

Logsdon, Jeremy

From: Margarella, Erin
Sent: Saturday, August 17, 2024 10:18 AM
To: Logsdon, Jeremy
Cc: Smith, Kandy; Murphy, Corinne; Keesey, Susan; Desander, Marguerita
Subject: IDST 199- Thank you!

Hi Dr. Logsdon,

I just wanted to drop you a quick note to say a HUGE thank you for spending over an hour of your valuable time with me yesterday to go over the ins and outs of IDST 199. I know you've got a million and one things on your plate—courses to prep, responsibilities to juggle—so I truly appreciate you taking the time to share your insights and expertise.

Your dedication to your colleagues and our success really shines through. It's clear you're not just about getting the job done, but about making sure everyone else is equipped to succeed too. That kind of leadership is truly inspiring and makes a world of difference.

I walked away from our conversation feeling much more confident and ready to tackle the course. Thank you for being so generous with your time and knowledge—it doesn't go unnoticed!

Thanks again, and here's to a great semester ahead! Go Tops!

Best,

Erin =)



Erin E. Margarella, Ph.D.

Associate Professor, Middle and Secondary Education
CEPT Program Coordinator
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Western Kentucky University
1016 Gary Ransdell Hall
Erin.Margarella@wku.edu

Logsdon, Jeremy

From: Nagel, Angela
Sent: Friday, August 16, 2024 8:34 AM
To: Logsdon, Jeremy; Margarella, Erin; Jernigan, Stephanie
Cc: Smith, Kandy
Subject: Re: IDST 199 Meeting Tomorrow?

I think I will try to join you at 11 - thanks for the invite! 😊

Thank you!
Angela



Angela Dyer Nagel, Ed.D.
School of Teacher Education
Visiting Assistant Professor

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Gary Ransdell Hall - Office 1013
270-745-4054 ext. 1013

 **Book time to meet with me**



From: Logsdon, Jeremy <jeremy.logsdon@wku.edu>
Sent: Thursday, August 15, 2024 1:39 PM
To: Margarella, Erin <erin.margarella@wku.edu>; Nagel, Angela <angela.nagel@wku.edu>; Jernigan, Stephanie <stephanie.jernigan@wku.edu>
Cc: Smith, Kandy <kandy.smith@wku.edu>
Subject: IDST 199 Meeting Tomorrow?


Hello all,

I'm not sure if Erin talked to you yet, but I'm meeting with her tomorrow at 11 for a quick meeting about IDST 199. I've taught this class MANY times over the years (it and its predecessor LTCY 199 is all I taught for the first 9 years I worked here), and I'm happy to talk with you about it and help you plan your first few weeks.

Thanks,
Jeremy

Dr. Jeremy Logsdon

Director, WKU Center for Literacy
Assistant Professor, School of Teacher Education
Libraries, Informatics, & Technology in Education
Gary A. Ransdell Hall 1073B
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 **WKU** Center *for* Literacy

Logsdon, Jeremy

From: Jernigan, Stephanie
Sent: Friday, August 16, 2024 9:15 AM
To: Logsdon, Jeremy
Subject: Re: IDST 199 Meeting Tomorrow?

Thanks, Jeremy! I'll try to meet up with you all, because you always help things make sense for me.



Stephanie Jernigan, Ed.D.
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School of Teacher Education
Western Kentucky University
1027 Gary Ransdell Hall
270-745-2604

From: Logsdon, Jeremy <jeremy.logsdon@wku.edu>
Sent: Thursday, August 15, 2024 1:39 PM
To: Margarella, Erin <erin.margarella@wku.edu>; Nagel, Angela <angela.nagel@wku.edu>; Jernigan, Stephanie <stephanie.jernigan@wku.edu>
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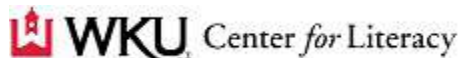
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Logsdon, Jeremy

From: Nagel, Angela
Sent: Saturday, August 17, 2024 10:49 AM
To: Logsdon, Jeremy
Subject: Re: Colloquia/Discussion Model

Thank you so much for your help - I felt SO MUCH BETTER after we met yesterday! Even though you couldn't see it on my face, I am sure! 😊.

Thank you!
Angela



Angela Dyer Nagel, Ed.D.
School of Teacher Education
Visiting Assistant Professor

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270-745-4054 ext. 1013

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Sent: Friday, August 16, 2024 8:49 PM
To: Margarella, Erin <erin.margarella@wku.edu>; Nagel, Angela <angela.nagel@wku.edu>; Jernigan, Stephanie <stephanie.jernigan@wku.edu>
Cc: Smith, Kandy <kandy.smith@wku.edu>
Subject: Colloquia/Discussion Model

Erin, Angela, and Stephanie,

It was great meeting with you today! Let me stress again – I have no concerns about your ability to not just do this class well but to also enjoy teaching it.

As mentioned, this is a video I often show on the first day near the end of class (say the last 15 minutes) to demonstrate how colloquia (as I call it – discussion/book club/whatever others want to call it) can go. It's all about consuming a text ahead of time (a video in this case) and thinking critically and engaging with it in a discussion.

<https://www.youtube.com/watch?v=w14v4vGUDdg> – Tick Tock [4:49]

As we discussed, this film is a story told backwards, and students often have a little bit of trouble discerning what happens. They miss the ending (beginning) which is joyful and instead focus on the panic the man feels as he believes he is dying. I often will have to rewind to show his roommate explaining (at the beginning of the movie) that it was a prank and he was never in danger. I'll also often point out that the film starts in colors and ends in black and white, showing his transition from joy to unhappiness (backwards, obviously).

I'll usually then ask them these questions and engage them in a discussion about them.

1. What would you do if you knew you were going to die in the next five minutes?

After we talk about it for a bit, I'll tell them I'm being generous, and they have 24 hours left to live.

2. What would you do if you knew you were going to die in exactly 24 hours?

I slowly up the stakes.

3. What would you do if you knew you were going to die in 1 year? In 10 years?
4. Would you remain enrolled in college if you were going to die in 1 year? In 10 years?

I'll tie into this with the question, "How much time are any of us guaranteed?" Obviously, the answer is none. I'll then ask them, "If we don't know how much time we have left, then why do so many of us live and act as though we are promised an unlimited amount of time?"

Why, ultimately, are we in college? Because we want to improve our future, in some way. Why, then, if we are lucky enough to have this opportunity, would we not do everything within our power to take advantage of everything at our current disposal? We can be successful in college, but it requires effort.

And if we have time, I'll transition a bit and engage them in the conversation, "Would we (or some 'other' person) live different if we KNEW we would die in ten years? More than that, how would we live differently if knew that our actions had no consequences for the next ten years? Would most people be good or evil in this situation?" That takes a bit afield, but it's still a good critical thought experiment.

As I said, I feel very confident that by the end of week 2 or 3, you will have the rhythm of this class down and be in great shape. Let me know if you have any questions, want to talk anything over with me, or anything else!

Thanks,
Jeremy

Dr. Jeremy Logsdon
Director, WKU Center for Literacy

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