ENG 613 Composition GE Apprenticeship (CRN 12178)

Instructor: Dr. Kate Myers
E-mail: kmyers@uoregon.edu (preferred)
Phone: 541.346.1533
Office: 330 PLC

Office Hours: Thursdays, 2:00 pm – 3:00 pm
Fridays, 11:00 am – 1:00 pm
& by appointment

If apprentices or mentors have questions or concerns, contact Kate right away.

Course Description
Prospective Composition GEs who work in the Writing Tutorial program spend fall term working with an experienced teacher in a section of WR 121, 122, or 123. The apprenticeship offers practical experience for teaching composition, which complements the theoretical work to be presented in ENG 611 in winter term. This course is also instrumental in helping Writing Tutors understand the pedagogy behind student essays. The grading option is P/NP only.

Course Grades
As the instructor of record for ENG 613, I will oversee all apprenticeships. In consultation with the mentor teacher, I will assign a grade of P or NP for the course. A grade of P signifies 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 course, a grade of Incomplete is rarely appropriate.

Requirements
The apprenticeship is made up of the following activities:

1. Attend the welcome meeting during the Composition Conference.
2. Attend your mentor’s class beginning on day one.
3. Complete the apprenticeship plan with your mentor, and submit it to Kate by the end of Week One.
4. Attend one full essay cycle of classes, thereby accumulating 12-15 hours of observation. You may stop attending after the students submit essay 1.2 or at the end of Week Five, whichever comes first.
5. Teach one class session under your mentor’s supervision.
6. Observe two additional composition classroom meetings taught by two different composition teachers.
7. Schedule and attend a conference with Kate.
8. Complete a one-page Reflection on the apprenticeship
9. Write a WR 121 Syllabus in consultation with your mentor and Kate.
Learning Outcomes
Upon completion of ENG 611, 612, and 613, GE
s in the composition-training program will achieve these outcomes:

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 various populations of 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.

Apprentice’s Role in the Classroom
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. The apprentice’s role is never to evaluate the mentor teachers.

The apprentice and mentor will meet in the welcome meeting or early in week one to work out a mutually agreeable plan 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 all class meetings for the first essay cycle. Copies of WR textbooks are available in Knight Library Course Reserves, listed under Bergquist.

Observations
All apprentices will observe two additional composition classroom meetings taught by two different, experienced composition teachers. A schedule of available writing classes will be posted on the Canvas course site. If you are apprenticing in WR 122 or WR 123, try to observe a WR 121 class.

One observation must be of a course devoted to a special population: Michael Copperman (Center for Multicultural Academic Excellence students) or Stephen Rust (non-native speakers), Tina Boscha or Nick Reckenwald (Low SAT). The second observation can be of any teacher on the list of available classes.

All apprentices are strongly encouraged to observe discussion-based class sessions, such as discussions of readings or enthymeme workshops. Contact the instructor in advance of your observations, to coordinate best classes to observe.

Do not go to WR classes without contacting the instructor in advance.

Two 350-word Responses to the observations are due on the Canvas by the Friday of Week Four. Requirements are detailed on the Canvas Assignments page.
Conference
Apprentices will meet with Kate (PLC 330) in Week Five or Six to discuss the apprenticeship. Sign up on Canvas Calendar by the Friday of Week Four for a 30-minute appointment. Observations must be completed before your conference meeting. Bring a draft of your sample syllabus with you for feedback.

Final Assignments
**WR 121 Sample Syllabus:** At the end of the term, all apprentices will submit on Canvas a draft schedule of two units of course readings for future WR 121 courses.

**Final Reflection:** All apprentices will also submit a one-page, typed reflection on the apprenticeship. This document could discuss the most useful parts of the apprenticeship, reflect on how you may or may not adapt mentor methods for your own classes, or analyze an important activity or teaching moment with a student.

Detailed directions for the Reflection and the Sample Syllabus can be found on Canvas. Both assignments are due on Canvas by the Wednesday of Finals Week.

Mentors will submit a letter that briefly summarizes and evaluates their apprentice by the end of Week Ten.