

English 501, Teaching College English Spring 2018

Dr. Clancy Ratliff

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Office Hours

TBA and by appointment

Course Description

This course is a survey of composition theory and practice, with emphasis on preparing you for teaching. Readings will come from work in composition studies and have been selected with practical application in mind.

Course Objectives

By the end of this class, you will have a solid understanding of:

- The variety of pedagogical approaches to teaching writing
- The syllabus as expression of teaching philosophy and curriculum goals
- Your own emerging philosophy of how you believe writing should be taught
- The institutional context of college writing and how accountability to the university constrains the writing students do in first-year composition
- Methods for responding to student writing

Required Text

A Guide to Composition Pedagogies. Ed. Gary Tate, Amy Rupiper Taggart, Kurt Schick, and H. Brooke Hessler. 2nd edition (2013). ISBN 9780199922161

Assignments

Class Participation: I will distribute discussion questions for each reading assignment. These will be directed toward classroom practice; for example, I might ask how you would use the ideas in the article to design a writing assignment or draft classroom policies on your syllabus. Come to class having prepared spoken responses (talking points) to each question. Remember that class participation is the way you most clearly and most often demonstrate that you're doing the reading and learning the material.

Reading Responses: These will be posted to the course web site periodically (about every two weeks). I intend these to be syntheses and evaluations of the reading selections. These will be graded mainly on a credit/no credit basis.

Observation Journal: You will be required to observe at least four class meetings of English 101 and/or 102 and write at least one single-spaced page of commentary about each class meeting. Explain how what each teacher does in class connects with the material from our course reading. Remember that you are observing the students too, and include those thoughts in the observation reports. Also, reflect on how this exercise helps prepare you to teach your own first-year writing courses. The first two entries in the observation journal will be **due February 22**. The last two, along with a one- to two-page reflection about the overall experience of observing classes, will be **due March 26**.

Teaching Philosophy Statement (or Statement of Intent): 2-3 pages, double-spaced. In your statement, answer the following questions:

1. What specific skill, more than any other, do you want students to get out of your class? For writing classes, what kind of writing do you think it's most important for students to know how to do? What do you most want students to learn about writing, and why?
2. How will you teach the skill or content you most want students to learn? This part needs to be a detailed description of an assignment you will give students or a classroom activity you will do with students.
3. If your primary research area is rhetoric and composition, with what rhetorical or pedagogical theorists do you align your teaching practice? In other words, situate your teaching in the field of rhetoric and composition studies. The Teaching Philosophy Statement (of Intent) is **due April 28**.

Annotated Syllabus: This is a syllabus for a first-year writing course that you will annotate with your pedagogical rationales for each section (objectives, assignments, policies, etc.). Due **May 2**.

To recap, the major deliverables are:

First two observations: February 22

Last two observations & reflection: March 26

Draft of teaching philosophy statement of intent: April 22

Teaching philosophy statement of intent: April 28

Annotated syllabus: May 2

Grade Distribution

Class Participation 20%

Reading Responses 20%

Observation Journal 20%

Annotated Syllabus 20%

Teaching Philosophy Statement (of Intent) 20%

Attendance:

University policy allows students to miss up to 10% of the total number of class meetings. In a two-day-per-week class, you may miss four class meetings without a grade penalty. Each absence beyond four will result in a letter grade's deduction from your final average.

Academic Integrity:

In this course, we'll be talking about helping students avoid plagiarism in their writing, so I certainly expect you to avoid it in yours. You will not get credit for this course if you don't do the required writing yourself. That being said, you are free to use UL First-Year Writing Program materials such as assignment handouts and peer review prompts.

Meeting Your Learning Needs: Accessibility and Inclusion

Students needing academic accommodations for a disability must first be registered with the Office of Disability Services (ODS) to verify the disability and to establish eligibility for accommodations. Students may call 337-482-5252 or visit the ODS office in the Conference Center, room 126. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

Please feel free to talk to me anytime about your learning needs, and let me know what I can do to make the learning environment a place where you can participate fully. I'm happy to discuss arrangements with you to help you hopefully not just meet, but exceed the course requirements.

Writing Center:

The Writing Center is a free service located on the first floor of Griffin Hall, in room 107. The Writing Center consultants are experienced writers and students who pride themselves on creating a comfortable environment for every phase of your writing project. From thesis statements, to research planning, document design, to just getting started, the Writing Center staff works to help you become more focused, organized, and confident with your work. In addition to providing the latest style manuals and handbooks, the Writing Center also operates a computer lab, located next door in Griffin Hall, room 108. Both of these services are free, student-operated, and devoted to helping you be a more successful and productive student. Walk-ins are accepted, but scheduling an appointment in advance (482-5224) is recommended. Appointments that are more than ten minutes late will have to be rescheduled.

Safety Information:

- University Police are the first responders for all emergencies on campus. Dial 911 or 482-6447 to report any emergency.
- The Emergency Information Floor Plan is posted in the hallways for every building. This document includes evacuation routes and other important information. Please familiarize yourself with this document.
- In the event that the building fire alarm is sounded, please exit the building immediately and notify University Police. Do not use the building elevator - look for the illuminated Exit Signs to direct you to safety.
- During times of emergency, information may be available on the University's Emergency Hotline - 482-2222. This number is printed on the back of your ID card.
- The University utilizes a text message service to notify its students and employees of campus wide emergencies. To subscribe to this service, log on to www.ul.mobilecampus.com.
- If you have a special medical condition that might render you incapacitated during class, please make this known to your instructor as soon as possible, including any emergency contact information for your next of kin or similar.

Class Schedule (subject to change)

Week 1: Introduction to Course

10 January: Introduction to course. Program outcomes, context of the current moment in FYW.

Week 2: Weather cancellation

Week 3:

22 January: Hesse, "We Know What Works in Teaching Composition"; Leonhardy, "On the Differences Between Cats and Dogs" (on Moodle)

24 January: CCCC, Principles for the Postsecondary Teaching of Writing (on Moodle)

Week 4:

29 January: Lerner, "Writing Center," *Guide to Composition Pedagogies*

31 January: Anson, "Process," *Guide to Composition Pedagogies*

Week 5:

5 February: Mutnick and Lamos, "Basic Writing," *Guide to Composition Pedagogies*

7 February: Devitt, "Genre," *Guide to Composition Pedagogies*

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Week 6:

19 February: George, "Critical," *Guide to Composition Pedagogies*

21 February: George, Trimbur, and Lockridge, "Cultural," *Guide to Composition Pedagogies*

Week 7:

26 February: Conferences

28 February: Conferences

Week 8:

5 March: Micciche, "Feminist," *Guide to Composition Pedagogies*

7 March: Julier, Livingston, and Goldblatt, "Community-Engaged," *Guide to Composition Pedagogies*

Week 9:

12 March: Kennedy and Howard, "Researched Writing," *Guide to Composition Pedagogies*
Farris, "Literature and Composition," *Guide to Composition Pedagogies*

14 March: CCCC, "Student Veterans in the College Composition Classroom: Realizing Their Strengths and Assessing Their Needs" (on Moodle)

Week 10:

19 March: Annotated Syllabus workshop

21 March: Teaching Philosophy Statement workshop

Week 11:

26 March: CCCC, "Writing Assessment: A Position Statement" (on Moodle) OBSERVATION JOURNAL DUE.

28 March: Matsuda and Hammill, "Second Language Writing," *Guide to Composition Pedagogies*

Week 12:

Spring Break

Week 13:

9 April: portfolio assessment

11 April: portfolio assessment

Week 14:

16 April: portfolio assessment

18 April: portfolio assessment

Week 15:

23 April: Draft workshop, teaching philosophy statement of intent

25 April: Draft workshop, teaching philosophy statement of intent

Contacts for Teaching Observations

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Joan Stear jestear@gmail.com

Christy Bilke:

Courtney Bodin: