course overview
Prospective Composition GEs spend Spring 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 are introduced to varied, productive, and sustainable approaches to teaching writing within the UO Composition Program framework. Grading option is P/NP only.

course responsibilities
As the course instructor, I am here to help you succeed! It is our shared responsibility to communicate respectfully and with empathy. The syllabus and Canvas are your starting points when you have questions about expectations. I am here to support both apprentices and mentors. We won’t get much face time this term. Don't hesitate to email me!

course learning goals in brief
1. identify and compare methods of individualizing teaching writing that adhere to Composition Program outcomes, values, and requirements;
2. become involved in the Composition Program teaching community through classroom observation and discussions with multiple experienced teachers;
3. demonstrate knowledge of writing studies concepts and inclusive, engaged, and research-led teaching practice.

composition program training sequence goals
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 + assignments
Below is an overview of assignments required to pass the course. Assignments will be submitted on Canvas unless otherwise noted. Mentors also will submit a letter that briefly summarizes and evaluates apprentice work in class by the end of wk10.

___ actively observe: wk1 – wk5
___ create + submit a participation plan: wk1 [04.07]

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. APPRENTICES MUST ATTEND ON FULL ESSAY CYCLE and accumulate 12-15 hours of observation. Apprentices may stop attending after essay 1.2 is handed in or at the end of Week 5, whichever comes first. 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.

___ attend general apprentice meeting: wk1 or wk2 [04.05]
This hour-long orientation covers course goals and expectations.

___ teach one class: TBD by apprentice + mentor [TBD]
Apprentices will teach one class under their mentor’s supervision. Description and reflection about the experience may become part of the end-of-term reflection letter.

___ individual conference: wk4 - wk6 [TBD]
The individual conference component of ENG 613 is an opportunity for apprentices to talk about their experience and to discuss syllabus creation and individualizing an approach to teaching WR 121. Sharing and getting feedback on teaching artifacts is also vital for being part of a community of teachers. The midterm conference is a structured opportunity to talk about teaching and to experience membership in the CP teaching community.

___ additional classroom observations + report: due wk7 [05.19]
Apprentices will observe and report on observations of two writing classrooms in addition to their mentor’s classroom. Apprentices should identify, describe, and reflect on models of inclusive, research-led practices in a post-observation report. The assignment prepares future teachers to develop individual approaches to teaching writing and ethical argumentation.

___ WR 121 syllabus: due wk8 [05.26]
Drafting a syllabus familiarizes apprentices with the required elements, such as learning outcomes and policies, as well as with what that can be personalized to reflect individual disciplinary knowledge and values. The assignment also requires critical evaluation of the syllabus as a genre. Who benefits from the way in which syllabi are structured? Who is excluded by the language or the design of syllabi? Draft syllabus for ENG 613 are intended to be revised and refined for use in the first term of teaching.

___ reflection letter: due wk9 [06.02]
The scholarship of teaching and learning emphasizes the importance of metacognition, the knowledge of one's own thinking processes and choices, in the ability to transfer what one learns in one situation to the next. The final assignment, a letter to be read by the apprentice in preparation for the first day of teaching, is an opportunity to examine and heighten awareness of the knowledge gained throughout the apprenticeship.

course grades
The teacher of record for ENG 613 is 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.