

## Topics in Teaching Composition

ENGL 5389; Fall 2014

Life Science Building 121

Tuesday 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:

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

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

Graff and Birkenstein, *They Say/I Say* (3<sup>rd</sup> edition)

## Assignments

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| • 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  
(Subject to Revision)

Date	Part One	Part Two	Due
8/26	<ul style="list-style-type: none"> <li>• Discuss <i>FYW</i> Ch. 1; <i>TS/IS</i> Preface, Introduction, Chs. 1, 7, and 9</li> <li>• Introduce DCA Assignment</li> </ul>	<p style="text-align: center;">The First Day(s) of Teaching:</p> <ul style="list-style-type: none"> <li>• Icebreaker/Introduction Activities</li> <li>• Overview of ENGL 1301</li> <li>• Textbooks for 1301 and access</li> <li>• Blackboard: FYC Org access and contents</li> <li>• Diagnostic Essay for ENGL 1301</li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>FYW</i> Ch. 1</li> <li>• Read <i>TS/IS</i> Preface, Introduction, Chs. 1, 7, and 9</li> </ul>
9/2	<ul style="list-style-type: none"> <li>• Discuss <i>FYW</i> pp. P11-P22</li> <li>• Best Practices for Peer Review</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Outcomes/Assignment Sequence</li> <li>• The DCA Assignment: How to Teach It</li> <li>• Metacognition/Metanarrative</li> <li>• Partners for Peer Review</li> </ul>	<ul style="list-style-type: none"> <li>• DCA First Submission</li> <li>• Read <i>FYW</i> pp. P11-P22</li> </ul>
9/9	<ul style="list-style-type: none"> <li>• Best Practices for Instructor Review</li> <li>• Best Practices for Revision</li> <li>• Discuss DCA grading criteria/rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Peer Reviews and Writing Workshops</li> <li>• Team Member Assessment Survey</li> </ul>	<ul style="list-style-type: none"> <li>• DCA Peer Review</li> </ul>
9/16	<ul style="list-style-type: none"> <li>• Introduce RAE Assignment</li> <li>• Rhetorical Analysis: Asking the Right Questions</li> <li>• Best Practices for Grading Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Best Practices: Commenting on Drafts</li> <li>• Issues with Grammar and Mechanics</li> </ul>	<ul style="list-style-type: none"> <li>• DCA Final Submission</li> </ul>
9/23	<ul style="list-style-type: none"> <li>• Review DCAs</li> <li>• Discuss <i>FYW</i> Chs. 2 and 4; <i>TS/IS</i> Ch. 2</li> </ul>	<ul style="list-style-type: none"> <li>• Grading, Rubrics, Evaluation Forms</li> <li>• Grading Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>FYW</i> Chs. 2 and 4</li> <li>• Read <i>TS/IS</i> Ch. 2</li> </ul>
9/30	<ul style="list-style-type: none"> <li>• Discuss <i>FYW</i> Ch. 6</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Strategies and Models</li> <li>• Reading Activities</li> <li>• FYC Reading Clusters</li> <li>• Promoting Academic Integrity and Dealing with Plagiarism</li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>FYW</i> Ch. 6</li> </ul>
10/7	<ul style="list-style-type: none"> <li>• Discuss <i>FYW</i> Ch. 10</li> </ul>	<ul style="list-style-type: none"> <li>• The RAE Assignment: How to Teach It</li> <li>• Using Student Samples in Class</li> <li>• Partners for Peer Review (10/10) Access Peer Review Materials on FYC Org</li> </ul>	<ul style="list-style-type: none"> <li>• RAE First Submission</li> <li>• Read <i>FYW</i> Ch. 10</li> </ul>
10/14	<ul style="list-style-type: none"> <li>• Discuss RAE grading criteria/rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Partner Discussion of RAE Peer Reviews</li> <li>• Global commenting on essay drafts</li> <li>• Using rubric/evaluation form for draft feedback</li> </ul>	<ul style="list-style-type: none"> <li>• RAE Peer Review</li> </ul>
10/21	<ul style="list-style-type: none"> <li>• Best Practices for Constructing Writing Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Grading the RAE</li> <li>• Commenting and Evaluating</li> <li>• The Synthesis Essay: How to Teach It</li> </ul>	
10/28	<ul style="list-style-type: none"> <li>• Introduce Synthesis Essay</li> <li>• Incorporating Sources Effectively</li> <li>• Evaluating Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Best Practices: Student interaction/communication</li> </ul>	<ul style="list-style-type: none"> <li>• RAE Final Submission</li> </ul>
11/4	<ul style="list-style-type: none"> <li>• Review RAEs</li> <li>• Discuss <i>TS/IS</i> Chs. 4 and 5</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies for Teaching Synthesis</li> <li>• Talking about Grades with Students</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesis Essay First Submission</li> <li>• Read <i>TS/IS</i> Chs. 4 and 5</li> </ul>
11/11	<ul style="list-style-type: none"> <li>• Discuss Synthesis Essay grading criteria/rubric</li> <li>• Discuss <i>TS/IS</i> Ch. 6</li> </ul>	<ul style="list-style-type: none"> <li>• More Practice with Commenting</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesis Essay Peer Review</li> <li>• Read <i>TS/IS</i> Ch. 6</li> </ul>
11/18	<ul style="list-style-type: none"> <li>• Problems and Possibilities of Standard English</li> </ul>	<ul style="list-style-type: none"> <li>• GUEST GTA PANEL: Open Q &amp; A</li> </ul>	
11/25	<ul style="list-style-type: none"> <li>• Problems and Possibilities of Standard English, continued</li> <li>• A Brief History of Composition</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss Teaching Observations</li> <li>• Best Practices: Looking to Next Semester To change or not to change?</li> </ul>	
12/2	<ul style="list-style-type: none"> <li>• A Brief History of Composition, continued</li> </ul>		<ul style="list-style-type: none"> <li>• Synthesis Essay Final Submission</li> </ul>

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