

ENG 612: GTF Composition Seminar II
CRN 12159
1700-1950
214 McKenzie
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Office Hours: T 10-11:30, 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 Canvas. A specific prompt about classroom dynamics or practices will be posted. Refer to the schedule of assignments or Canvas for due dates. Reflections are your answer to the prompt and will be due by **7pm Fridays**. Responses are your feedback, ideas, support or resources offered to your classmates' reflections and will be due by **7pm 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 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 10/28: This should include 4 *original* teaching documents from the first month of the term, which can include handouts, assignment, printouts of pertinent presentations, and sample lesson plans. Only include material you have downloaded from Teacher Resource blog or borrowed from another teacher *if you have substantively revised it*. Credit the original teacher.

Final Teaching Portfolio: The final portfolio consists of 6-8 documents for the entirety of the term *plus* a 1 page single-spaced teaching philosophy. **The Final Teaching Portfolio is due along with the Syllabus Analysis on Wednesday, December 9 by 12pm in 105 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 (350-700 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 9 by 12pm in 105 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.

Learning Outcomes: Upon completion of ENG 611, 612 and 613, GTFs in the composition training program will achieve these outcomes:

1. Articulate and put into practice the key concepts, pedagogical practices, and learning outcomes of the Composition Program
2. Develop an individualized approach to the Composition Program pedagogy grounded in theory and best practices
3. Understand the needs of various populations of students in the writing classroom

4. Analyze and assess argumentation in college-level student writing
5. Understand the professional responsibilities of teaching at the University of Oregon

Schedule of Assignments

Week	Day	Date	In-Class	Due	
Welcome	R	9/24	The Inclusive Writing Classroom		
1	W	9/30	The Enthymeme at Work in Essays		
	F	10/2		Cohort Circle Reflection #1	
2	T	10/6		Cohort Circle Response #1	
	W	10/7	Reading and Inquiry		
	F	10/9		Cohort Circle Reflection #2	
3	T	10/13		Cohort Circle Response #2	
	W	10/14	Grading and Conferences		
4	W	10/21	Revision Strategies		
			Q & A about ELL students with Alison Lau and Emily Simnitt		
	F	10/23		ENG 612 Midterm Survey	
5	W	10/28	Midterm Survey Results	Teaching Portfolio-in-Progress	Administer Midterm Survey in your WR 121 section
			Moments of Stasis: disagreement in an inclusive classroom		
6	W	11/4	No Class Meeting	Individual conferences (bring Midterm Survey results)	Address Midterm Survey in your WR 121 section
	F				
	T	11/10		Cohort Circle Response #3	
7	W	11/11	No Class Meeting	Individual conferences (bring Midterm Survey results)	
8	W	11/18	WR 122/WR 123		
	F	11/20		Cohort Circle Reflection #4	
9	W	11/25	No Class Meeting		
	T	12/1		Cohort Circle Response #4	
10	W	12/2	Wrap up:		
			Making Sense of Student Evaluations TBD		
Final	W	12/9	Final Teaching Portfolio and WR 121 Syllabus Analysis due at 12pm in 105 PLC		