



*Freedom Writers* image courtesy of Paramount Pictures

## ENG 612: GE Composition Seminar II

ENG 612: CRN 12212  
Fall 2018

W 5:30-8:20pm  
262 LIL

### Course Overview

This course is designed to support GE's teaching in the University of Oregon's Composition Program for the first time. We will discuss ways to foster an effective and inclusive learning environment for your students as well as refine understanding of the Composition Program pedagogy and learning outcomes and familiarize ourselves with the resources available to teachers and students of writing on campus. Teaching is a craft and a labor, and so our course is also an inquiry. What do effective and inclusive learning

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environments look like? What is the individual teaching persona you want to present in your classroom communities? How do we best navigate university, department, and program expectations with our unique goals and with student expectations for their education? There are no single answers to any of these questions, and so as a community of teachers we will discuss best practices and philosophies.

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## Learning Outcomes

What skills, experiences, and knowledge do we hope you will get out of this course? By the end of the term, our goals for your teaching practice are that you will improve your proficiency and artistry at:

- understanding the UO's writing requirement and its place within the undergraduate experience.
- developing productive, sustainable approaches to best support students' learning, from assignment design to responding to student writing to facilitating peer review, etc.
- understanding the cognitive, emotional, and cultural learning processes of diverse first-year college students.
- reflecting on your professional teaching identity and projecting future teaching goals for yourself.

\*\*\*In our first week of class, we may add to this list of learning outcomes based on what you think is important in your teaching practice and would like to get out of the course.

This work will support the fulfillment of the learning outcomes for the full teacher training program, ENG 611-612-613, and the expectation that you will be able to:

- articulate and put into practice the key concepts, pedagogical practices, and learning outcomes of the Composition Program.
- develop an individualized approach to the Composition Program pedagogy grounded in theory and best practices.
- understand the needs of various populations of students in the writing classroom.
- analyze and assess argumentation in college-level student writing.
- understand the professional responsibilities of teaching at the University of Oregon.

## Assignments + Assessment

Engagement and Inquiry = 25%

Professional Activity and Reflection = 35%

Teaching Portfolio = 40%

**Engagement and Inquiry:** Teaching in the university is a social and communal practice of knowledge-making. Each of you have unique insights, experiences, and questions that will help all of us to think more deeply about our teaching practice and grow as professionals. Your active, thoughtful participation is crucial to your success and the success of your colleagues in the course. To that end, you are at minimum required to:

- 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 a midterm survey for the course.
- administer a midterm survey in your own class.
- complete one midterm conference during week six or seven to discuss your students' survey responses in particular and teaching in general.

**Professional Activity and Reflection:** Being part of a professional community, whether it's in a university, academic department, or other professional organization, requires service to maintain and grow the community as well as regular professional development in order to innovate your practice and encourage your own growth. Ultimately, service and professional development are opportunities to

share, collaborate, and flourish. Our 612 community will form 4 “committees” on various topics related to the first WR 121 essay cycle. Each committee will be responsible for the following:

- present your classroom experiences—successes and failures, hopes and disappointments—with your assigned teaching topic and raise questions and problems for the class to discuss.
- post a Canvas discussion board question for the class on your assigned teaching topic by 10am on Thursday.
- synthesize the in-person and Canvas class discussions into a meaningful written reflection on your teaching topic that you submit by next Wednesday’s class.
- respond to the Canvas discussion board questions posed by the other three committees.

**Teaching Portfolio:** The teaching portfolio is a professional presentation of select materials that best represent your core teaching principles in action. A professional portfolio is an essential tool for the job market and for promotion, in whatever career path you choose; as you gain more experience, you can add to the portfolio you begin here. Examples of teaching artifacts are: lesson plans, PowerPoint presentations, screenshots of Canvas pages, handouts, assignments, feedback on student writing, a statement of your teaching philosophy, etc. Only include material you have downloaded from the Teacher Resource blog or borrowed from another teacher *if you have substantially revised it*; and credit the original teacher. The teaching portfolio must include:

- six original or significantly adapted teaching artifacts from your Fall 2018 teaching
- one of the six artifacts must be your revised syllabus for the next time you teach the course
- a description and reflection on the artifacts you’ve included in the portfolio
- an analysis of your revised syllabus

## Other Policies + Expectations

**Attendance:** Attend all class meetings unless you are ill. Since the class is discussion-based, please notify Kara and Nick via email ahead of time, if you can, as that will help us with planning.

**Late Work:** Unless you have made arrangements with us in advance, all assignments must be submitted on time or they will be lowered one full letter grade per day the work is late (weekends count!).

**Grades:** Grades from A to B+ have no impact on your continuing appointment as a GE. 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 an adequate commitment to teaching or a full grasp of the course content necessary to receive a GE. See the policy information on the Composition Hub for a more detailed explanation.

**Academic Honesty, Authorship, and Plagiarism:** As writing teachers, we help our students understand ‘authorship’ and ‘ownership of ideas and words’ in academic writing. This helps writers give the correct credit to other writers and thinkers for their words and ideas. The same expectation holds true for your work in this course. Properly document ideas, quotations, paraphrases. Be aware of fair use, copyright, and intellectual property issues. In cases where academic dishonesty has been established, an F for the final course grade is standard department practices. *If you have a question about using ideas and words from others in your work, please ask!*

**Incompletes:** A request for the grade “Incomplete” must be placed in advance of the end of the quarter. Such approval will be granted only in cases when some minor but essential aspect of the course cannot be completed by a student through unforeseen circumstances beyond their control.

**Access:** The University of Oregon is working to create inclusive learning environments. Please notify me in week one 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 [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

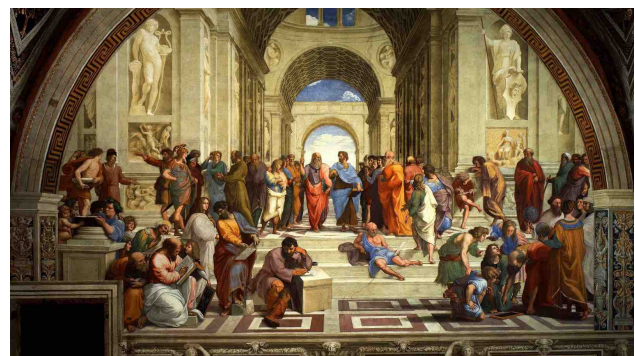
**Observance of Religious Holidays:** Students who observe their religious holidays at times when academic requirements conflict with those observances must inform instructors in advance of the holiday. Students are responsible for making up missed work according to a schedule determined with the teacher.

## Professional Etiquette

Expected when you communicate with both your peers and your instructors.

- Be respectful of each other. We're all in this together.
- Respect the privacy of your classmates and what they share in class. It is prohibited to transcribe or screenshot and repost posts, comments, or material from this course on social media.
- Do not make personal or insulting remarks.
- Ask classmates for clarification if you find a discussion comment or posting offensive or difficult to understand.
- Understand that we may disagree and that exposure to other people's opinions is part of the learning experience.
- Avoid sweeping generalizations. Back up your stated opinions with facts and reliable sources.
- When emailing your professors or peers, use a descriptive subject line and don't forget to sign your message with your name.
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be aware that typing in all capital letters indicates shouting.

"If we work in marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal minds and instill in them just principles, we are then



engraving upon tablets which no time will efface, but will brighten and brighten to all eternity." ~Daniel Webster

## professional activity + reflection

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“You are on that committee to find a path through a thorny thicket of procedural thaumaturgy in pursuit of some goal that will benefit your work as a teacher, researcher, or mentor.” ~ Alex Small, *Chronicle Vitae*

**instructions:** Our 612 community will form 4 “committees” on various topics related to the first WR 121 essay cycle. You will be assigned to your committee based on your Week 0 survey responses. Each committee and committee member is responsible for the following:

- present your classroom experiences—successes and failures, hopes and disappointments—with your assigned teaching topic and raise questions and problems for the class to discuss.
- post a Canvas discussion board question for the class on your assigned teaching topic by 10am on Thursday.
- synthesize the in-person and Canvas class discussions into a meaningful written reflection on your teaching topic that you submit by next Wednesday’s class.
- respond to the Canvas discussion board questions posed by the other three committees.

**purpose:** Being part of a professional community, whether it’s in a university, academic department, or other professional organization, requires service to maintain and grow the community as well as regular professional development in order to innovate your practice and encourage your own growth. Ultimately, service and professional development are opportunities to share, collaborate, and flourish.

**presentation format (committee):** The format of the presentation to the class is up to the committee, and should be a collaboration between committee members. You may want to do a panel or roundtable discussion, lightening teaching demos, a skit, lead a class discussion/activity, etc. The goal is for each teacher to share their experiences/materials on their topic and open up discussion on best practices and addressing issues. You are not expected to be experts; you are learners! adventurers! Plan for 30 minutes total with time for class discussion.

**discussion board prompt (committee):** Each committee will post a Canvas discussion board prompt on their topic based on their presentation and discussion. Pose a question on your topic that will encourage your peers to reflect on their teaching and/or share ideas, concerns, materials, or questions for further inquiry. You want to lead into your question with approx. 100 words. (You can find sample discussion board prompts on Canvas, and you are welcome to adapt them.)

**reflection format (individual):** Each committee member will submit a 350-500 word formal reflection on their topic by the following Wednesday’s class. This assignment must be typed (single or double-spaced—your aesthetic preference), and submitted on Canvas under **Assignments/ Committee Reflection**.

**discussion board responses format (individual):** You will respond to the Canvas discussion board prompts posed by the three other committees by midnight on Sundays. Your responses should total approx. 300 words that you can use as a single response to the initial prompt or as multiple responses where you offer feedback, ideas, support, or resources to your peers’ posts.

**due dates:** All Canvas discussion board responses to the other committees' prompts are due by midnight on Sundays of Weeks 2-5.

Committee on Critical Reading: Wednesday, October 3

Canvas Discussion Board Prompt: Thursday, October 4 by 10am

Reflection (approx. 350-500 words): Wednesday, October 10

Committee on The Essay: Wednesday, October 10

Canvas Discussion Board Prompt: Thursday, October 11 by 10am

Reflection (approx. 350-500 words): Wednesday, October 17

Committee on Revision: Wednesday, October 17

Canvas Discussion Board Prompt: Thursday, October 18 by 10am

Reflection (approx. 350-500 words): Wednesday, October 24

Committee on Assessment: Wednesday, October 24

Canvas Discussion Board Prompt: Thursday, October 25 by 10am

Reflection (approx. 350-500 words): Wednesday, October 31



## teaching portfolio

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“Anytime anyone cautioned me against ‘wasting’ too much time on my teaching craft, I should have *ignored that terrible advice*. Because guess what? The great majority of available jobs in my discipline—and in most humanities disciplines—are at ‘teaching schools.’ In today’s ruthless academic market, I don’t know many people from grad school who got tenure-track jobs. But for what it’s worth, *every single one of those people* (many of whom are now tenured!) were the type who ‘cared too much’ about their teaching.” ~ Rebecca Schuman, *Chronicle Vitae*

**instructions:** The teaching portfolio is a professional presentation of select materials that best represent your core teaching principles in action. Examples of teaching artifacts are: lesson plans, PowerPoint presentations, screenshots of Canvas pages, handouts, assignments, feedback on student writing, a statement of your teaching philosophy, etc. Only include material you have downloaded from the Teacher Resource blog or borrowed from another teacher *if you have substantially revised it*, and credit the original teacher. We will build in project time in Weeks 8 and 10. The teaching portfolio must include:

- six original or significantly adapted teaching artifacts from your Fall 2018 teaching
- one of the six artifacts must be your revised syllabus for the next time you teach the course
- a description and reflection (approx. 500 words) on the artifacts you’ve included in the portfolio; OR you can opt for a narrative (approx. 500 words) about your teaching
- an analysis (approx. 300 words) of your revised syllabus: what changes would you make and why?; possible points to discuss include the phrasing of policies or the policies themselves, pacing of the assignments, or assignments themselves

**purpose:** A professional portfolio is an essential tool for the job market and for promotion, in whatever career path you choose; as you gain more experience, you can add to the portfolio you begin here. It’s an opportunity to archive your materials and showcase your individual teaching style, strengths, and growth.

**format:** This assignment must be submitted as a pdf on Canvas under **Assignments/Teaching Portfolio**.

**due:** Wednesday, December 5 by 5pm

## Tentative Course Schedule

Week 0 M 9/17	Introductions + Welcome! Fall Composition Conference, 12:30-1:30pm
Week 1 W 9/26	Teaching Reading Reading Analysis; also, what the heck is an enthymeme?
Week 2 W 10/03	Teaching Inquiry Question at Issue (Q@I); also, seriously, what is this enthymeme? <b>Presentation by the Committee on Critical Reading</b> <b>Canvas Discussion Board Response due Sunday by midnight</b>
Week 3 W 10/10	Teaching Writing Process Composing + Drafting <b>Presentation by the Committee on The Essay</b> <b>Canvas Discussion Board Response due Sunday by midnight</b>
Week 4 W 10/17	Teaching Revision Peer Review, Conferences <b>Presentation by the Committee on Revision</b> <b>Canvas Discussion Board Response due Sunday by midnight</b>
Week 5 W 10/24	Assessing Writing Giving feedback and grading <b>Presentation by the Committee on Assessment</b> <b>Canvas Discussion Board Response due Sunday by midnight</b>
Week 6 W 10/31	Individual Teacher Meetings No class
Week 7 W 11/07	Individual Teacher Meetings No class
Week 8 W 11/14	TBD based on Week 0 survey
Week 9 W 11/21	Thanksgiving Break No class
Week 10 W 11/28	TBD based on Week 0 survey
<b>W 12/05</b>	<b>Teaching Portfolio Due</b>