
Welcome back! Please look for table tents to find your group for the first session today.

Group 1: Bri, Rajiv, Tracy

Group 2: Marco, Noa, Ra, Kate

Group 3: Erin, Robert, Murphy

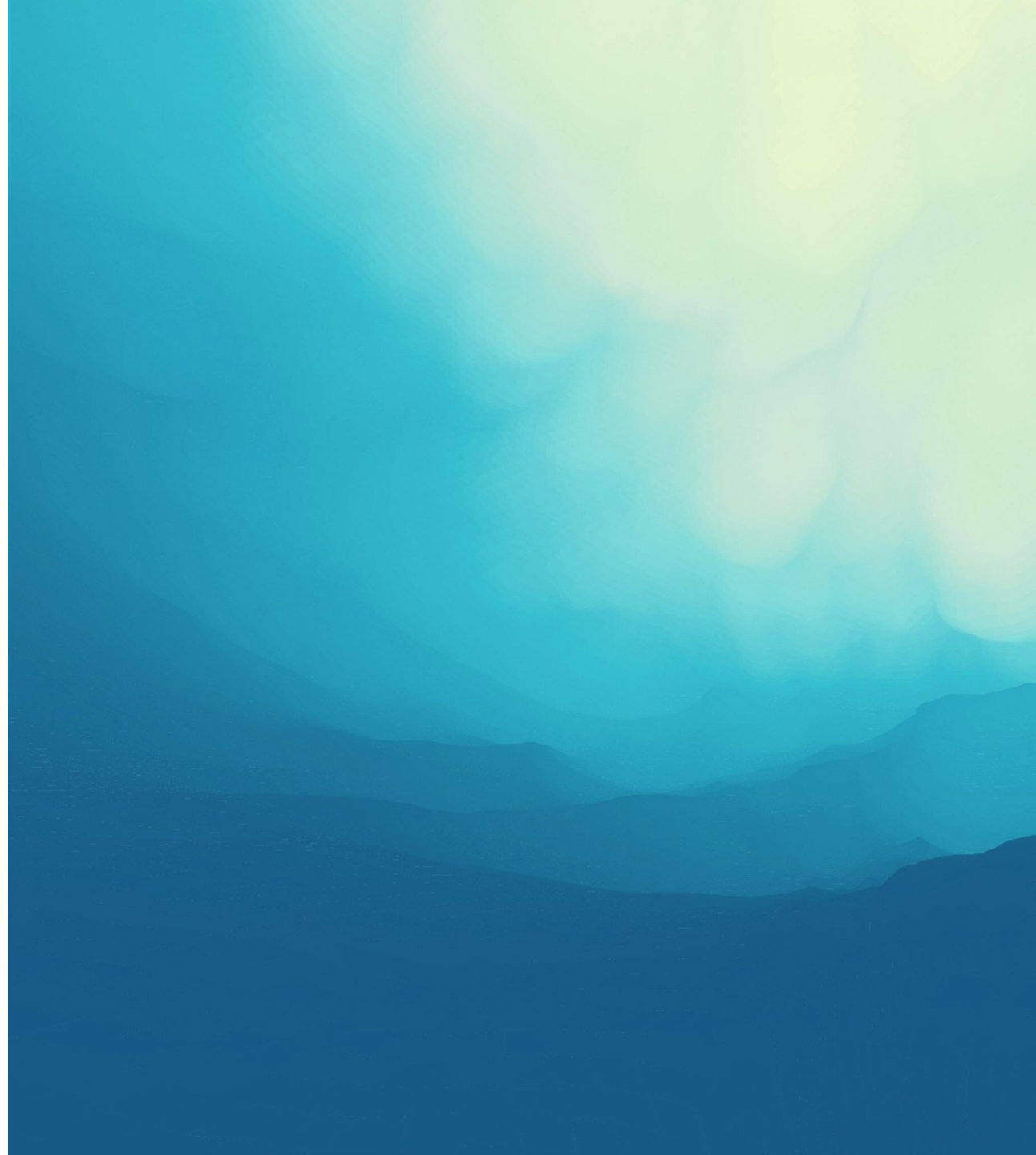
Group 4: Natanya, Nourit, Maria, Michelle


Group 5: Brandon, Nafiz, Shack, Elena, Fang

Group 6: Christine, Dara, James, Olivia

Pedagogies of Place: a faculty development workshop about teaching in Queens

June 15-17, 2026





Pedagogies of Place: a faculty development workshop about teaching in Queens

Hosted by Writing at Queens and
the [Center for Excellence in Teaching, Learning, and Leadership](#), Queens College

Co-sponsored by QC Library's OER Initiative,
funded by N.Y.S Open Educational Resources Grant

Designed and facilitated by **Lindsey Albracht** (English), **Eric Goldfischer** (Urban Studies),
Soniya Munshi (CETLL/Urban Studies), **Leila Walker** (Library), and **Amy Wan** (English),

Session 2: June 16, 2026

Location: Muyskens Conference Room, in the Summit (see [map](#))

Tuesday, June 16: Place-based Writing and Communication Assignments

8:45-9:15	Breakfast
9:15-9:20	Community agreements
9:15-10:30	Composing place-based assignments
10:30-10:45	Break
10:45-12:00	Panel: Place-based writing and communication assignments
12:00-12:45	Lunch
12:45-2:00	Small group discussion with panelists
2:00-2:15	Break
2:15-2:50	Reflection and independent worktime
2:50-3:00	Closing Activity, Wrap-up, and Reminders



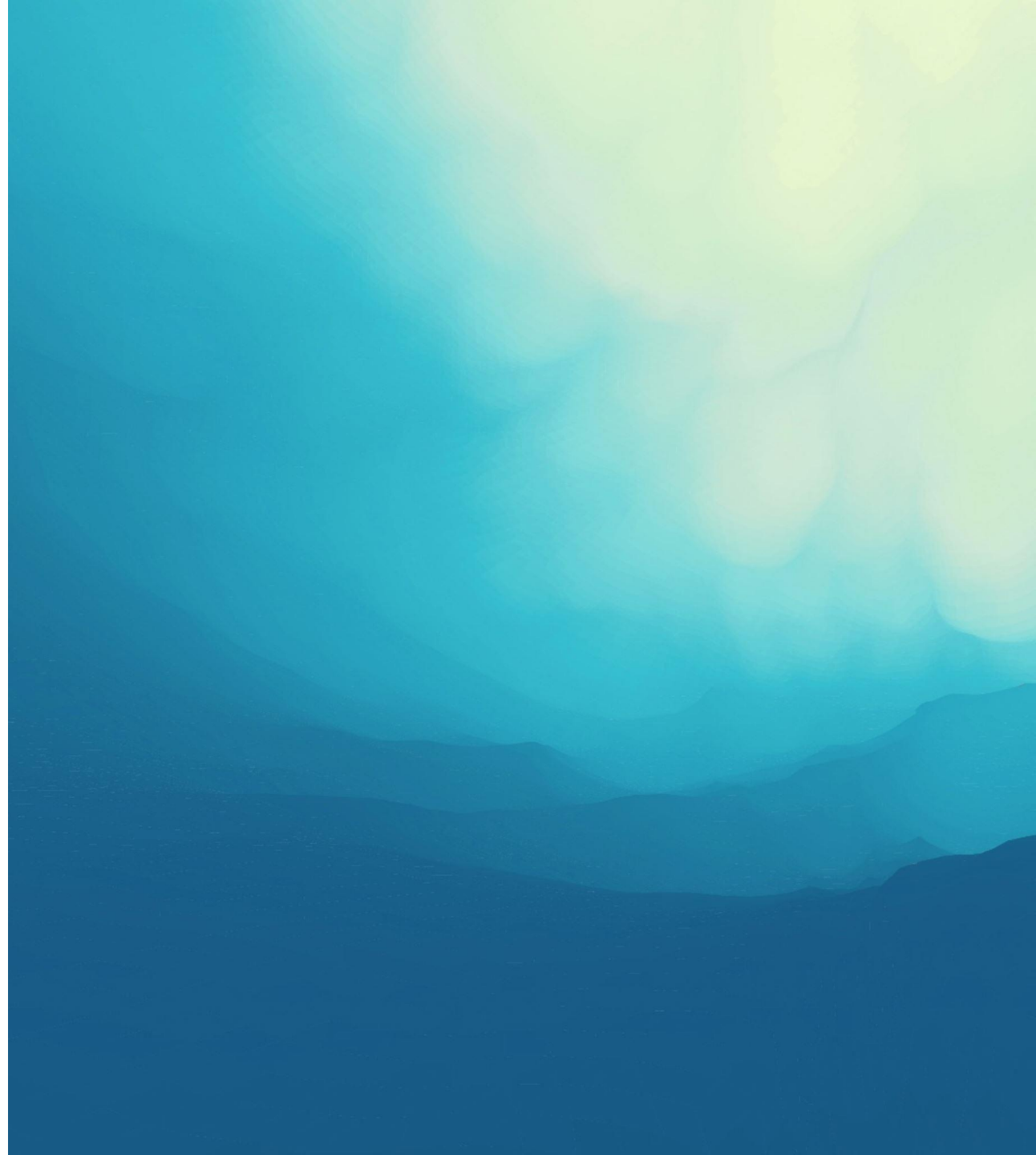
Community Agreements

- Be open to learning and receiving feedback from colleagues in this multidisciplinary space, including recognizing and respecting that we may have different perspectives and orientations
- Approach conversations with openness and honesty, including making space to share what has not worked
- Commit to active listening and participating (e.g. move up, move back); make time for reflection
- Build from each other's contributions, make connections across comments
- **Stay connected to purpose**



Module 1

Composing place- based assignments



Before the workshop, you filled out a Microsoft Form about how your class is institutionally positioned.

Please pull up your responses and review them (they should have been emailed to you).

Then, revisit your brainstorm from yesterday at the end of the day: what is your project? What do you want students to learn from this assignment or class?

Here are the groups again:

Group 1: Bri, Rajiv, Tracy

Group 2: Marco, Noa, Ra, Kate

Group 3: Erin, Robert, Murphy

Group 4: Natanya, Nourit, Maria, Michelle

Group 5: Brandon, Nafiz, Shack, Elena, Fang

Group 6: Christine, Dara, James, Olivia

With your table, discuss:

- How is your class institutionally positioned? (e.g. Pathways class, W class, class for the major, multiple categories, etc.)
- If you are teaching a Pathways class, do you know if your department has modified any of the goals for your local context?
- What was the process like for finding out information about your department's learning goals, the Pathways goals, etc?
- Is there any institutional context about your class that you don't know or questions that you wrote on your form?

English 110: Taking Local Action

- Course description
- Institutional location
- Learning outcomes
- Ways that students write / communicate to demonstrate knowledge and to learn

Courses

Search Courses

Clear

Results

CODE	COURSE TITLE	CREDITS	REQUIREMENT DESIGNATION	COURSE ATTRIBUTES	COMPONENTS	ACADEMIC CAREER
ENGL 108	Academic Communication	3	-	-	4 Lecture Hours	Undergraduate
AFST 311	Black Digital Humanities	3	-	-	3 Lecture Hours	Undergraduate
ENGL 110	College Writing I	3	Required Core - English Composition	MEEN - ME_ENGL_1 (English Composition)	4 Lecture Hours	Undergraduate



Pathways Learning Outcomes

CUNY's general education framework lays out requirements that undergraduate students across CUNY must meet. The framework allows students to explore knowledge from various perspectives and to develop their critical abilities to read, write, and use language and symbol systems effectively. It also aims to develop students' intellectual curiosity and commitment to lifelong learning.

Each Pathways category below has its own set of targeted learning objectives (PLOs—Pathways Learning Outcomes). For every Pathways course, the PLOs should be included in the syllabus, and appropriate assessment activities should be included in the coursework to ensure that students are assimilating the concepts the course is designed to address.

In addition to the Pathways learning outcomes listed below, **all Queens College Pathways courses must satisfy the following criteria:**

- Address how, in the discipline(s) of the course, data and evidence are construed and knowledge is acquired; how questions are asked and answered.
- Position the discipline(s) in the liberal arts curriculum and the larger society.

I. REQUIRED CORE

English Composition

Courses must meet ALL of the following learning outcomes:

Pathways Learning Outcomes for Required Core: English Composition

1. Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
2. Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using Standard English and appropriate technology to critique and improve one's own and others' texts.
3. Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
4. Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
5. Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

English Department Revision of Goal #2

Original Pathways Goal:

- Write clearly and coherently in **varied, academic formats** (such as formal essays, research papers, and reports) **using Standard English** and **appropriate technology** to critique and improve one's own and others' texts.

=====

English Department Revision:

- Produce writing that strategically employs **appropriate language conventions** in **different writing situations**.
- Produce writing that **responds** appropriately to a **variety of rhetorical situations** with a particular focus on academic argumentation.

Writing / Communication Projects in English 110

Project #1: Op/Ed (external audience and authentic venue)

Project #2: Research Portfolio (process-focused – internal audience)

Project #3: Remix (external, possibly new audience and audience venue)

Low stakes: class discussions, interactive reading and research guides, in-class writing exercises

English Department Learning Outcomes

Program Learning Outcome 1: Critical Reading and Thinking

Read, listen to, and engage closely with texts across a variety of genres, periods, forms, styles, structures, and modes, and bring a number of distinct critical/theoretical approaches into play within that engagement.

Program Learning Outcome 2: Historical Awareness

Evaluate literary and cultural texts within appropriate historical contexts, both synchronic (in the text's own moment) and diachronic (in relation to the development of genres and a broad literary historical understanding).

Program Learning Outcome 3: Critical Writing

Compose clearly, creatively, and persuasively in a way that demonstrates a rhetorically sophisticated understanding of context, purpose, and audience, and that demonstrates an ability to distinguish writerly activities such as drafting, revising, editing, proofreading, publishing.

Program Learning Outcome 4: Research and Information Literacy

Thoughtfully select, evaluate, and incorporate secondary research into analytical and critical writing, demonstrating an awareness of how to choose appropriate research methods in answering different sorts of research questions.

Program Learning Outcome 5: Professional and Civic Engagement

Develop the abilities to apply skills practiced within the major to professional and civic situations outside strictly academic contexts.

Mapping Your Class or Project

Take a moment to map your class or project to institutional goals (Pathways goals, W goals, departmental goals, etc.)

- Where are there connections between specific Pathways, W, and / or department learning outcomes and your Pedagogy of Place project or class?
- What kinds of writing and communicating are students doing in your class?
- If you're working on a project, which course outcomes are you NOT focusing on or deemphasizing in this project?

If you're working on a class: are there any departmental learning goals that you're not emphasizing in your class? Remember that not all classes have to meet every departmental learning goal.

Discuss your class or project with your group.

Reflect on what you just wrote about with your group. Also discuss:

- Are there any department learning goals that don't really fit your class?
- Are there any Pathways learning goals (if relevant to your course) that might need some creative reimagining or navigation?

Discuss your class or project with your group.

- How might **Pedagogy of Place activities** help you to support students in meeting the learning outcome(s)?
- How might you explain the rationale of your assignment/activities to students?
- How might you communicate the rationale of your assignment/activities to students?

Reflect on your own.

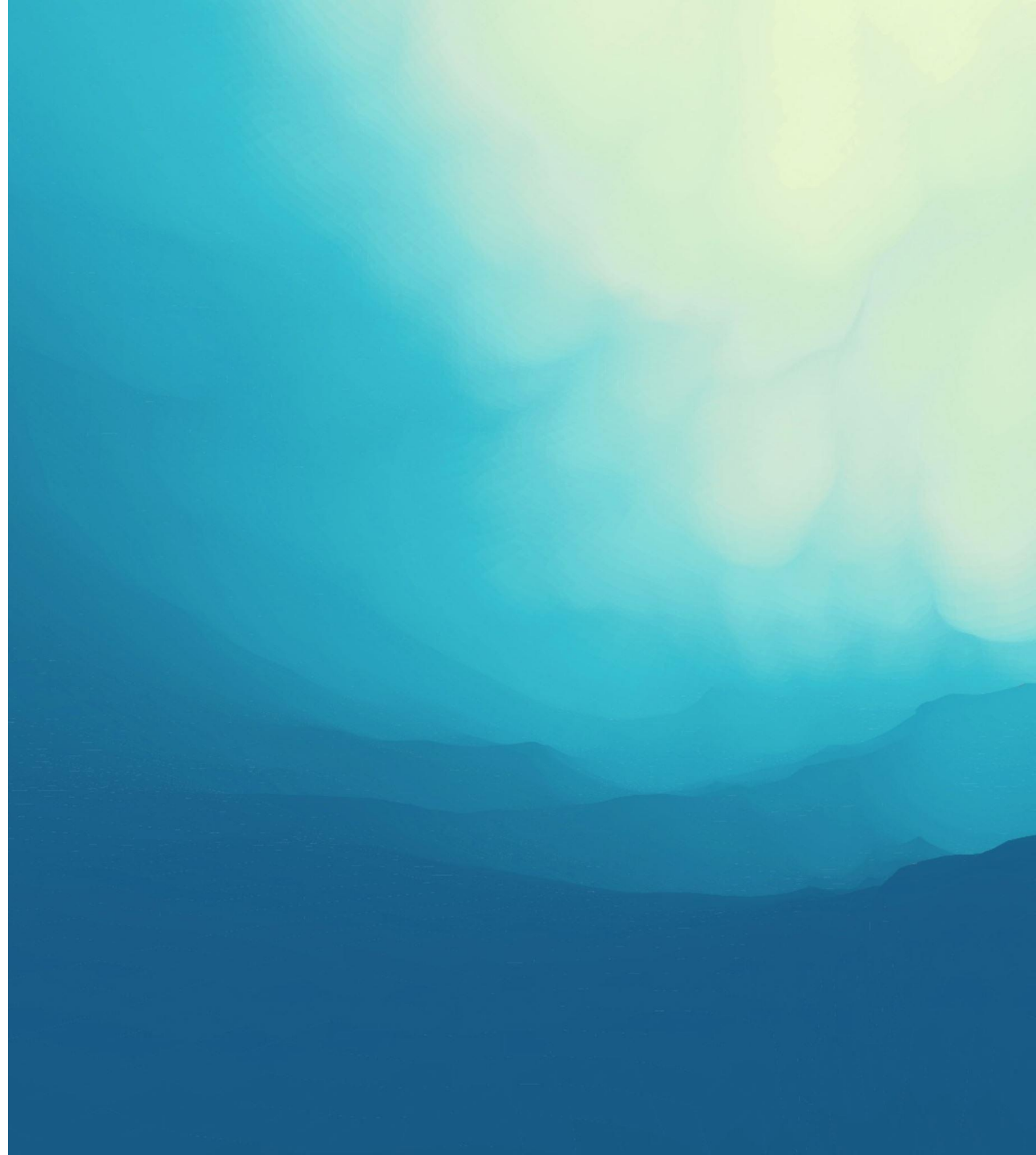
Considering what you heard your group discuss, do you have any other ideas about some possible assignments or activities that help students in the course work on these outcomes?

Take a few minutes to write down some ideas.

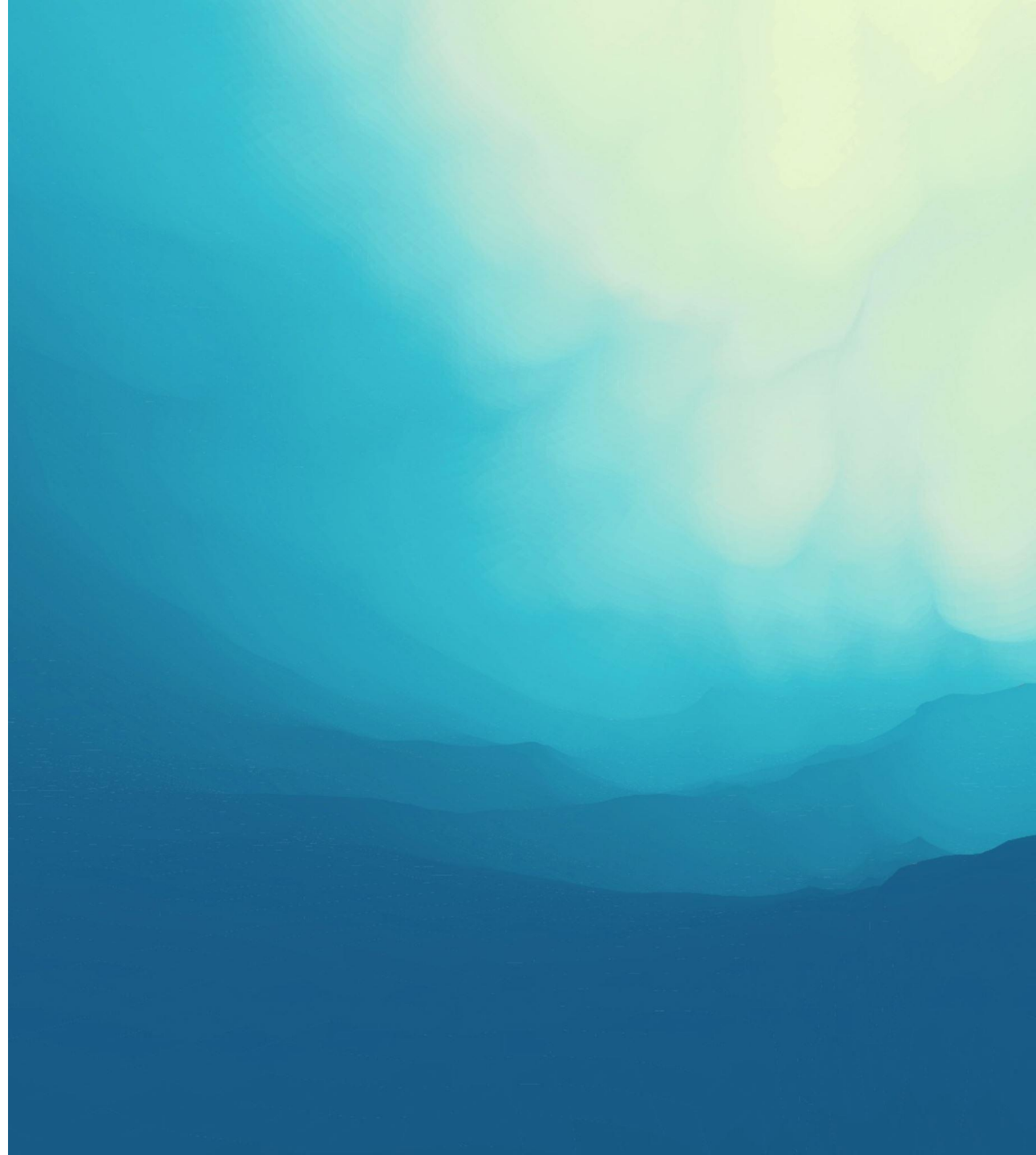
What else (if anything) do you want or need to find out about your learning goals, department goals, or Pathways goals for this class?



BREAK



Module 2
Examples of Place-
Based Writing and
Communication
Assignments at Queens
College



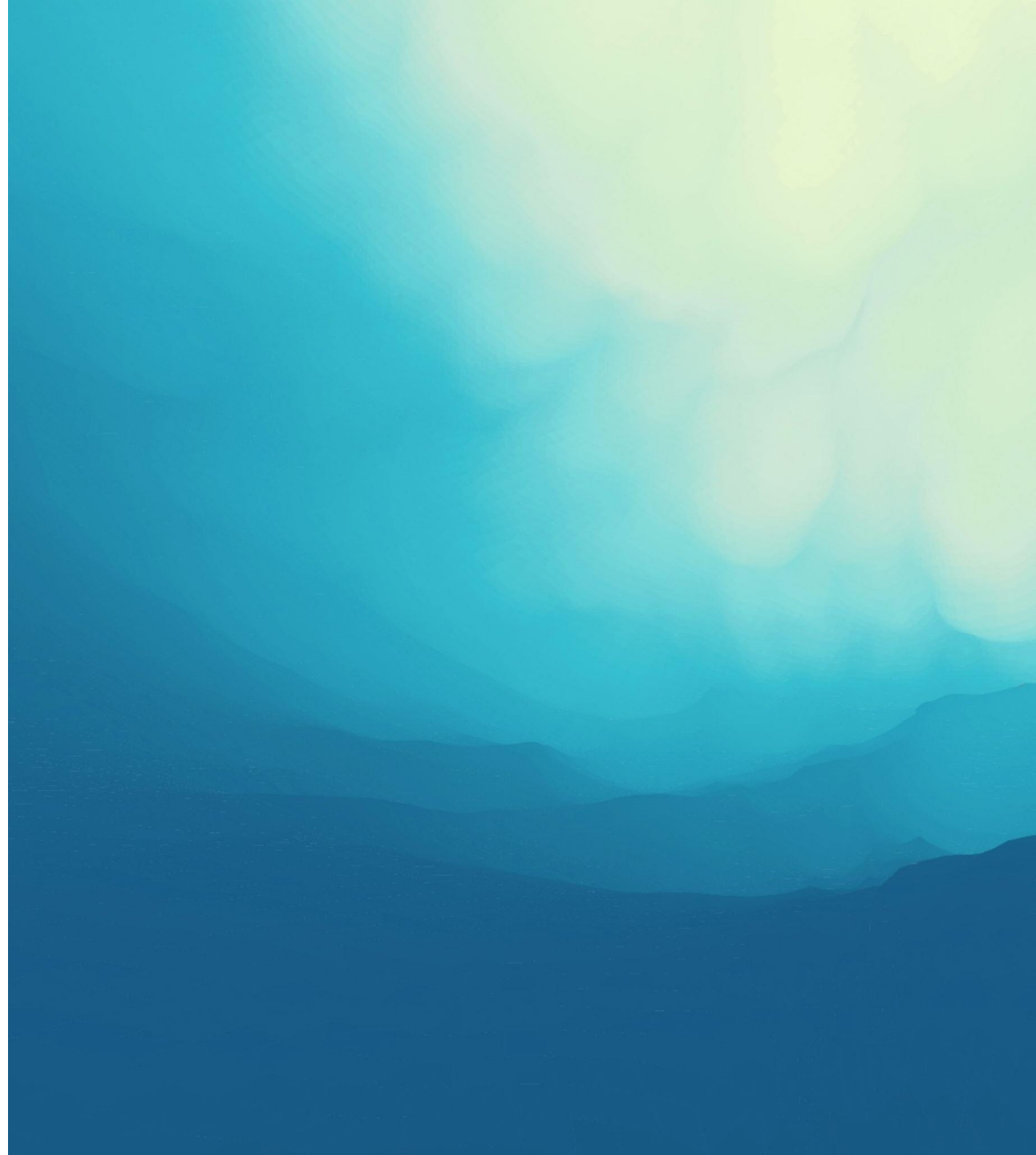
Today's Panelists:

- **Dwayne Baker**, Associate Professor of Urban Studies and Urban Planning Minor Advisor
- **Lindsey Albracht**, Assistant Professor of English and Co-Director of First-Year Writing and Part-Time Instruction
- **Nabila Rahman Samayra**, Queens College Student
- **Caroline Hong**, Associate Professor of English and Asian American Community Studies (AACCS) & Lead PI/Director, Queens College AANAPISI Project (QCAP)
- **Noah Segelnick**, Queens College Student
- **Sara Hinojos**, Assistant Professor of Media Studies

Lunch
12:00-12:45



Module 3
Small Group
Discussions with
Panelists



Round 1: 12:50pm – 1:25pm

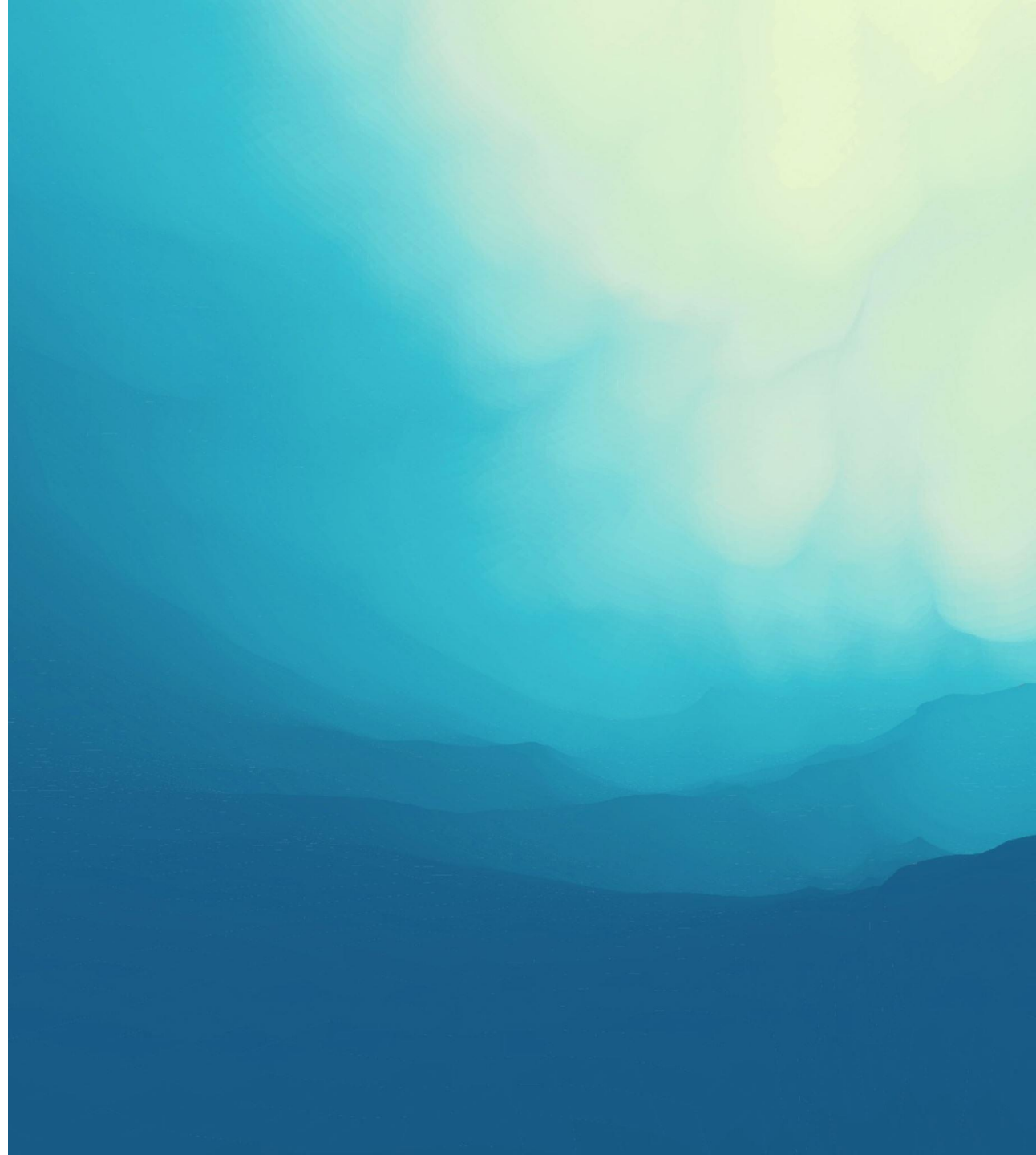
- Do you have any questions for the panelists about their projects that weren't answered during the session? What more do you want to know about the faculty or student experience of doing this project?
- Describe *your* place-based pedagogy project idea to the table
- What do you feel like you need to know more about for students to complete this assignment?
- Do you have any logistical concerns you'd like to ask the panelists at your table?
- Do you have any other questions?

Round 2: 1:25pm – 2:00pm

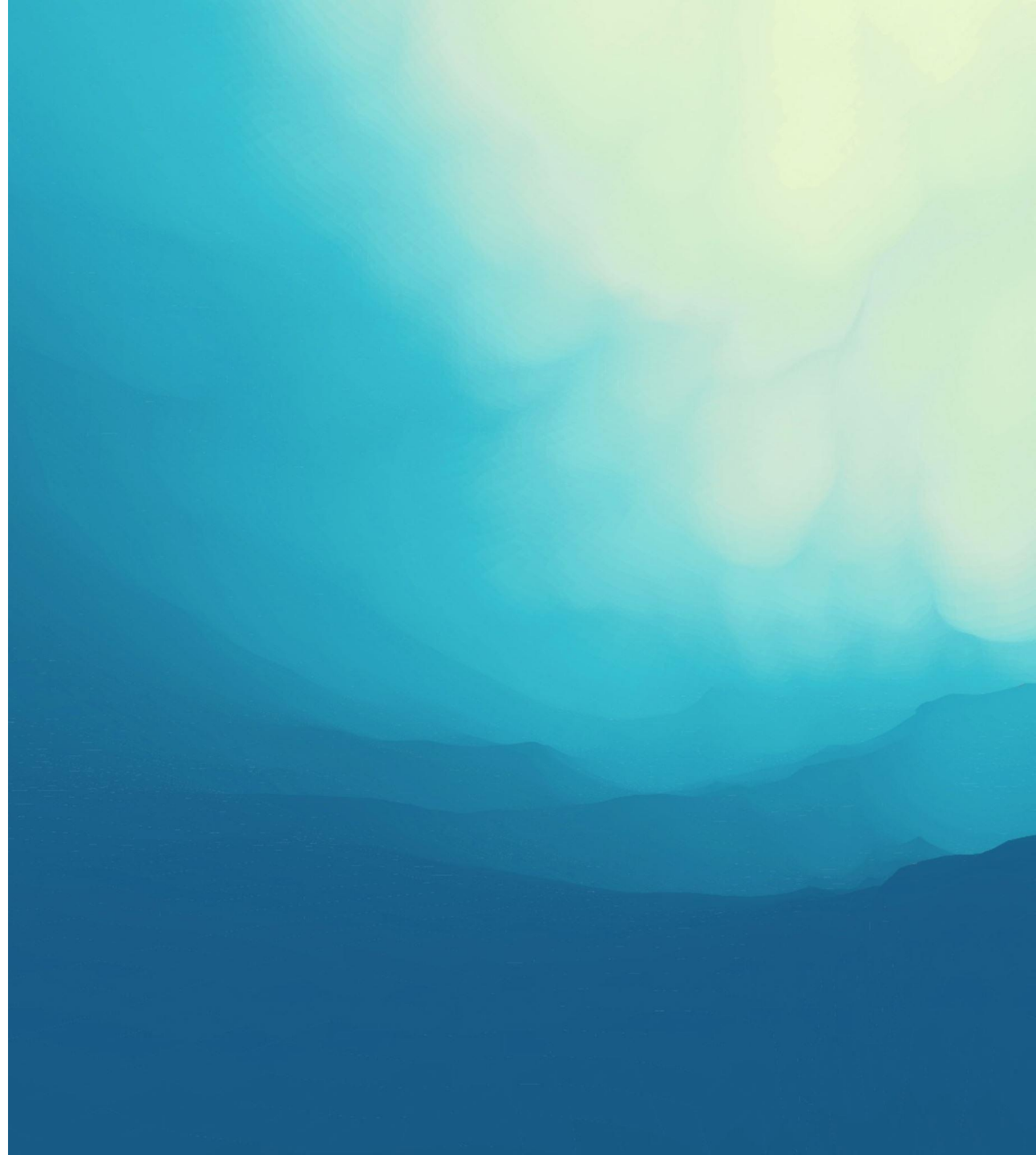
- Do you have any questions for the panelists about their projects that weren't answered during the session? What more do you want to know about the faculty or student experience of doing this project?
- Describe *your* place-based pedagogy project idea to the table
- What do you feel like you need to know more about for students to complete this assignment?
- Do you have any logistical concerns you'd like to ask the panelists at your table?
- Do you have any other questions?



BREAK



Module 4
Worktime for
developing place-based
writing and
communication
assignments



Writing in context as place-based pedagogy

- What kinds of writing, composing or communication-based assignments might be part of your place-based class, even if it's not a W class?
- How can you teach the kind of writing or communication that you want them to do?

Two-minute freewrite

- What role does writing and communication play in your class?
- What kinds of writing do practitioners in your field do?
- What do you want students to know about writing in your field?
- What kinds of writing and communication-based assignments do you assign?

Individual worktime

- Take 10 minutes to sketch out a classroom activity or assignment that could be part of your project for this workshop and engages place-based writing and communication.
 - If this is a longer project, how could you break down the components of this project into small, scaffolded steps?
 - If this is a shorter, writing-to-learn assignment or activity, how can you use it support your students to learn the kind of writing or communication you're seeking?

Share with a partner

- What did you design?
- What will students need to learn, both in advance and in process, to complete this assignment successfully?
- What are the connections to the learning outcomes of your class and how does this assignment or activity help support them?
- How will you communicate to your students the purpose and audience for this writing/composition/communication activity?
- What are your next steps for developing this assignment or activity?



End-of-day vibe check

