**Topics in Teaching Composition** ENGL 5389; Fall 2015 Carlisle Hall 212 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 new GTAs to teach ENGL 1301 for the first time this semester. To that end, the course is strongly practical, with students completing the same major assignments as ENGL 1301 students, trying out various styles of commenting on student writing, norming their grading procedures to align with program standards, and developing in-class activities to support the growth of undergraduate writers.

A secondary objective of this course is to familiarize students with the history, theory, and research that constitute composition studies. As the semester progresses, students learn contemporary “best practices” for composition teaching, and the ENGL 1301 and 1302 curriculum is examined as an attempt to embody said practices.

Taken together, the dual emphasis of this course should help students develop a philosophy of composition teaching and prepare them to teach first-year composition at a wide variety of institutions.

**Required Texts:**

*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* (3rd edition)

**Assignments**

* Class participation **20%**
* 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.

ENGL 5389 Weekly Schedule

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| Date | Part One | Part Two | Due |
| 8/27 | * Discuss *FYW* Ch. 1 * Discuss*TS/IS* Preface, Introduction, Chs. 7 and 9 | The First Day(s) of Teaching:   * Icebreaker/Introduction Activities * Overview of ENGL 1301 * Textbooks for 1301 and access * Blackboard: FYC Org access and contents * Diagnostic Essay for ENGL 1301 | * Read *FYW* Ch. 1 * Read *TS/IS* Preface, Introduction, Chs. 7 and 9 |
| 9/3 | * Introduce DCA Assignment * Best Practices for Constructing Writing Assignments | * Learning Outcomes/Assignment Sequence * Construct a Writing Assignment * Metacognition/Metanarrative |  |
| 9/10 | * Best Practices for Peer Review * Discuss *FYW* pp. P11-P22 * Discuss *TS/IS* Ch. 1 | * Peer Reviews and Writing Workshops * Team Member Assessment Survey * Promoting Academic Integrity and Dealing with Plagiarism | * DCA First Submission * Read *FYW*pp. P11-P22 * Read *TS/IS* Ch. 1 |
| 9/17 | * Best Practices for Instructor Review * Best Practices for Revision * Discuss DCA grading criteria/rubric | * Best Practices: Commenting on Drafts * Using rubric/evaluation form for draft feedback | * DCA Peer Review |
| 9/24 | * Introduce RAE Assignment * Rhetorical Analysis: Asking the Right Questions * Best Practices for Grading Writing | * Grading, Rubrics, Evaluation Forms * Grading Practice * Using rubric/evaluation form for final feedback | * DCA Final Submission |
| 10/1 | * Review DCAs * Discuss *FYW* Chs. 2 and 4; *TS/IS* Ch. 2 | * Reading Strategies and Models * Students and Audiences * Sample Claims * Reading Activities * FYC Reading Clusters | * Read *FYW* Chs. 2 and 4 * Read *TS/IS* Ch. 2 * Read Selected Cluster |
| 10/8 | * Discuss *FYW* Ch. 6 * Discuss *TS/IS* Ch. 6 | * Using Student Samples in Class * TBD Teaching Demonstration * Naysayer Strategies * Reasons and Evidence | * Read *FYW* Ch. 6 * Read *TS/IS* Ch. 6 * RAE First Submission |
| 10/15 | * Discuss FYW Ch. 10 * Discuss RAE grading criteria/rubric | * Contextualizing Visual Argument * TBD Teaching Demonstration * Global commenting on essay drafts * Using rubric/evaluation form for draft feedback | * Read *FYW* Ch. 10 * RAE Peer Review |
| 10/22 | * Problems and Possibilities of Standard English | * Grading the RAE * Commenting and Evaluating * Using rubric/evaluation form for final feedback | * RAE Final Submission |
| 10/29 | * Review RAEs * Introduce Synthesis Essay * Discuss *TS/IS* Ch. 3 * Incorporating Sources Effectively * Evaluating Evidence | * GUEST GTA PANEL: Open Q & A * Best Practices: Student interaction/communication | * Read *TS/IS* Ch. 3 |
| 11/5 | * Problems and Possibilities of Standard English, continued * A Brief History of Composition | * Strategies for Teaching Synthesis * Talking about Grades withStudents * TBD Teaching Demonstration |  |
| 11/12 | * Discuss *TS/IS* Chs. 4 and 5 * A Brief History of Composition, continued | * More Practice with Commenting | * Read *TS/IS* Chs. 4 and 5 * Synthesis Essay First Submission |
| 11/19 | * Discuss Synthesis Essay grading criteria/rubric * A Brief History of Composition, continued | * Discuss Teaching Observations * Commenting and Evaluating * Using rubric/evaluation form for draft feedback * Best Practices: Looking to Next Semester   To change or not to change? | * Synthesis Essay Peer   Review |
| 12/3 | * Concluding remarks |  | * Synthesis Essay Final Submission |