Syllabus

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Office Hours: MW 1:00-2:00, U 10:00-11:00, and by appointment

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Course Description: The Composition GTF Seminar is the theoretical component of the three-course pedagogy sequence designed to prepare graduate students to teach in the Composition Program’s writing courses. Successful completion of this course is a necessary prerequisite for appointment as a GTF to teach composition courses in English. Policies regarding appointments are summarized in the 2010-11 edition of the Composition Program Policy Manual.

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 practice is similarly multi-layered, benefitting from active engagement and guidance through the process. Both arts are learned by doing and reflecting upon having done. The objective of this course is to prepare each of you to teach writing. Upon successful completion of this course, you will be able to do the following:

- Be conversant in the key concepts in *The Shape of Reason* (question at issue, reasoned thesis, inquiry, discourse community, etc.)
- Demonstrate understanding of the essay cycle as taught in WR 121 and WR 122
- Effectively analyze and assess argumentation in college-level student writing
- Understand the professional responsibilities of teaching at the University of Oregon

Texts

- *The Shape of Reason: Argumentative Writing in College*, 4th edition. John T. Gage. (desk copies provided by the publisher, and on reserve)
- *They Say/I Say with Readings*. Gerald Graff, Cathy Birkenstein, Russel Durst. (desk copies provided by the publisher, and on reserve)
- *Componere: Teaching Written Reasoning at the University of Oregon*, 2010-11
- Additional assigned essays will be available on the Blackboard site for this class

Assignments and Grading

Policies about grades for this seminar and their relation to teaching appointments can be found on pages 10-15 in *Componere*. All assignments must be completed in order to pass this course.
Attendance and Participation - 20%
Attendance at all class sessions is required. 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. Participate in a professional, collegial fashion that respects all opinions and contributions. Completing in-class writing will also be part of the participation grade. Because of the size of this class, all electronics (especially laptops and cell phones) must be turned off during class. If you bring food or drink, be unobtrusive so as to avoid distracting those who have not.

Discussion Forum Papers on Blackboard - 20%
In four one-page forum papers, you will define a question that is raised for you by one or more of the recent assigned readings or in-class discussions and then discuss that question. You may argue for an answer to the question, agree or disagree, explore implications, or inquire further. In each of these essays, you should be concerned with what makes your claims reasonable. No other resources besides our readings and class discussions need be consulted. Post this paper to your forum group by noon of the Wednesday by copying and pasting directly into the window rather than attaching a document. A hard copy is due at the beginning of class, according to the schedule of assignments.

Following that Wednesday’s class, each member of the forum group should read the papers by others in the group and post a response to two of them. To ensure a distribution of replies, each paper should receive at least two replies – therefore you should reply first to papers that have one or no replies yet.

Analyses of Student Writing - 20%
These essays will be a resource for discussing student writing in the context of the theoretical and pedagogical issues raised in readings and discussion. You will read and respond in writing to 5 student essays in a two-paragraph analysis. Read the essay and write a one-paragraph description of how this student has approached the task of writing an argument. This description should have no evaluative language. Reflect and then and write a paragraph describing what this student needs to consider for a revision. Consider these or other features as appropriate: question at issue, enthymeme, clarity of reasoning and evidence, clarity of expression. A specific focus may be suggested for some analyses and will be announced in class.

WR 121 Argumentative Essay - 20%
You will write a 1000-word argumentative essay that responds to a question at issue developed out of reading and discussion according to the schedule of assignments.

Course Reflective Essay and Portfolio 20%
Keep the copy of your Forum Papers, Analyses of Student Writing, and Argumentative Essay with our comments, and assemble them into a portfolio. Write a two-page essay that reflects on a theoretical or pedagogical issue you have worked with over the course of the quarter. Your essay will make specific reference to and cite the portfolio contents by way of support and illustration.
Course Policies

If you experience a barrier to any aspect of the course or have a disability of any kind that may affect your performance in this seminar, please see one of us as soon as possible so that we can make arrangements for your full participation in all the classroom activities. Please see Componere for additional information.

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: http://studentlife.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx

Unless otherwise specified, all written work should be double-spaced, with one-inch margins and printed in 12-point font.

Unless arrangements are made in advance, late work will not be accepted.

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. All students should register for three credits unless they will incur additional tuition cost.