and change. None of my students or mentees fully have the ability to change their past or the systems they were born in. Treating them as humans, people who are constantly learning, and individuals who are maneuvering through inherited systems are what make the connections to all of my students strong.

Wiggins