

# English 505A: Teaching First-Year Composition I

---

## Fall 2014 Instructor & Course Information

### Instructor

Daniel Kenzie, [dkenzie@purdue.edu](mailto:dkenzie@purdue.edu)

Office: HEAV 303A

Office Hours: T 2:00-3:00 pm, W 8:30-9:30am, and by appt.

### Course Meetings

T 9:00-10:15 am in HEAV 110

R 9:00-10:15 am in WTHR 212

### Tech Mentors

Cody Reimer, [reimerc@purdue.edu](mailto:reimerc@purdue.edu)

Office Hours: TR 7:45-8:45 am in HEAV 303E

Liz Lane, [lane34@purdue.edu](mailto:lane34@purdue.edu)

Office Hours: TR 1:30-3:00 pm in HEAV 303E

## Course Description

Welcome to English 505A, Teaching First Year Composition I. The 505 series of courses is designed to provide information, support, theoretical grounding, dialogue, and practice. While our primary focus is teaching composition at Purdue, we will also discuss the role of writing instruction in other settings. We will spend time planning for instruction and discussing classroom practices, student writing, and problems that may arise throughout the semester.

This course is grounded in the idea that teaching is an intellectual activity that can never be mastered. Whether you have never taught or have taught for a number of years, you have things to bring to the course and things to learn from it. We will learn a great deal from one another in this course, and each of us will learn from our composition students as well. We will all benefit if you bring an attitude of inquiry and engagement to the material, the course assignments, and your teaching. We will also benefit if you thoughtfully articulate your needs from me, this course, and each other and give and receive feedback productively.

This course will be informed by principles of rhetoric and their application in pedagogical theories of teaching writing. In addition to simply preparing you for the day-to-day happenings in your classroom, this course will provide you with a pedagogical and rhetorical foundation that will apply not only to the teaching of your English 106 course but also to courses you teach in the future.

The “work” of the practicum—the assigned readings and activities—are designed to support your learning of the field of Composition and your professional development as a teacher of writing. You may find some of the assigned readings to be directly and immediately relevant, while others may anticipate possible future experiences. Additionally, you may find limitations or oversight in the approaches or

theories discussed. What I ask you to do is focus on what we *can* learn from the scholars and teachers that we'll read together.

## Course Goals

While this course begins as a primarily informative course, the ultimate goal is to help you develop as a teacher-scholar who is well-versed in composition studies and able to apply that knowledge to the development of curriculum as well as to your own intellectual development.

Course Goals for 505A and 505B include:

- Learn rhetorical principles
- Develop working knowledge of composition history and theory
- Learn course design principles
- Become familiar with pedagogical and educational theories
- Create effective teaching activities
- Learn effective and fair grading practices
- Become acculturated to ICAP
- Become familiar with resources
- Become familiar with program policies
- Meet ICaP technology goals
- Understand how ICaP differs from other FYC programs
- Understand how teaching composition differs from other teaching
- Develop professional habits

The aim of this course is not to simply hand you course materials and send you on your way. Instead, this course provides a theoretical foundation for teaching composition and a pedagogical foundation that you can integrate into future courses and future teaching assignments.

## Course Materials

Free copies of the following books were distributed during orientation week or on the first day of class:

*Writing about Writing: A College Reader*, 2<sup>nd</sup> Ed. (Wardle & Downs)

*Disability and the Teaching of Writing: A Critical Sourcebook* (Ed. Lewiecki-Wilson & Brueggemann)

*Second-Language Writing in the Composition Classroom: A Critical Sourcebook* (Ed. Matsuda, Cox, Jordan, & Ortmeier-Hooper)

*Responding to Student Writers* (Sommers)

*A Guide to Teaching the Norton Field Guides to Writing*, 3<sup>rd</sup> Ed. (Bullock & Goggin)

*The Norton Field Guide with Handbook*, 3<sup>rd</sup> Ed. (Bullock)

*Composing Yourself*, 3<sup>rd</sup> Ed. (Blackmon, Haynes, & Pinkert)

Additional readings will be available on our class Dropbox. Please have all readings available on the day they are assigned.

## **Course Policies**

### **Accessibility**

Purdue University is committed to ensuring all students can fully participate in its programs. If you have a disability that requires special academic accommodation, please make an appointment to speak with me within the first three (3) weeks of the semester in order to discuss any adjustments. It is important that we talk about this at the beginning of the semester. It is the student's responsibility to notify the Disability Resource Center (<http://www.purdue.edu/drc>) of an impairment/condition that may require accommodations and/or classroom modifications. More broadly, I assume that all of us learn in different ways, so I encourage you to talk to me as soon as possible about your learning needs and how this class can accommodate them.

### **Attendance**

This class is most productive when everyone participates fully, so attendance is required at every class meeting. If you must miss class for a professional activity or illness, please let me know in advance. If you miss more than **four classes** without extenuating circumstances (such as those addressed in the Purdue University Grief Absence Policy for Students), you will receive no credit for this course. Late arrivals (between 9:00 and 9:15), although sometimes better than an absence, can be disruptive for class activities. If you continually arrive late, these later arrivals may begin to count as absences.

### **Late Work**

Late work will be accepted with advance notice, though work over a week late will not be accepted.

### **Grief Absence Policy for Students**

Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). GAPS Policy: Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments in the event of the death of a member of the student's family. A student should contact the ODOS to request that a notice of his or her leave be sent to instructors. The student will provide documentation of the death or funeral service attended to the ODOS. Given proper documentation, the instructor will excuse the student from class and provide the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments. If the student is not satisfied with the implementation of this policy by a faculty member, he or she is encouraged to contact the Department Head and if necessary, the ODOS, for further review of his or her case. In a case where grades are negatively affected, the student may follow the established grade appeals process.

### **Decorum**

Your role in this practicum is to actively participate in our shared learning space by coming to class every day (unless catastrophe strikes) and being prepared to talk about, respond to, and contribute to our conversations. Because this is a space for you to bounce ideas off of each other, and to share our stories of what is happening in our classes, I ask that you be respectful of each other's contributions. I do not expect that we will experience harassment, name calling, or disparaging behavior among members of our class,

nor do I expect visible disengagement with the class activities. Such behaviors will not be tolerated. If you are not meeting the expectations for decorum and participation in this course, I will invite you to discuss your participation with me during my office hours. If, after the discussion, you are not meeting the expectations for class decorum, you will risk failure of the course.

### **Teaching Support**

My primary role in leading this practicum is to help guide you in your process of becoming a writing teacher. Therefore, I encourage you to discuss your ideas with me and to solicit our help/advice whenever you need it. You are welcome to visit my office during scheduled office hours. You are also welcome to stop by my office whenever I am in, though I encourage you to make an appointment.

### **Emergency Procedures**

Emergency notification procedures are based on a simple concept—if you hear a fire alarm inside, proceed outside. If you hear a siren outside, proceed inside.

- Indoor fire alarms mean to stop class or research and immediately evacuate the building. Proceed to your Emergency Assembly Area away from building doors. Remain outside until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.
- All Hazards Outdoor Emergency Warning Sirens mean to immediately seek shelter (Shelter in Place) in a safe location within the closest building. “Shelter in place” means seeking immediate shelter inside a building or University residence. This course of action may need to be taken during a tornado, a civil disturbance including a shooting, or release of hazardous materials in the outside air. Once safely inside, find out more details about the emergency. Remain in place until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

In the event of a major campus emergency, course requirements, deadlines, and grading percentages may be revised to accommodate the needs of the class. Relevant changes to the course can be obtained by contacting me via Purdue e-mail. You are expected to read your @purdue.edu e-mail on a frequent basis.

## **Assignments**

### **Class Participation**

Throughout the semester, we will not only read about teaching and discuss our own teaching, but we will also practice various teaching and learning methods in 505. Sometimes you will be required to bring samples from your own class; sometimes you will be required to bring a completed out-of-class writing assignment to share in 505. Regardless of the type of assignment, your participation will be important to our ability to learn from each other. Occasionally, in-class writing assignments will be required. Credit for these assignments will be included in Class Participation.

### **Unit 1 Lesson Plans and Syllabus**

By the end of Week 2, please e-mail me with lesson plans for the first unit as an attachment. These lesson plans should, at minimum, articulate a goal(s) for each day’s class and provide an ordered list of class activities with a breakdown of time spent on each part. If you would like feedback on an aspect of your lesson plans, please specify the kind of feedback you would like in the body of the e-mail. In addition, you should have already e-mailed me your syllabus at the end of orientation.

### **Group Presentations of Units**

Early in the semester, you will be assigned a group that will develop and present unit materials for one of the units in the course. What should result from your presentation are unit materials that can be adapted by the rest of the class for their own use. I will provide an assignment sheet and rubric, which you may revise as needed. Your materials should also include a unit calendar, lesson outlines, recommended readings, and materials for lessons (e.g. handouts). Please submit these materials to Dropbox in advance of your presentation.

### **Reading Notes**

Eight times this semester, you will take reading notes on an assigned reading. These notes should be approximately 350 words long and include a basic summary of the argument and its main claims, as well as your response. Responses can include critical engagement, extended consideration of an issue, practical application, or some combination thereof. You may choose which readings to submit notes for, but do not submit them for readings attached to unit presentations. All reading notes should be submitted to Dropbox by the class period for which they are assigned.

### **Discussion Starter**

Once this semester, you will be responsible for coming up with one discussion starter for an assigned reading. The purpose of this discussion starter is to frame the reading, help us consider how to put it to work in our teaching, and set up discussion. Distribute a handout and aim for about five to ten minutes. Afterward, I do not expect you to lead discussion, but instead to take extra responsibility to help keep discussion moving that day.

### **Peer Observations**

During the semester, you will observe two other English 106 classes. One of these visits should be to a class of an instructor in our mentor group, and one should be to the class of an experienced instructor in our syllabus approach. After the visit, plan to meet with the instructor to talk about what you saw. This visitation should benefit both instructors involved, as the purpose is to learn from each other different techniques without evaluation.

After each visitation, please provide a one-page summary of the class you visited and a description of what you took away (at least 300 words). Focus on the strengths and limitations of the class you observed and how your observation might influence your own pedagogy. *Please do not include the name of the instructor observed.* These write-ups are due to Dropbox in either order in Weeks 7 and 13.

### **Sample Evaluation**

By Week 12, I expect you to provide samples of student work you have graded. I will want to see at least three examples in a spectrum (i.e. one strong, one average, one poor). During mentor group, we will also spend time discussing evaluation of and commentary on student papers.

### **Revised English 106 Policies and Syllabus for Spring (with reflection)**

At the end of the semester, I will ask you to revise your policies and syllabus for the spring semester. Additionally, please provide a short (1-2 page) reflection on the semester that includes your rationale for changes you made to your documents or changes you plan to make to your course/teaching.

### **Course Credit**

This course is graded on a credit/no credit basis, meaning that you need to pass the course with the equivalent of a C or better grade. That said, because this is a graduate class, I will expect better than C work. All assignments will be graded credit/no credit and will be returned to you for revision if they do not pass. *All assignments must be submitted in order to pass the course.*

### **Course Feedback**

Feedback is just as crucial to our development as teachers as it is to our development as writers; therefore, you will receive various kinds of feedback throughout the semester. Some feedback will be written; some feedback will be verbal. Some will be formal; some will be informal. And some will come from your instructor while other feedback will come from your peers. Throughout the semester, I ask that you reflect on the feedback you receive and integrate that feedback into your teaching, your planning, or your writing of course documents.

### **Comments on Group Presentations**

For group presentations and unit packets, I will typically provide written feedback that addresses the entire unit group or the class as a whole. This means that you must read the group feedback and integrate that into your revisions of your course materials. If you would like feedback on specific parts or aspects of your materials, please let me know when you submit them.

### **Observation Descriptions**

I will observe your classes twice during the semester in either the traditional classroom or the computer classroom. Additionally, one observation will be earlier in the semester and the other will be later. I will schedule observations with you, so you will know when I will be there. Prior to my observation, please provide me with an updated lesson plan for the day of the visit. After each visit, I will schedule an individual conference to discuss the observation and will give you a written copy of the observation description.

### **End of Semester/Year Evaluations**

At the end of the semester, I will compose a written evaluation of your work in English 505A. This feedback will be based primarily on my observations of your classes, the quality of your work in English 505A (based on assignments), and your participation in English 505A. You will receive a copy of your evaluation. In the spring, I will compose a similar evaluation that will draw from both fall and spring experiences and will place a copy of this year-long evaluation in your department file. This evaluation may be used to provide specific examples and support for teaching letters that you request from the ICaP program.

## Course Calendar

WaW=Writing about Writing Reader    DB=Dropbox    CY=Composing Yourself

<i>Week/Topic</i>	<b>Tuesday Activities (HV 110)</b>	<b>Thursday Activities (WTHR 212)</b>	<b>ENG 106</b>
<b>Week 1</b> 8/26 & 8/28	Introduction to 505 Presentation Sign-Ups	<b>Tech Mentoring:</b> Making the Most of Your Lab Day  <b>Meet in BRNG B280</b>	Unit: Literacies
<b>Assignments Due:</b>			
<b>Week 2</b> 9/2 & 9/4	Teaching Invention Peer Review	<b>Tech Mentoring:</b> Electronic Research and Documentation	Unit: Literacies  *Course Reporting Due This Week  *CY Policy Agreement forms due Friday
<b>Assignments Due:</b>	Read: Lindemann, "Prewriting Techniques" (DB)	Unit 1 Lesson Plans due Fri. 9/5 by e-mail	
<b>Week 3:</b> 9/9 & 9/11	Unit 2 Presentation	<b>Tech Mentoring:</b> Creating and Assessing Multimedia Assignments	Unit: Literacies
<b>Assignments Due:</b>	Read: Mirabelli, "Learning to Serve" (DB)  Read: Swales, "The Concept of Discourse Community" (WaW)		
<b>Week 4:</b> 9/16 & 9/18	Responding and Grading	<b>Tech Mentoring:</b> Visual Rhetoric (Production)	Unit: Literacies
<b>Assignments Due:</b>	Read: Sommers, Chapters 1-5	Read: McAshan, " <a href="#">Is Your Website Design CRAP?</a> "	
<b>Week 5:</b> 9/23 & 9/25	Teaching Primary & Secondary Research	<b>Tech Mentoring:</b> Infographics	Unit: Discourse Communities
<b>Assignments Due:</b>	Read: Ballenger, "Teaching the Research Paper" (DB)		

<b>Week 6:</b> 9/30 & 10/2	Teaching Grammar	<b>Extended Mentoring:</b> Diversity & Inclusion  <b>Meet in RHPH 164 @ 8:30</b>	Unit: Discourse Communities
<b>Assignments Due:</b>	Read: Weaver, "Teaching Grammar: Reasons for, Evidence against" (DB)		
<b>Week 7:</b> 10/7 & 10/9	Teaching Rhetorical Situation	<b>Tech Mentoring:</b> Visual Rhetoric (Analysis)	Unit: Discourse Communities
<b>Assignments Due:</b>	Read: Grant-Davie, "Rhetorical Situations and their Constituents" (WaW)  Optional Reading: Bullock and Goggin, "Teaching about Rhetorical Situations," p. 161-167	Peer Observation #1 write-up due to Dropbox	
<b>Week 8:</b> 10/14 & 10/16	<b>No Class: October Break</b>	Unit 3 Presentations	Unit: Discourse Communities
<b>Assignments Due:</b>		Readings TBA	
<b>Week 9:</b> 10/21 & 10/23	Teaching Revision	<b>Tech Mentoring:</b> Photoshop  <b>Meet in BRNG B274</b>	Unit: Discourse Communities
<b>Assignments Due:</b>	Read: Welch, "Towards an Excess-ive Theory of Revision"		
<b>Week 10:</b> 10/28 & 10/30	Accessibility	<b>Tech Mentoring:</b> Copyright and Fair Use	Unit: Rhetorical Situations
<b>Assignments Due:</b>	Read: Dolmage, "Mapping Composition: Inviting Disability in the Front Door" (Disability Sourcebook)		
<b>Week 11:</b> 11/4 & 11/6	<b>Extended Mentoring:</b> Sexual Harassment  <b>Meet in WTHR 320</b>	Unit 4 Presentations	Unit: Rhetorical Situations

<b>Assignments Due:</b>		Read: Penrose & Geisler, "Reading and Writing without Authority" (DB)	
<b>Week 12:</b> 11/11 & 11/13	Clarity & Plain Style	TBA	Unit: Rhetorical Situations
<b>Assignments Due:</b>	Read: Lanham, "Where's the Action?" (DB)	Sample Evaluation due	
<b>Week 13:</b> 11/18 & 11/20	Plagiarism & ESL	<b>Tech Mentoring:</b> Plagiarism & Technology	Unit: Academic Discourse
<b>Assignments Due:</b>	Read: Currie, "Staying out of Trouble: Apparent Plagiarism and Academic Survival" (SLW Sourcebook)	Peer Observation #2 write-up due to Dropbox	
<b>Week 14:</b> 11/25 & 11/27	Course Revision Discussion	<b>No Class: Thanksgiving</b>	Unit: Academic Discourse
<b>Assignments Due:</b>	Read: Wood and Madden, "Suggested Practices for Syllabus Accessibility Statements" (Online)		
<b>Week 15:</b> 12/2 & 12/4	Workshop Day Bring your initial drafts to develop	Workshop Day Bring revised drafts for peer review	Unit: Academic Discourse
<b>Assignments Due:</b>			
<b>Week 16:</b> 12/9 & 12/11	Presentations of Revised 106 Course	505 Course Wrap-up	Unit: Academic Discourse  *Dead Week: No New Major Assignments Due
<b>Assignments Due:</b>	Revised ENG 106 Policies, Syllabus, and Calendar	505 Course Reflection	
<b>Finals Week</b> No Exam	<b>No Class Meetings</b>	<b>No Class Meetings</b>	Course grades due by Tues. 12/23

This syllabus and calendar are subject to change. Current documents will be posted to Dropbox.