

## English 611: Composition GTF Seminar I

Winter 2017, CRN 22294

ED 176, 1730-2020

### Syllabus

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Office Hours: M 12:00 – 1:30, R 2:00 -3:30, and by appointment

**Course Description:** The Composition GTF Seminar provides a theoretical framework for teaching courses in the Composition Program. It is one of the three courses in the pedagogy sequence designed to prepare graduate students to teach the Composition Program's writing courses. Successful completion of this course is a necessary prerequisite for an appointment as a GE to teach composition courses in English.

**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 that process 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
- Understand and conduct yourself in this class according to the professional responsibilities of teaching at the University of Oregon

### Texts

- *Reading, Writing, and Reasoning*. James Crosswhite, 2015, provided
- *Policies and Procedures: Teaching Written Reasoning at the University of Oregon, 2016-17*, 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. Detailed descriptions of assignments will be available on Canvas.

### **Teaching and Plans – 50%**

This collection of plans 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 teaching plans for key concepts taught in different phases of the essay cycle that connect theory to teaching practice.

### **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 Margaret Bostrom, Rachel Tanner, or me to discuss the question at issue and enthymeme 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*. 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. Missing more than one class meeting may also 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. If you use a laptop or tablet in class, send me a copy of the class notes you take at the end of each class session. 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 be sure that smells and sounds are not distracting to those 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 [uoac@uoregon.edu](mailto:uoac@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.

### **Important Information**

**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.

**Students who experience gender-based violence:** 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 (541-346-8194) or Lori Dunning (541-346-6796) in the Office of Crisis Intervention and Sexual Assault Support Services. They will keep your information confidential. You can also contact any pastor, priest, imam, or other member of the clergy. Please keep in mind that most university employees, including teaching faculty, have a duty to report any incidents involving sexual harassment (including sexual assault, dating or domestic violence, gender-based harassment or bullying, and stalking) to the Office of Crisis Intervention and Sexual Assault Support Services.