



Harry Potter and the Chamber of Secrets image courtesy of Warner Bros.

ENG 612: GE Composition Seminar II

ENG 612: CRN 12154

Fall 2019

W 5:30-8:20pm

106 DEA

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Are you ready for a magical teaching tour?



But what should I do in my class?

the Composition Teacher Resources and Blog (TR blog) has lesson plans, activities, assignments, and more! Go to blogs.uoregon.edu/comphub

Course Overview: Why am I here?

We hope you're here because you care about the success of your students and you desire to professionally develop your teaching. Whether you are an MA, MFA, or PhD student, whether you'll be teaching just this year or many years to come, we think you'll get valuable knowledge and experience that can transfer to

any classroom or professional environment. We also hope you're excited to have lively conversations about the pleasures and pitfalls of teaching writing and to learn from your peers.

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 labor, and so our course is also an inquiry. What do effective and inclusive learning 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.

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, as well as:

- gain familiarity and confidence with the **UO's writing requirement** and its place within the undergraduate experience.
- develop **productive, sustainable approaches** to best support students' learning, from assignment design to responding to student writing to facilitating peer review, etc.
- understand the cognitive, emotional, and cultural **learning processes** of diverse first-year college students.
- **reflect** 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.

The practicum is the capstone to your training! This work supports 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%) are the foundation of learning and professional development.

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 (35%) are how communities thrive.

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.
- the group posts a Canvas discussion board question for the class on your assigned teaching topic by 10am on Thursday.
- each person synthesizes the in-person and Canvas 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.

The **Teaching Portfolio** (40%) will help you synthesize your philosophy and practices.

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. You have two options for the teaching portfolio:

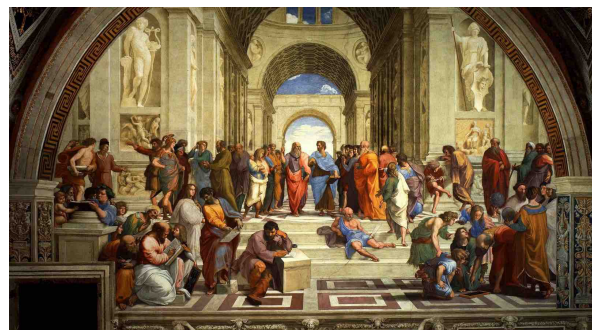
Option 1: Teaching portfolio

- four original or significantly adapted teaching artifacts from your Fall 2019 teaching
- a 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

Option 2: Submit resources to the TR blog

- submit two resources from your Fall 2019 teaching to the TR blog
- on Canvas, also submit a revised syllabus for the next time you teach the course
- a description and reflection on the resources you submitted to the TR blog
- an analysis of your revised syllabus

"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



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 lower your final grade by 1/3 of a letter grade for each late assignment.

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.

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

To create a safe, productive working environment, be mindful when you communicate with both your colleagues and instructors.

- Respect the privacy of your classmates and what they share in class. It is prohibited to screenshot and repost posts or material from this course on social media.
- Do not make personal or insulting remarks.
- Ask classmates for clarification if you find a discussion posting offensive or difficult to understand.
- Avoid sweeping generalizations. Back up your stated opinions with facts and reliable sources.
- Understand that we may disagree and that exposure to other people's opinions is part of the learning experience.
- Be respectful of each other. We're all in this together.
- Be careful with personal information (both yours and other's).
- 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.

Ideal Course Schedule (in reality, subject to change)

Week 0 M 9/23	Introductions + Welcome! Fall Composition Conference, 12:30-2pm
Week 1 W 10/02	Teaching Reading + Inquiry Reading Analysis + Question at Issue (Q@I); also, what the heck is an enthymeme?
Week 2 W 10/09	Teaching Inquiry + Argumentation Question at Issue (Q@I) + Logical Reasoning; also, seriously, what is this enthymeme? Presentation by the Committee on The Essay Canvas Discussion Board Response due Sunday by midnight
Week 3 W 10/16	Teaching Revision Peer Review, Conferences, and Giving Feedback Presentation by the Committee on Revision Canvas Discussion Board Response due Sunday by midnight
Week 4 W 10/23	Assessing Writing Everyone's favorite part of teaching. . . grading! Presentation by the Committee on Assessment Canvas Discussion Board Response due Sunday by midnight
Week 5 W 10/30	Teaching Reflection Metacognitive writing Presentation by the Committee on the Second Essay Cycle Canvas Discussion Board Response due Sunday by midnight
Week 6 W 11/06	Individual Teacher Meetings No class
Week 7 W 11/13	Individual Teacher Meetings No class
Week 8 W 11/20	TBD based on midterm survey
Week 9 W 11/27	Thanksgiving Break No class
Week 10 W 12/04	TBD based on midterm survey
W 12/11	Teaching Portfolio Due