**Topics in Teaching Composition** ENGL 5389; Fall 2018

Carlisle Hall 212

Thursday 6:00 p.m.- 8:50 p.m.

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**Course Description**

One main objective of this course is to prepare new GTAs to teach ENGL 1301 for the first time this semester. To that end, about half the course is practical, with students completing the same reading and writing assignments as ENGL 1301 students and discussing how best to teach those assignments.

The second main objective of this course is to introduce students to composition pedagogy. This theoretical half of the course will begin with some introductory lectures on best practices for teaching composition before progressing into a direct examination of significant pieces of composition scholarship.

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:**

*Everything’s An Argument for First-Year Writing at the University of Texas at Arlington*

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 6:00 sharp.
* We will break from 7:20-7:30. It’s frustrating to wait for students to trickle back in from break, so we expect you to be ready to resume at 7:30 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 |
| 8/23 | * Introductions * Discuss *EAA* Ch. 1 * Discuss *TS/IS* Preface, Introduction, Ch. 9 | * Introduce DCA Assignment | * Read *EAA* Ch. 1 * Read *TS/IS* Preface, Introduction, Ch. 9 |
| 8/30 | * Discuss *EAA* Chs. 2, 3, 4 | * Jim’s Best Practices for Peer Review * Introduce DCA Peer Review Prompt | * DCA First Submission * Read *EAA* Chs. 2, 3, 4 |
| 9/6 | * Discuss *EAA* Ch. 5 * Discuss *TS/IS* Ch. 11 | * Introduce DCA Grading Criteria and Rubric * Jim’s Best Practices for Revision | * DCA Peer Review * Read *EAA* Ch. 5 * Read *TS/IS* Ch. 11 |
| 9/13 | * Jim’s Best Practices for Commenting on Student Drafts | * Jim’s Best Practices for Grading Student Writing * Introduce RAE Assignment | * DCA Final Submission |
| 9/20 | * Review graded DCAs * Discuss *EAA* Ch. 6 | * Jim’s Best Practices for Constructing Writing Assignments | * Read *EAA* Ch. 6 |
| 9/27 | * Introduce RAE Peer Review Prompt * Discuss *TS/IS* Chs. 2, 3 * In-class exercise: Incorporating Sources Effectively | * Discuss Nystrand, Greene, and Wiemelt | * RAE First Submission * Read *TS/IS* Ch. 2 * Read Nystrand, Greene, and Wiemelt, “Where Did Composition Studies Come From” |
| 10/4 | * Introduce RAE Grading Criteria and Rubric * Discuss Nelson | * Discuss Sommers | * RAE Peer Review * Read Nelson, “This Was an Easy Assignment” * Read Sommers, “Responding to Student Writing” |
| 10/11 | * Discuss *EA* Ch. 10 * Discuss Fife and O’Neill | * Discuss Ferris | * RAE Final Submission * Read *EA* Ch. 10 * Read Fife and O”Neill, “Moving beyond the Written Comment” * Read Ferris, “Responding to Student Writing” |
| 10/18 | * Review graded RAEs * Introduce Synthesis Argument Assignment * Discuss Nelson and Schunn | * Discuss Cho and Cho | * Read Nelson and Schunn, “The Nature of Feedback” * Read Cho and Cho, “Peer Reviewers Learn from Giving Comments” |
| 10/25 | * Discuss *EAA* Ch. 7 * Discuss Sommers | * Discuss Butler and Britt | * Read *EAA* Ch. 7 * Read Sommers, “Revision Strategies” * Read Butler and Britt, “Investigating Instruction for Improving Revision” |
| 11/1 | * Introduce Synthesis Argument Peer Review Prompt * Discuss *TS/IS* Chs. 4, 5, 6 | * Discuss Bernard-Donals | * Synthesis Argument First Submission * Read *TS/IS* Chs. 4, 5, 6 * Read Bernard-Donals, “Peter Elbow and the Cynical Subject” |
| 11/8 | * Introduce Synthesis Argument Grading Criteria and Rubric * Discuss Williams | * Discusss Hartwell | * Synthesis Argument Peer Review * Read Williams, “The Phenomenology of Error” * Read Hartwell, “Grammar, Grammars, and the Teaching of Grammar” |
| 11/15 | * Discuss Connors and Lunsford | * Discuss Lunford and Lunsford | * Read Connors and Lunsford, “Frequency of Formal Errors in Current College Writing” * Read Lunsford and Lunsford, “‘Mistakes Are a Part of Life’” |
| 11/29 | * Discuss Teller * Discuss Stewart * Discuss Hesse | * Concluding remarks * Student Feedback Surveys | * Synthesis Argument Final Submission * Read Teller, “Are We Teaching Composition All Wrong?” * Read Stewart, “No, We’re Not Teaching Composition ‘All Wrong’” * Read Hesse, “We Know What Works in Teaching Composition” |