ENG 611 [22270] Course Overview

First-year writing is "a space, a moment, and an experience--in which students might reconsider writing apart from previous schooling and work, within the context of inquiry-based higher education" (Downs 30). The Composition GE Seminar (CRN: 22270) is the theoretical component of the three-course pedagogy sequence designed to prepare you -- graduate students in English, Creative Writing, Folklore, and Comparative Literature -- to teach the 100-level writing classes in the UO Composition Program. As a community of writing teachers, we will explore theories of writing and ethical argumentation and develop teaching materials and practices that are respectful of students' literate experiences and support student success in achieving course and program learning outcomes.

Successful completion of ENG 611 is a necessary prerequisite for appointment as a GE to teach composition courses in English. Policies regarding appointments are summarized in the Composition Program Policy Manual.

ENG 611 Learning Goals
In successfully completing the course, you will:

• describe key concepts used to teach writing (ethical argumentation, audience, inquiry, revision) in the UO Composition Program;
• examine the connection between WR121 learning outcomes and the UO Composition Program assignment sequence;
• demonstrate membership in a collaborative teaching community through respectful listening and collaboration;
• connect personal strengths and intellectual interests to the teaching of academic writing;
• create materials for teaching academic writing using current theory, research, and inclusive teaching principles.

Find more information in the Syllabus Module, including a more extensive overview with a weekly schedule of assignments and course-level learning goals for WR 121, WR 122, and WR 123.

Class Engagement Code: Forthcoming! We will develop together.

Required Reading
• Naming What We Know (Classroom Edition)," edited by Linda Adler-Kassner and Elizabeth Wardle. Available at the Duck Store.
• StrengthsFinder 2.0, from Gallup and Tom Rath. Available at the Duck Store. You must purchase a new copy. Each copy comes with a non-transferrable access code to take the Clifton Strengths survey.
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- Other course readings and materials will be available as .pdf files or ULR links on our Canvas Course Site. Readings will be organized in weekly modules.
- You can find help with citation, MLA format, and other writing issues at Purdue OWL.

Required Work

Brief Descriptions of Assignments offers more information. Full details of all assignments will be available at least one week prior to the due date. Links to assignments can be accessed in the weekly module in which they are due.

- Strengths Inventory + Goal Setting
- Weekly "Quizzes" or incremental assessments to check learning and engagement
- Reflective Drafting Experiences (RDE), includes both reflective and formal writing work
- Concept Presentation + Activity Guide (group project)

Each Friday, I'll publish a weekly overview page in the upcoming week's module. You can link directly to the overview page by clicking the links in the table below. The Tentative Schedule of Weekly Readings, Topics, and Assignments provides a list of expected readings and due dates. The Syllabus section of Canvas provides a snapshot of due dates of all assignments.

What else do you need to engage in the course? Daily access to Canvas and your student @uoregon.edu email; access to the Teaching Resources blog; and the ability to work independently and collaboratively in face-to-face and digital environments. Do plan to bring digital devices to class (phone, tablet, laptop). My goal is to have a paper-light class environment.

NOTE: To gain access to the Teaching Resources blog, go to blogs.uoregon.edu, select “log in,” and then use you Duck ID to log in. Once you have done this, I can add you to the site. If you want access prior to the first day of class, follow the steps in this note and then email me through Canvas letting me know.

Evaluation

See Grading and Other Policies for information about grades, late work, absences, and general course policies. A B+ or higher is required for eligibility to teach as a GE in the Composition Program.

About Me

Dr. Emily Simnitt

ENG 611 [27125 and 22270]

- Office: 301E Tykeson Hall
- Office Hours: 2-3 M, 1-3 R
- Virtual Office Hours: email, Canvas

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- Email: esimnitt@uoregon.edu
- I will announce office hours cancellations + additional office hours on Canvas.

Grading and Other Policies
Your grade for ENG 611 will be determined by the labor you put in and your own engagement with course material, activities, and learning goals. ENG 611 is built on a “workshop” model of learning where working teachers-in-training gather to share and support each other, generate ideas, and provide engaged and thoughtful feedback and suggestions. The work of the course is as or more important than the products you will produce as teachers-in-training. The grading policy reflects this by placing a high value on attending and engaging in class and on attempting and submitting work and by weighting all assignments the same.

All work is assessed as either "complete" or "incomplete" according to assignment-specific rubrics. As a result, not attempting or “ignoring” work, which includes not contacting me ahead of deadlines when faced with questions, carries a high penalty. Late work, defined as work submitted more than 48 hours after the deadline posted on Canvas is not accepted. You will demonstrate excellence in this course by your willingness to fully engage in the work of in-class activities and out-of-class assignments.

Because this is a graduate seminar, The baseline grade for the course is an “A.” Doing less work will result in a lower grade. You must earn a “B+” or better in the course to be considered for a GE appointment teaching in the Composition Program.

A= 20 assignments completed
B+= 19 assignments completed (including submission of Concept Presentation + Resource Guide)
B= 18 assignments completed (including submission of Concept Presentation + Resource Guide)
C: 17 or fewer OR failure to submit Concept Presentation + Resource Guide

Earning An "A"
Attempt and satisfactorily complete assignments and engage with in-class activities. More specifically, you must:

1. Complete weekly quizzes (10 total). Quizzes and other incremental assessments that we will design together check your engagement and participation with course materials each week.
2. Attempt + complete all assignments.
   - Strengths Inventory (3 total)
   - Reflective Drafting Experiences (4 total)
   - Concept Presentation + Resource Guide (1 total)
   - Conferences (2 total)
3. Be present and engaged during class and online activities.
4. Use 2 or fewer wild cards.

More information about "wild cards": You have two "wild cards" available to you at the beginning of the term. Wild cards can be "played" or used:

- to make up for missed class sessions
- for assignments that are submitted but do not meet expectations (marked "incomplete" or with an X on Canvas)
- for one "ignored" assignment that is not submitted at all EXCEPT for the Concept Presentation + Activity Guide

You do not need to contact me to use a "wild card." I'll apply it and leave a note in comments on Canvas when I see you need it or send you an email if you need it to cover a missed class. If you find yourself needing one additional wild card to earn the grade you hope (B+ or A), you can complete an approved Engaged Teaching Activity.

What happens when wild cards are gone:

- Additional "incompletes" will lower your final grade by 1/3. In other words, after your wild cards are gone, an "incomplete" on an assignment will lower your grade to an A-.
- Two incompletes would lower your grade to B+, etc.
- Each absence after wild cards are used from class will lower your final grade by 1/3.
- You can earn one additional wild card by completing a Teaching Engagement Activity.

More information about "ignored assignments": "Ignored assignments" are assignments that you do not submit within 48 hours of the due date designated on Canvas. If you contact me ahead of time, we may be able to reach an agreement that will allow you to submit your work. If you have one available, you can use a wild card to excuse one ignored assignment. After that, the next ignored assignments drops your grade to a "B+". Ignoring two assignments drops your grade to a "B" and affects your ability to be considered for a GE appointment teaching in the Composition Program.

Ignoring the Concept Presentation + Resource Guide will result in failure in the course.

Late Work Policy
- An automatic 48-hour extension is available for all required work.
- You do not need to contact me.
- After 48 hours, I can no longer accept your work and it will be considered "ignored."

Shared Responsibilities
I will do my best to be clear about assignment expectations and how I will assess your work. It's your responsibility to contact me—in my office or by e-mail—when you are confused, overwhelmed, or unsure about class expectations. Talk to me before an assignment is due,
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**not after.** That way I can help you talk through your confusion, brainstorm ideas, consider possibilities, give you resources, and discuss your work with you—that’s an integral part of my role in our class! I can’t make exceptions or extend grading deadlines unless you talk to me *before* the assignment is due.

Attendance Policy + Accommodation
Attendance is required and expected in graduate seminars.

- each absence will lower your final grade by 1/3
- one "wild card" per absence can be used to prevent grade drops (up to two)

If you must miss class for games because you are a student-athlete or in the marching band or because of National Guard/Reserves/Military service or for another university-recognized reason, your absences will be excused if you provide me the appropriate paperwork. All other absences are covered by this policy, including illness.

As the course instructor, my job is to make sure that it is fair to all members of the classroom and meet the university’s regulations on attendance, conduct, and workload in classes. In remaining in the course, you agree to allow me to grant exceptions to any terms if the need arises. I will decide in consultation whether an exception to any class policy is warranted. If something happens beyond your control, it is your responsibility to contact me as soon as possible, usually *before* your work is affected.

Other Policies
Other policies for the Composition Program are available here: [https://composition.uoregon.edu/program-policies/](https://composition.uoregon.edu/program-policies/)

Please read and review. The policies listed apply to all 100-level WR courses and to ENG 611. These are the same policies you will have in places in any classes you teach in the Composition Program.

**Brief Description Of Assignments**

Quizzes: due weekly on Sundays
Quizzes check your learning and engagement with the week's material. You will also gain practice in crafting incremental assessments to measure student learning. Everyone in class will have the opportunity to develop and test quiz questions.

Strengths Inventory + Goal Setting: due WK1, WK2, WK10
This two-part assignment asks you to respond to a survey and reflect on your previous work experience and to set goals for the coming term. We will start this work in class. You will use your strengths to plan
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Reflective Drafting Experiences (RDEs): due WK3, WK5, WK7, WK9
Each RDE offers you the opportunity to experience the writing you will assign you students and to reflect on how you can support diverse learners through the writing process. Each RDE will require you to work through a digital "drafting lab" on your own after which you will complete a formal writing assignment and reflection using a template I provide. RDEs are due at the end of weeks in which we will not be meeting face-to-face.

RDE 1: Reading as a Writer
In this RDE, you will explore the approved textbooks/casebooks for WR121 and select 3-4 readings you would assign students. Drawing on the concepts of sympathetic, critical, and rhetorical reading, you will write brief summaries and rhetorical analyses of your selections.

RDE 2: Writing As Inquiry
In this RDE, you will continue to develop the unit you created in RDE 1 by exploring what's at issue for writers and others who have a stake in the answers to the questions raised by your unit. Your work will focus on whose voices are present and who is missing from the conversation. This exploratory work culminates with an essay draft you will take to your individual writing conference.

Individual Writing Conference
Using the readings and questions from the unit you've created, you will draft a 1,200-1,500 word essay. You will meet with one of the Assistant Directors to discuss the essay using concepts we've covered in class and the course level and program learning outcomes as a guide. Together, you will develop a revision plan.

RDE 3: Feedback + Writing Assessment
In this RDE, you will read and compose feedback on student writing. This experience will prepare you for a "feedback norming" activity with the full class.

RDE 4: Revising In Community
In this RDE, you will review the feedback on your draft, revise your essay to address one priority for revision, and submit with a reflection about your experience with drafting, conferencing, and revising.

Concept Presentation + Teaching Resource Guide
Groups of 5-6 will be responsible for an hour of in-class learning in WK4, WK6, and WK8 of one of the "meta-concepts" of writing. In addition, each group will generate 2-3 quiz question or other incremental assessment to determine engagement with and understanding of the concept. Groups will also be responsible for creating a Teaching Resource Guide related to the concept with additional resources and concrete strategies to help students learn and connect the concept with course-level learning outcomes and related moments in the writing project sequence. Resource Guides are due end-of-day on the Sunday following the presentation.
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Concept Presentation Meeting
Groups are required to meet with me in the week prior to their presentation to discuss plans and review materials.

OPTIONAL: Teaching Engagement Activity

Attending a teaching workshop -- such as those sponsored by TEP and/or the Composition Program -- is strongly encouraged. Students may use attendance of one approved workshop attend to earn an additional wild card. A wild card will be awarded when I receive a 250-word written description of the workshop and a reflection using the RDE reflection template.

Tentative Schedule of Weekly Readings, Topics, and Assignments

Below is a tentative schedule of assignments for the course. This page will be updated throughout the course. Changes to assignments will also be made via notifications/announcements on Canvas. You can see the most recent announcements on the Course Home Page.

WK 1                  Introductions

**Due In-Class, Jan. 8:** Grant-David, "Rhetorical Situations and Their Consituents"; Crosswhite, "Reading, Reasoning, and Writing"; WR 121 Sample Syllabus + Sample Schedules

**Due Sunday, Jan. 12:** WK1 Quiz, Introduction Survey

WK 2                  Teaching From Strength, Part 1

**Due In-Class, Jan. 15:** About your strengths in StrengthsFinder 2.0, from Gallup and Tom Rath; Downs, “What Is First-Year Writing”; Love, "Theory Over Gimmicks: Finding Your North Star"; Hooks "Engaged Pedagogy."

Also, start getting familiar with Brown's Values worksheet.

**Due Sunday, Jan. 19:** WK 2 Quiz, Strengths Inventory + Goal Setting
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WK 3  Reading As A Writer

No Full Class Meeting; work on presentations

Readings: Three essays of your choosing from an approved WR 121 textbook; RECOMMENDED: Del Principe and Ihara, “A Long Look at Reading in the Community College: A Longitudinal Analysis of Student Reading Experiences”

Review: "How To Read" in RRW; "Exigence" in Grant-Davie

Due Sunday, Jan. 26: WK3 Quiz, Reflective Drafting Experience (RDE) 1

WK 4  Concepts/Learning Goals: Discourse Community, Sympathetic and Critical Reading, Question at Issue; WR 121 Learning Goal 1, 4

Due In-Class, Jan. 28: Adler-Kassner and Wardle, “Writing Is A Social and Rhetorical Activity” (pg 15-33; “Writing Speaks to Situations Through Recognizable Forms” (pg 33-45); Tinberg, et al, "Teaching For Writing Transfer"

Review: Audience in Grant-Davie

Due Sunday, Feb. 2: WK 4 Quiz

WK 5  Writing As Inquiry

Readings: VIA Character Survey + Results; review Brown on Values

Review: "How To Reason" and "How To Write" in RRW

No In-Class Meeting: work on presentations

Due Sunday, Feb. 9: WK5 Quiz, RDE 2

WK 6  Concept/Learning Goal Connections: Ethical Argumentation, Audience, WR 121 LG 2, WR 121 LG 3

Due In-Class, Feb. 12: “Writing Enacts and Create Identities and Ideologies”; “All Writers Have More To Learn”; Baldwin, "If Black English Isn't A Language, I Don't Know What Is"

Review: Rhetor section in Grant-Davie

Due Sunday, Feb. 16: WK 6 Quiz, Individual Writing Conferences

WK 7  Responding To Student Writing

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Readings: Straub, "Responding -- Really Responding -- to Other Students' Writing"; Sommers, "Across the Drafts"; select student essays

Review: Constraints in Grant-Davie

No In-Class Meeting: work on presentations

Due Sunday, Feb. 23: WK7 Quiz, RDE 3

WK 8  Concept/Learning Goal Connection: Revision, WR 121 LG 2, 5

Due In-Class, Feb. 26: “Writing Is (Also Always) a Cognitive Activity”; Addressing shame and teaching from empathy and compassion in the writing classroom: Chapter 5 + Charter of Compassion from Inoue Labor-Based Grading Contracts: Building Equity and Inclusion in the Compassionate Writing Classroom.

Due Sunday, Mar. 1: WK 8 Quiz

All written work related to Concept Presentation + Teaching Resource Guide assignments should be submitted by the end of WK8

WK 9  Revision + Reflection

Readings: Brookfield, "What Is Critically Reflective Teaching?"; Bardolph, "Modifying Classroom Routines"

No In-Class Meeting: work on essays

Due Sunday, Mar. 8: WK 9 Quiz, RDE 4

WK 10  Teaching From Strength, Part 2

Due In-Class: Teaching Excellence at UO

Due Sunday, Mar. 11: WK10 Quiz Final Strengths Reflection + Projection

FINAL WORK  Final Work Due: Sunday, Mar. 15