

## English 611: Composition GTF Seminar I

Winter 2016, CRN 22239

ED 276, 1730-2020

### Syllabus

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**Course Description:** The Composition GTF Seminar provides a theoretical framework for teaching courses in the Composition Program. It is one of the three courses in the pedagogy sequence designed to prepare graduate students to teach the Composition Program's writing courses. Successful completion of this course is a necessary prerequisite for an appointment as a GTF to teach composition courses in English.

**Course Objectives:** Writing is a practical art. The judgment involved in inventing, testing, composing, and revising is multi-layered; improving upon those aspects of writing requires active engagement and guidance through the process. Teaching is also very much a practical art. The judgment involved in inventing, testing, and revising one's classroom practice is similarly multilayered, benefitting from active engagement and guidance through the process. Both arts are learned by doing and reflecting upon having done. This course provides a framework for that process in the Composition Program. The objectives of this course are one step in your preparation for teaching first-year composition classes at the University of Oregon. Upon successful completion of this course, you will be able to do the following:

- Be conversant in the key concepts of the Composition Program's pedagogy (ethical argumentation, discourse community, inquiry, question at issue, reasoned thesis)
- Draw from theory and analysis to develop your own approach to the Composition Program pedagogy
- Demonstrate understanding of the essay cycle as taught in WR 121
- Analyze and assess argumentation in college-level student writing
- Understand the professional responsibilities of teaching at the University of Oregon

### Texts

- *Reading, Writing, and Reasoning*. James Crosswhite, 2015, provided
- *Policies and Procedures: Teaching Written Reasoning at the University of Oregon, 2015-16*, online access on the Composition program Resources for Teachers page.
- Additional assigned reading will be available on the Canvas site for this class

### Assignments and Grading

All assignments must be completed in order to pass this course.

#### Teaching Plans (TP) – 50%

This collection of plans for teaching core concepts and stages of the essay cycle will serve as a resource for your teaching in the fall. After reading the texts, and having discussions with your colleagues, you will write five teaching plans for the key concepts taught in different phases of the essay cycle. See separate assignment instructions.

#### Argumentative Essay - 30%

You will write a 1000-word argumentative essay that responds to a question at issue developed out of our discussion of the Murray and Ungar pieces. This essay may also draw upon any of the readings on the schedule of assignments for this course, but it may not include outside sources. The essay's reasoning must be generated from and expressed by an enthymeme.

### **Conference - ungraded, but required**

Schedule and complete a conference with me Allison Bray, or Kristy Kelly (Assistant Directors of Composition) to discuss the question at issue and enthymeme you are planning to use in your essay.

### **Analysis of Student Writing - 20%**

We will read and discuss student essays in the context of the theoretical and pedagogical issues covered in the course. For one of these, you will turn in a one-page, single-spaced analysis of the essay. First, write a description of the paper in a single paragraph without evaluative language that accounts for both what the paper claims and how it goes about earning its conclusion. Then, describe the most important aspect of the essay for the author to focus on for revision.

## **Course Policies**

**Grades and Teaching Appointments:** Policies about grades for this course and their relation to teaching appointments can be found in the “Teacher Training and Evaluation” section of *Policies and Procedures*. Please note that eligibility for GTF appointments in the Composition Program is based upon a graduate student’s time in the home degree program, not the number of years of teaching in Composition. Please consult the GDRS for English on the Graduate School’s website for complete information.

**Attendance:** You must attend and participate in all class meetings to pass this course unless you give sufficient notice and reason for being unable to attend. Please do not come to class if you are ill. Missing a class meeting without advance notice will result in your course grade being lowered by 1/3. Missing more than one class meeting may also result in your course grade being lowered by 1/3. Being absent from class does not automatically excuse you from handing in work on time. Arrangements for handing in work on an alternate schedule are considered made when I have confirmed your request. If circumstances interfere with your ability to attend or participate in class, see me right away.

**Late assignments:** Unless arrangements are made in advance, I will not accept late work.

**Educational Environment:** I expect every member of this class to treat everyone here with respect and dignity according to the university policies below. Please see me if this is ever not the case. You may also seek assistance from the Bias Response Team (<http://bias.uoregon.edu/>) and the Office of Affirmative Action and Equal Opportunity (<http://aaeo.uoregon.edu/>).

**Distractions and the Educational Environment:** You may use electronics that support the educational environment of this class, which means they must contribute to your active attention to what is going on in class and offer no distractions to your colleagues. If you use a laptop or tablet in class, send me a copy of the class notes you take at the end of each class session. Do not work on outside projects such as reading or grading during class. This or other behavior that detracts from the educational environment may result in your course grade being lowered. You are welcome to bring food to class, but please be sure that smells and sounds are not distracting to those who are not eating and wish they were.

**Access:** The University of Oregon is working to create inclusive learning environments. Please notify me in the first week of classes if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You may also wish to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or [uoac@uoregon.edu](mailto:uoac@uoregon.edu).

**Registration:** This course is offered for variable credit to accommodate students whose degree requirements prevent them from registering for the full three credits without incurring additional tuition costs. The course is the same for everyone taking the course, no matter the number of credits. Students should register for three credits unless they will incur additional tuition cost.

**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. The student conduct code may be found on the Student Conduct and Community Standards website.

### **Important Information**

Inclement weather: If weather conditions necessitate cancelling a class meeting, I will notify you by email through the course Canvas site.

In case of emergency, call 911. For non-emergency assistance, call the UO Police Department (541) 346-2919. Identify two exits and the assembly check-in location for this and every building you frequent on campus.

Students who experience gender-based violence: Any student who has experienced sexual assault, relationship violence, stalking, coercion, and/or sexual harassment is encouraged to seek help. Please visit <https://safe.uoregon.edu> for information. You are also strongly encouraged to contact Renae DeSautel, Sexual Violence Response & Support Services Coordinator, [desautel@uoregon.edu](mailto:desautel@uoregon.edu). She will keep your information confidential. In addition, the UO Ombudsperson Bruce MacAllister (541 346-6400 or [ombuds@uoregon.edu](mailto:ombuds@uoregon.edu)) can provide confidential support and assistance. You can also contact any pastor, priest, imam, or other member of the clergy. All of these people, including all UO faculty members, have an obligation not to reveal your name or other specific information without your permission, although faculty members do have to provide “general information” that will help us create a safer campus. As your instructor, I can also reassign work partners and make other necessary accommodations.

University of Oregon Affirmation of Community Standards: The University of Oregon community is dedicated to the advancement of knowledge and the development of integrity. In order to thrive and excel, this community must preserve the freedom of thought and expression of all its members. The University Of Oregon has a long and illustrious history in the area of academic freedom and freedom of speech. A culture of respect that honors the rights, safety, dignity, and worth of every individual is essential to preserve such freedom. We affirm our respect for the rights and well-being of all members.

University of Oregon Policy Statement on Equal Opportunity: The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation or any other extraneous consideration not directly and substantively related to effective performance. This policy implements all applicable federal, state; and local laws, regulations; and executive orders. Direct related inquiries to the Office of Affirmative Action and Equal Opportunity, 474 Oregon Hall, University of Oregon, Eugene, OR 97403; telephone (541) 346-3123; TDD (541) 346-0852.

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### **Teaching Plan #1: Discourse Community, Inquiry, and Argument**

Draft due on 1/13/16 in class: After reading Crosswhite, Hooks, and the selections from *The Shape of Reason*, write answers to the questions below. The responses should total about 600 words, single-spaced on one page, with one-inch margins. Bring a copy (electronic or hard copy) with you to class on 1/13.

1. Briefly describe the characteristics of the best classroom learning environment you have experienced as a student.
2. Reflecting on the readings for today, what classroom conditions support inquiry? These could include physical space, ground rules, shared assumptions among participants, kinds of materials and issues the class discusses, etc.
3. What classroom conditions impede students' participation in inquiry?
4. Write a paragraph addressed to students that describes inquiry and argument in your own words.