

## English 611: Composition GTF Seminar I

Winter 2018, CRN 22786

GER 242, 1730-2020

### Syllabus

#### Teacher:

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Office Hours: M 14:00 – 15:30, R 13:00 -14:30, and by appointment

Pronouns: she/her/hers; Preferred way to address me: Carolyn

**Course Description:** This course prepares graduate students in English, Creative Writing, Folklore, and Comparative Literature instructors of record for WR 121. The course introduces the Composition Program's pedagogy of ethical argumentation along with its theoretical and institutional context, in order that prospective teachers have the background to make the course their own.

**Course Objectives:** Writing is a practical art. The judgment involved in reading, responding, 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 reading, responding, inventing, testing, and revising one's classroom practice is similarly multilayered, benefitting from active engagement and consultation through the process. Both arts are learned by doing and reflecting upon having done. This course provides a framework for participating as a teacher of record 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
- Learn the professional responsibilities of teaching at the University of Oregon

#### Texts

- *Reading, Writing, and Reasoning*. James Crosswhite, 2<sup>nd</sup> edition, 2018, provided
- *Small Teaching: Everyday Lessons from the Science of Learning*. James M. Lang, 2016. Available as an e-book through the UO Libraries.
- *Policies and Procedures: Teaching Written Reasoning at the University of Oregon, 2017-18*, 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 unless alternate arrangements have been made. Detailed descriptions of assignments will be available on Canvas.

#### Framework Assignments: Reading, Questions, Reasoning, Writing – 50%

This collection of for teaching core concepts and stages of the essay cycle will serve as a resource for your teaching in the fall. You will write four framework assignments that connect theory to the essay cycle stages in *Reading, Reasoning, and Writing*, the Composition Program's core text.

### **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 readings in week three. 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 in week six or seven with Kate Huber or Justin Brock to discuss the question at issue and reasoned thesis 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 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, in a second paragraph, 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*. A course grade of a B+ in ENG 611 is required to be eligible for a teaching appointment in the Composition Program. Please note that eligibility for GE 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. 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. Please communicate by email about any glitches or difficulties with assignments.

**Educational Environment:** I expect every member of this class to treat everyone here with respect and dignity. Further, everyone's behavior in class needs to support all class members' ability to participate in the educational environment. If an event or behavior in class has restricted your ability to participate, please let me know. You may also seek assistance from the Bias Response Team (<http://bias.uoregon.edu/>), the Office of Affirmative Action and Equal Opportunity (<http://aaeo.uoregon.edu/>), and the new University of Oregon respect website, <http://respect.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 own active attention to what is going on in class and offer no distractions to your colleagues. 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 minimize the impact that smells and sounds of food for those to 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 [uoacc@uoregon.edu](mailto:uoacc@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.

**Religious Observance:** Let me know in advance of any religious holidays you observe that conflict with academic requirements. We will create an alternate schedule for assignments or class work that you will miss.

### **Other Important Information**

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 Ombuds (541-346-6400 [ombuds@uoregon.edu](mailto:ombuds@uoregon.edu)) can provide confidential support and assistance. You can also contact any pastor, priest, imam, or another 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.

**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. As a matter of general safety, be sure to identify two exits and the assembly check-in location for this and every building you frequent on campus. UO Emergency Management & Continuity Program (UOEMC) has an entire website dedicated to helping students, staff, and faculty become better prepared in the event of an emergency: <http://emc.uoregon.edu/>. This website offers a wide range of helpful tips, including how to create your own emergency supply kit to updates on any recent alerts. Three recommendations in particular pertain to this class: confirm that you are signed up for emergency alerts (for both emails and text messages), practice at least two routes out of this classroom so that you already know them in the event of an evacuation (there are evacuation maps available in most hallways that you can consult to help you identify the best routes) and know the evacuation assembly area. For emergency assistance on campus call 911. For non-emergency assistance on campus call 541-346-2919. Never assume others have called when you witness an emergency situation that endangers yourself or others.