

# introduction to eng 613

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## course overview

Prospective Composition GEs who work in the Writing Tutorial program spend Fall term working with an experienced teacher in a section of WR 121, 122 or 123. The apprenticeship offers practical experience for teaching composition and understanding its place within the UO undergraduate experience. Work in ENG 613 complements theoretical work in ENG 611. By working closely with an experienced teacher, apprentices have the opportunity to consider productive, sustainable approaches to support the learning of writing. This course is also instrumental in helping Writing Tutors understand the pedagogy behind student essays. Grading option is P/NP only.

## course responsibilities

I am here to help you succeed! It is our shared responsibility to communicate respectfully and with empathy with each other and our writing students. The syllabus and Canvas are your starting points when you have questions about expectations. It is my responsibility to be as clear as possible about expectations, assignments, and assessment procedures. It is your responsibility to contact me when feeling confused, overwhelmed, or unsure. I am here to support both apprentices and mentors. Don't hesitate to email me!

## course goals

Upon completion of ENG 611, 612 and 613 [the complete composition-training program], you will be able to:

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 diverse 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.

## course structure

During your apprenticeship, you are required to:

- Attend one full essay cycle of classes, thereby accumulating 12-15 hours of observation. You may stop attending after essay 1.2 is handed in or at the end of Week 5, whichever comes first.
- Attend the general apprentice meeting during the Composition Conference in Week of Welcome.
- Complete the apprenticeship plan with your mentor during Week 1.
- Teach 1 class session under the mentor's supervision.
- Observe two additional composition classroom meetings taught by two different composition teachers.
- Schedule a conference with Emily.
- Complete a 1-page reflection on the apprenticeship
- Write a sample syllabus for WR 121 in consultation with your mentor teacher and Emily.

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.

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 the first essay cycle.

## assignments

Below is an overview of the assignments you must submit in order to pass the course. Additional details for each assignment will be posted on Canvas. All assignments should be submitted on Canvas. Mentors also will submit a letter that briefly summarizes and evaluates your work in their class by the end of wk10.

## classroom observations: due wk4

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 a class designated to serve a specific population of students (designated as "group A" on the list). The second observation can be of any teacher in "group B" on the list available classes. All apprentices are strongly encouraged to observe discussion-based class sessions, such as discussions of readings or enthymeme workshops. 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 350-word response for each observation (two total) are due on the Canvas by the Friday of Week 4 by 5pm. Response requirements will be detailed on Canvas.

## individual conference: wk4 or wk5

You are required to meet with me at midterm to discuss your apprenticeship. I'll post a conference sign up on Canvas no later than week 2 of the term.

## final reflection: due wk10

At the end of the term, you will hand in a 1-page, typed reflection on the apprenticeship that does one or more of the following:

- discusses the most useful parts of the apprenticeship
- reflects on how you might or might not adapt mentor methods your own future classroom
- analyzes an important activity or teaching moment you experience with a student.

## draft syllabus: due wk10

You will draft and submit a complete syllabus for future WR 121 courses. Details of these assignments can be found on Canvas.

## 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.