

ENG 613: Composition GTF Apprenticeship
Spring 2016, CRN 32137

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Prospective Composition GTFs who are currently enrolled in or have successfully completed ENG 611 spend one term working with an experienced teacher in a section of WR121 or WR122. The apprenticeship is set up to complement the theoretical work in ENG 611 with practical experience for teaching WR121 or 122. Grading option is P/NP only.

The apprenticeship is made up of these activities:

- Begin attending your mentor's class on the first day it meets.
- Attend all classes, thereby accumulating 25-30 hours of observation.
- Attend the general apprentice meeting on Monday April 4, 5:30-6:20, 253 PLC.
- Complete the apprenticeship plan with your mentor during Week 1.
- Teach two class sessions under the mentor's supervision.
- Observe 3 student conferences (3 individual conferences or 1 writing circle)
- Observe two additional composition classroom meetings taught by two different composition teachers.
- Schedule a conference with Miriam.
- Complete a 1-page reflection on the apprenticeship.
- Review the WR 121 course readers and casebooks. Complete of a draft schedule of three units of readings for your future WR 121 course, including a detailed lesson plan for one reading.

The apprentice and mentor should meet early in the first week of classes to work out a mutually agreeable schedule for the apprentice's participation in the course. This discussion should address the mentor's syllabus and plans for the course, the role of the apprentice during class meetings, and when and what the apprentice will teach. **Copies of all books used in WR courses are available via the Knight Library Course Reserves, listed under *Bergquist*.**

The apprentice is an active observer of the course and a teacher only in a student-teacher capacity. The apprentice should not do any of the teacher's work; the teacher remains responsible for teaching and evaluating his or her students throughout the term.

Apprentices must attend all class meetings for first essay cycle. After the first essay cycle, the apprentice may miss up to one week of class *only with advance notice to the mentor teacher*.

Additional Classroom Observations:

All apprentices will observe two additional composition classroom meetings, taught by two different composition teachers. A schedule of available writing classes will be posted on the Canvas course site.

One of these observations must be of Michael Copperman (Center for Multicultural Academic Excellence students), Emily Simnitt or Alison Lau (non-native speakers). The second observation can be of any teacher on the list of available classes. All apprentices are strongly encouraged to observe discussion-based class sessions, such as discussions of readings or enthymeme workshops. A schedule of available writing classes will be posted on the Canvas course site. Contact the instructor in advance of your observations, to coordinate best classes to observe. *Do not show up to WR classrooms without advance communication to the instructor.*

A response to the first observation is due by the Friday of Week 4 by 5pm, and a response to the second by the Friday of Week 7 by 5pm, both via the Canvas course site. Requirements for the response are posted on Canvas.

Individual Conference:

All apprentices will meet with me in Weeks 4 or 5 to discuss their apprenticeship.

Final Assignments:

At the end of the term, all apprentices hand in a 1-page, typed reflection on the apprenticeship. This document could be a discussion of the most useful parts of the apprenticeship, a reflection on how mentor methods may or may not be adapted to a future classroom of yours, or an analysis on an important activity or teaching moment with a student. Also, apprentices will

hand in a draft schedule of three units of course readings for future WR 121 courses. Details of these assignments can be found on the *Canvas* Final Assignments Module. **Both assignments are due via Canvas by Tuesday June 7 at 12pm.** Mentors are also asked to submit a letter that briefly summarizes and evaluates the their apprentice by the end of week 10.

Course Grades:

As the teacher of record for ENG 613, I am responsible for overseeing all apprenticeships. In consultation with the mentor teacher, I will assign a grade of P or NP for the apprenticeship. A passing grade will signify satisfactory completion of all aspects of the apprenticeship by the end of the term. Unsatisfactory work on significant aspects of the apprenticeship will result in a grade of NP. Given the nature of the apprenticeship the grade of Incomplete is rarely appropriate. If apprentices or mentors have any questions or concerns, be in touch with me right away.

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