**Topics in Teaching Composition**  ENGL 5389; Fall 2013 Trimble Hall 211 Thursday 2:00 p.m.- 4:50 p.m.

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**Course Description:** The main objective and first priority of this course is to prepare GTAs to teach ENGL 1301 for the first time this semester, but it should also prove useful to anyone who teaches—or plans to teach—first-year composition. The course is strongly practical, with students completing the same major assignments as ENGL 1301 students, but also theoretical in that we will reflect deeply on the curriculum and the research on which it is based.

**Required Texts and BBoard Organization:**

*First-Year Writing: Perspectives on Argument* (3rd custom edition for UTA)

*The Scott, Foresman Writer* (custom edition for UTA)

Graff and Birkenstein, *They Say/I Say* (2nd edition)

FYC.Org on Blackboard: Self-enrollment by all students.

**Assignments**

* Class participation **20%**
  + Weekly contributions to class discussion
  + Reading Cluster Development and Rationale Paper
  + Teaching Statement,
  + Reflection Paper
  + Observation Report
* Peer reviews **20%**
* Discourse Community Analysis (4-5 pages) **20%**
* Rhetorical Analysis (4 pages) **20%**
* Synthesis Essay (4 pages) **20%**

**Policies**

--No one should miss a graduate seminar for any reason other than a dire emergency, so we expect you to record perfect attendance.

--Arriving to class late is disruptive and disrespectful to us and your classmates. We expect you to be ready to begin at 2:00 sharp.

--We will break from 3:20-3:30. It’s frustrating to wait for students to trickle back in from break, so we expect you to be ready to resume at 3:30 sharp.

--Cell phones should be turned off and put away for the entirety of class. The use of any portable device other than a laptop is strictly prohibited.

--All assignments are expected to be turned in on the date due.

ENGL 5389 Weekly Schedule

(Subject to Revision)

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| Date | Part One | Part Two | Due |
| 8/22 | * Course Overview and Requirements * Discuss *TS/IS* Preface, Introduction, Ch. 9 | The First Day(s) of Teaching:   * Icebreaker/Introduction Activities * Overview of ENGL 1301 * Textbooks for 1301 * Blackboard: FYC Org access and contents * Diagnostic Essay for ENGL 1301 | * Read *TS/IS* Preface, Introduction, Ch. 9 |
| 8/29 | * Discuss DCA Assignment * Discuss *FYW* Ch. 1 * Discuss *TS/IS* Ch. 1 | * Learning Outcomes/Assignment Sequence * The DCA Assignment: How to Teach It * Metacognition/Metanarrative * Partners for Peer Review | * Read DCA Assignment * Read *FYW* Ch. 1 * Read *TS/IS* Ch. 1 |
| 9/5 | * Best Practices for Peer Review * Discuss *FYW* Ch. 5 | * Peer Reviews and Writing Workshops * Team Member Assessment Survey * Promoting Academic Integrity and Dealing with Plagiarism | * DCA First Submission * Read *FYW* Ch. 5 |
| 9/12 | * Best Practices for Instructor Review * Best Practices for Revision | * Best Practices: Commenting on Drafts * Issues with Grammar and Mechanics | * DCA Peer Review |
| 9/19 | * Best Practices for Grading Writing * Discuss *FYW* Ch. 10 | * Grading, Rubrics, Evaluation Forms * Grading Practice | * DCA Final Submission * Read *FYW* Ch. 10 |
| 9/26 | * Discuss *FYW* pp. P17-P20 * Discuss *FYW* Ch. 2 | * Reading Strategies and Models * Reading Activities * FYC Reading Clusters | * Read *FYW* pp. P17-P20 * Read *FYW* Ch. 2 * Preview Reading Clusters on FYC Org |
| 10/3 | * Discuss RAE Assignment * Rhetorical Analysis: Asking the Right Questions * Discuss *FYW* Ch. 3 | * The RAE Assignment: How to Teach It * Using Student Samples in Class * Partners for Peer Review (10/10) Access Peer Review Materials on FYC Org | * Read *FYW* Ch. 3 * Read RAE and Synthesis Assignments * Send draft of RAE to Peer Partner and comment on Peer’s Draft |
| 10/10 | * Discuss *FYW* Ch. 4 * Discuss *FYW* Ch. 6 | * Partner Discussion of RAE Peer Reviews * Global commenting on essay drafts * Using rubric/evaluation form for draft feedback | * RAE First Submission * Read *FYW* Ch. 4 * Read *FYW* Ch. 6 * Draft of RAE * Peer Review of Partner RAE |
| 10/17 | * Discuss Synthesis Essay | * Grading the RAE * Commenting and Evaluating * The Synthesis Essay: How to Teach It | * RAE Peer Review * Read Synthesis Assignments |
| 10/24 | * Incorporating Sources Effectively * Evaluating Evidence | * GUEST GTA PANEL: Open Q & A * Best Practices: Student interaction/communication | * RAE Final Submission |
| 10/31 | * Best Practices for Constructing Writing Assignments | * Strategies for Teaching Synthesis * Talking about Grades with Students | * Synthesis Essay First Submission |
| 11/7 | * Rhetoric vs. Philosophy | * More Practice with Commenting | * Synthesis Essay Peer   Review |
| 11/14 | * A Brief History of Composition | * Best Practices: Looking to Next Semester   To change or not to change? | * Synthesis Essay Final Submission |
| 11/21 | * Poststructuralism and Composition | * Discuss Teaching Observations * Sample Teaching Statements | * Teaching Observation Responses |
| 11/28 |  | THANKSGIVING |  |
| 12/5 |  |  | * Teaching Philosophy * Semester Reflection Essay |