

ENG 612: GTF Composition Seminar II
CRN 13076
5:00-7:50 Wednesdays
214 McKenzie
Assistant Directors: Bill Fogarty, Matthew Hannah, Rachel Bash

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Office Hours: M 11:30-1, R 12-1:30
& by appt (via Susan Dickens 6-1516)

Syllabus

Course Description

This course supports GTFs who are teaching in the University of Oregon's Composition Program for the first time. We will discuss ways to foster a good learning environment for your students, specific aspects of the Program's pedagogy, and review Program and campus-wide resources for you and your students.

Assignments and Grading

Cohort Circle Reflection and Response **25%**

Four times during the term you will be asked to post a reflection and response within a small group of your cohort on Blackboard. A specific prompt about classroom dynamics or practices will be posted. Refer to the schedule of assignments for due dates. Reflections are your answer to the prompt and will be due by **7pm on Fridays**. Responses are your feedback, ideas, support or resources offered to your classmates' reflections and will be due by **7pm on the following Tuesdays**. Your reflection and response together should total about 350 words (one double spaced page). It's up to you how many words you would like to allot to reflection or response in any given week. You must post one reflection and one response, at minimum, though can post more than one of each. The goal here is to have a substantive and supportive conversation around classroom practice. The tone for these reflections and responses is professional, collegial, and generous. All posts must be completed on time to receive full credit.

Participation **25%**

Your active, thoughtful, regular, participation will be crucial to the success of this course. Each of you has unique sensibilities, experiences, and powers of observation that will be helpful to all. Listening is therefore as important as speaking, drawing out your colleagues and inviting their contributions as valuable as those you might make yourselves. Your regular attendance is important for your individual success and that of the course as a whole; however, please do not come to class if you are ill or until you are free of fever for 24 hours without fever-reducing medication. Instead, be in touch with me by email or phone as soon as possible. Assignments will still be due according to the class schedule unless you have made alternate arrangements with me prior to the date they are due. In addition to your physical and intellectual presence during class meetings, these elements are part of your participation grade for the course.

- Attend all required sessions of the fall composition conference.
- Come to class meetings prepared and willing to participate in a range of activities, including group work and full class discussions.
- Participate in the Midterm Survey for the course.
- Administer a Midterm Survey in your own class.
- Complete one midterm conference with me during weeks six or seven to discuss your students' survey responses in particular and teaching in general.

Teaching Portfolio **35%**

A teaching portfolio is "a description of an instructor's major strengths and teaching achievements. It describes documents and materials which collectively suggest the scope and quality of an instructor's teaching proficiency," (Rodriguez-Farrar, "The Teaching Portfolio"). Teaching portfolios are essential tools for anyone going on the job market – tenure-track or adjunct. Two

times during the term, you will submit a teaching portfolio, which includes a representative sample of original course materials you have adapted or created for Writing 121.

Teaching Portfolio-in-Progress due in class on 10/30: This should include the course syllabus with any revisions to date, original handouts and assignment, printouts of pertinent presentations and sample lesson plans. Every piece of written course material does not have to be included. However, enough course materials should be included in order for a reader of your portfolio to gain a sense of your teaching style and sensibility.

Final Teaching Portfolio: The final portfolio consists of all of the above for the entirety of the term *plus* a 1-2 page single-spaced teaching philosophy. **The Final Teaching Portfolio is due along with the Syllabus Analysis on Wednesday, December 11 by 12pm in 124 PLC**

WR 121 Syllabus Analysis 15%

What changes to your syllabus would you make the next time you teach the course? Write a formal analysis (about 700 words) of your fall quarter syllabus that discusses how it could be revised the next time you teach the course. The reasons for making the changes should be the focus of this analysis. Possible points to discuss include the phrasing of policies or the policies themselves, pacing of the assignments, or assignments themselves. **This analysis is due along with the Final Teaching Portfolio on Wednesday, December 11 by 12pm in 124 PLC.**

Course Policies

Late work: Unless you have made arrangements with me in advance, all assignments must be submitted on time or they will be lowered one full letter grade per day the work is late.

Accommodation: If you have a disability (physical or learning) that you think may affect your performance in this class, please see me during the first week of the term so that we can discuss accommodations that will help you succeed in the course.

Attendance: Attend all class meetings unless you are ill.

Grades: Grades from A to B+ have no impact on your continuing appointment as a GTF. However, a course grade of B may result in probationary appointment or no appointment, depending on the determination of the Graduate Appointments Committee. A course grade of B- or lower indicates that the student has not demonstrated either an adequate commitment to teaching or a full grasp of the course content necessary to receive a GTF. See the policy information on the Composition Hub for a more detailed explanation.

Academic Honesty: All work submitted for this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. In cases where academic dishonesty has been clearly established, an F for the final course grade is the standard practice of this department.

Schedule of Assignments

Week	Day	Date	In-Class	Due	
Welcome	M	9/23	First Day & Syllabus		
1	W	10/2	The Enthymeme at Work in Essays		
	F	10/4		Cohort Circle Reflection #1	
2	T	10/8		Cohort Circle Response #1	
	W	10/9	Lesson Planning Readings and Discussion <i>Q&A: Teaching Learning Services and Writing 121 Tutorial</i>		
	F	10/11		Cohort Circle Reflection #2	
3	T	10/15		Cohort Circle Response #2	
	W	10/16	Grading and Conferences High Need/Low Output Students		
4	W	10/23	Revision Strategies <i>Q & A with American English Institute</i>		
	F	10/25		ENG 612 Midterm Survey	
5	W	10/30	Midterm Survey Results Classroom Management <i>CODAC: Addressing Controversial Issues</i> Note: Class will meet from 5:00-7:30	Teaching Portfolio-in- Progress	Administer Midterm Survey in your WR 121 section
6	W	11/6	No Class Meeting	Individual conferences (bring Midterm Survey results)	Address Midterm Survey in your WR 121 section
	F	11/8		Cohort Circle Response #3	
	T	11/12		Cohort Circle Reflection #3	
7	W	11/13	No Class Meeting	Individual conferences (bring Midterm Survey results)	
8	W	11/20	WR 122 Syllabus, course readers and the 2 essay- cycle model		
	F			Cohort Circle Reflection #4	
9	W	11/27	No Class Meeting		
	T	12/3		Cohort Circle Response #4	
10	W	12/4	Wrap up: Making Sense of Student Evaluations Review of Key Concepts for 122		
Final	W	12/11	Final Teaching Portfolio and WR 121 Syllabus Analysis due at 12pm in 124 PLC		

