

Dr. Michelle Hall Kells
ENGL 537
FALL 2006
M 4-6:30

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Humanities #325
Office Hours: M 2-3:00 or by appointment
277-2305

Required Texts:

Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom. John C. Bean. (Jossey-Bass), 1996. ISBN: 0-7879-0203-9.

A T.A.'s Guide to Teaching Writing in All Disciplines. Beth Finch Hedengren. (Bedford/St. Martin's), 2004. ISBN: 0-312-40714-9.

The Norton Field Guide to Writing. Richard Bullock. (W.W. Norton), 2006. ISBN: 0-393-97776-5.

A Writer's Resource: A Handbook for Writing and Research. Elaine Maimon. 2nd Ed. (McGraw Hill), 2007. ISBN-13: 978-0-07-296209-3.

The first two titles will address your concerns and questions as new teachers of writing. The second two titles will address the concerns and questions of your students as new college writers. Together these texts offer a map of the world of college writing in and beyond the Department of English.

Course Description: ENGL 537 Practicum in Teaching Composition

This course is designed to serve new teachers in the Rhetoric and Writing program. You will learn and apply current theory and pedagogy in Composition Studies and Writing-Across-the-Curriculum (WAC) to guide you as a teacher of diverse student writers. College writing instruction invites students to consider how an understanding of the dimensions of literacy enhances their ability to write and communicate:

Appropriately (with an awareness of different conventions);

Productively (to achieve their desired aims);

Ethically (to remain attuned to the communities they serve);

Critically (to learn to engage in inquiry and discovery);

Responsively (to negotiate the tensions caused by the exercise of authority in their spheres of belonging).

In addition to selected readings on the teaching and research of composition, this course offers hands-on mentoring and classroom materials that you can use during your first semester as a teacher in our writing program. This course will guide you through program policy as well as provide resources for innovation and experimentation in the writing classroom. Our ENGL 537 Practicum will serve as a "think tank" for teaching, encouraging you to develop your own philosophy and practices and giving you access to current "best practices" in Composition Studies.

This is a rigorous "nuts and bolts" course informed by principles of rhetoric, learning theory, cognitive psychology, linguistics, and cultural studies. Focus will also be given to issues of professional development as a teacher, researcher, and scholar. The teaching of composition gives you entrée into a rich and multi-faceted profession. This course will provide many opportunities to reflect on your current and future career in the field through reading, research, class discussion, conferencing, and course projects.

The readings and the assignments are grounded in practice (in the classroom and in the profession). To think professionally (in dialogue with others in our field) and critically about our work in the classroom is the most productive way to gain entrée into the field. Every graduate teaching assistant (Literature, Rhetoric as well as Creative Writing) is gaining entrée into the field (serving an apprenticeship) the moment you walk into the Composition classroom. Practicing the discourse and the conventions of the field is the most useful way to establish a teaching pedagogy that is not just cobbled together with "tricks of the trade" but informed by the vast experience of other teachers, research, and the rhetorical tradition.

Cultivating Teachers for a WAC Environment

The opportunities for teaching writing at UNM are varied and exciting. This course will help you cultivate new roles and strategies for teaching writing in diverse settings [e.g. ENGL 101, 102, 219, 220, Freshman Learning Communities (FLC), writing in other disciplines, writing center, Writing Across Communities (WAC), Service Learning, computer-mediated settings, etc.]. As a new writing teacher you will learn to:

- Serve as a mentor/mediator into academic culture;
- Provide models and feedback;
- Promote interdisciplinary inquiry and research;
- Enhance critical thinking through low stakes and high stakes writing assignments;
- Challenge students to take responsibility for their own learning;
- Integrate opportunities for learning new styles of writing;
- Cultivate awareness of shifting rhetorical situations;
- Encourage exploration and experimentation;
- Verify academic expectations and conventions;
- Challenge students to shift perspectives (points of view);
- Cultivate a meta-discourse (reflection) about writing and the writing process;
- Guide analysis of the different conventions of writing across disciplines.

Course Requirements:

The assignments for this course are inspired by these tenets of teaching literacy:

- We learn to write by doing, practice.
- We learn to write in community. Writing is a social activity.
- We write from a complex communicative repertoire (conscious and unconscious knowledge).

Literacy represents the diverse ways of reading (interpreting) and responding (writing) to the world around us. Literacy practice is always embedded in ever-shifting sets of economic, political, social, cultural, and linguistic factors.

There is not a "one size fits all" way to teach or to learn to write. We are most successful at these activities with experience and practice in a variety of approaches. These assignments are intended to help you diversify your own communicative and professional repertoire. This is a three-credit graduate course; hence your grade will be tied to the following requirements.

Attendance is critical not only to your success but our success as a class (and as a program). If you don't show up, you'll hear about it. We will read and write abundantly and from that abundance you will produce the following products:

Teaching Portfolio	20 %
Class Discussion Leader	10
Peer Observation	10
Teaching Journal	15
Book Review (Supplemental Reading List)	15
Proposal for Classroom Research	15
Abstract for Conference Paper	15

Supplemental Reading List:

Your book review and class discussion topic will be assigned from one of these following titles:

Attending to the Margins: Writing, Researching, and Teaching on the Front Lines. Michelle Hall Kells and Valerie Balester, eds. (Heinemann/Boynton-Cook), 1999. ISBN: 0-86709-467-2.

Collaborative Writing in Composition Studies. Sheryl I. Fontaine and Susan M. Hunter. (Heinle), 2005. ISBN: 01-5506-9683.

- Composition Pedagogy and the Scholarship of Teaching.* Deborah Minter and Amy M. Goodburn, eds. (Heinemann/Boynton-Cook), 2002. ISBN: 0-86709-524-5.
- Composition and Sustainability: Teaching for a Threatened Generation.* Derek Owens. (NCTE), 2001. ISBN: 0-8141-0037-6.
- The Dissertation & the Discipline: Reinventing Composition Studies.* Nancy Welch. (Heinemann/Boynton-Cook), 2002. ISBN: 0-86709-520-2.
- Dialects, Englishes, Creoles, and Education.* Shondel Nero, ed. Mahwah, NJ: Lawrence Erlbaum, 2006.
- Ecocomposition: Theoretical and Pedagogical Approaches.* Christian R. Weisser and Sidney I. Dobrin, eds. Albany: State U of New York P, 2001.
- Engaged Writers and Dynamic Disciplines: Research on the Academic Writing Life.* Chris Thaiss and Terry Myers Zawacki. (Heinemann), 2006.
- Latino/a Discourses: On Language, Identity, and Literacy Education.* Michelle Hall Kells, Valerie Balester, and Victor Villanueva, eds. (Heinemann/Boynton-Cook), 2004. ISBN: 0-86709-544-X.
- Life-Affirming Acts: Education as Transformation in the Writing Classroom.* Hector Julio Vila. (Heinemann/Boynton-Cook), 2000. ISBN: 0-86709-560-1.
- Literate Lives in the Information Age: Narratives on Literacy from the United States.* Eds. Cynthia Selfe and Gail E. Hawisher. (Lawrence Erlbaum), 2004. ISBN: 0-8058-4314-0.
- The Place of Grammar in Writing Instruction: Past, Present, Future.* Susan M. Hunter and Ray Wallace. (Heinemann/Boynton-Cook), 1995. ISBN: 08-6709-3528.
- The Politics of Writing Centers.* Eds. Jane Nelson and Katy Evertz. (Heinemann/Boynton-Cook), 2001. ISBN: 0-86709-569-5.
- Race, Rhetoric, and Composition.* Keith Gilyrad, ed. Portsmouth, NH: Boynton/Cook, 1999.
- Race, Rhetoric, and Technology.* Adam J. Banks. Lawrence Erlbaum, 2006. ISBN: 0-8058-5313-8.
- Rehearsing New Roles: How College Students Develop as Writers.* Lee Ann Carroll. (NCTE), 2002. ISBN: 0-8093-2449-0.
- Second-Language Writing in the Composition Classroom: A Critical Sourcebook.* Paul Kei Matsuda, et. al eds. (NCTE), 2006. 0-312-44473-7.
- Standing in the Shadow of Giants: Plagiarists, Authors, Collaborators.* Rebecca Moore Howard. (Ablex), 1999. ISBN: 1-56750-436-1.
- Tutoring Writing: A Practical Guide for Conferences.* Donald A. McAndrew and Thomas Reigstad. (Heinemann/Boynton-Cook), 2001. ISBN: 0-86709-518-0.
- WAC for the New Millennium.* Eds. Susan McLeod, Eric Miraglia, Margot Soven, and Christopher Thaiss. (NCTE), 2001. ISBN: 0-8141-5648-7.
- What to Expect When You're Expected to Teach: The Anxious Craft of Teaching Composition.* Eds. Ann Bramblett and Alison Knoblauch. (Heinemann/Boynton-Cook), 2002. ISBN: 0-86709-535-0.

Course Assignments

Class Discussion Leader (TBA)

You will lead one class session over assigned readings using support materials (e.g. teaching journal, hand-outs, sample essays, Power Point, or other teaching aids) to enrich class discussion.

Peer Classroom Observation (TBA)

You will observe one ENGL 101 class session conducted by one of your peers and write a 500-1000 word class observation according to the guidelines provided. Additionally, I will attend one of your ENGL 101 class sessions and write a class observation for you before the end of the semester.

Teaching Journal (Due Week 5 and Week 11)

- Responses to assigned readings (10 entries required)
- Reflections on teaching experiences
- Reactions and recommendations for teaching First Year Composition

Book Review (Due Week 7)

Read supplemental book from recommended list; write (500-750 word) book review from the perspective of a new teacher of college composition to submit for publication in a professional journal in the field of Rhetoric and Composition (review models from target publications such as College English, CCC, JAC, or Composition Studies for sample book reviews).

Proposal for Classroom Research (Due Week 9)

Design classroom research project drawing on your teaching journal, assigned and supplemental readings, and classroom discussions for your framing questions. Proposal will include: statement of problem, method of inquiry, timeline.

Abstract for Conference Paper (Due Week 13)

Generate conference paper abstract based on your experiences, readings, and/or proposed research project for submission to CCCC 2008 (Conference of College Composition and Communication).

Teaching Portfolio (Due Week 15)

The teaching portfolio represents the capstone project for this course, providing a venue for representing and reflecting on your teaching experience over the past semester. The portfolio is a synthesis of your intellectual and pedagogical work over the semester.

COURSE SCHEDULE

Assigned Readings & Assignments should be completed before each class session.

***Engaging Ideas* will provide you with a strong theoretical and practical foundation in Composition and WAC pedagogy. *The TA's Guide* will offer "nuts and bolts" guidance for you as a new teacher. *The Field Guide* and *A Writer's Resource* will give you practical classroom applications for teaching writing across the curriculum with a strong focus on the needs of first generation and ethnolinguistically-diverse college students.**

Selected Readings from the following sources will be provided to augment our textbooks and will be available on the Library Ereserves for Kells ENGL 537:

- *Inquiry & Genre: Writing to Learn in College*. David Jolliffe. (Allyn & Bacon), 1999.
- *The Allyn & Bacon Teaching Assistants Handbook*. Stephen Wilhoit (Allyn & Bacon), 2003.
- *The Transition to College Writing*. Keith Hjortshoj. (Bedford/St. Martin's), 2001.
- *Portfolio Keeping: A Guide for Students*. Nedra Reynolds & Rich Rice. 2nd ed. (Bedford/St. Martin's), 2006.
- *Portfolio Teaching: A Guide for Instructors*. Nedra Reynolds & Rich Rice. (Bedford/St. Martin's), 2006.

COURSE SCHEDULE

WEEK 1			
August	21	Readings:	<p>Getting Started Introductions. Sequence #1 Design Assignment. Engaging Chapters 1 & 2 (pp. 1-35) TA's Guide Chapters 1 & 2 (pp. 1-23) Field Guide "Rhetorical Situation" Part 1 (pp.1-17) Writer's Resource "Learning Across the Curriculum" Parts 1 & 2 (pp. 3-37); Library Erserve: "The Transition to College Writing" Chapters 1 & 2</p>
WEEK 2			
	28	Readings:	<p>Designing Assignments Presenting Sequence #1 Design Assignment. Engaging Chapters 5 & 6 (pp. 73-118) TA's Guide Chapter 3 (pp. 24-35) Field Guide "Genres" Part 2 (pp. 19-110) Writer's Resource " Part 2 (pp. 37-108)</p>
September	4	Labor Day	No Class
WEEK 3			
	11	Readings:	<p>Writing Across the Curriculum Sequence #2 Design Assignment. Engaging Chapters 3 & 7 (pp. 37-52; pp. 121-132) TA's Guide Chapter 4 (pp. 36-47) Field Guide Part 4 "Strategies" (pp. 239-312) Writer's Resource "Assignments Across the Curriculum" Part 3 (pp. 111-180)</p>
WEEK 4			
September	18	Readings:	<p>Conferencing & Collaborative Learning Presenting Sequence #2 Design Assignment. Engaging Chapters 7 & 9 (pp. 121-132; pp. 149-168) TA's Guide Chapters 8 & 9 (pp. 71-80; pp. 81-90) Field Guide Part 3 "Processes" (pp. 195-223) Writer's Resource "Service Learning" (pp. 183-204).</p>
WEEK 5			
	25	Readings:	<p>The Writing Process & Text Design Engaging Chapters 11& 13 (pp. 183-195; pp. 217-238) TA's Guide Chapters 5 & 6 (pp. 48-63) Field Guide Part 6 "Media & Design" (pp. 453-484) Writer's Resource "Editing for Clarity" Part 9 (pp.403-458) Due Today: Teaching Journal</p>
WEEK 6			
October	2	Readings:	<p>Reading Strategies & Giving Feedback Engaging Chapters 8 & 10 (pp. 133-148; pp. 169-181) TA's Guide Chapter 7 (pp. 64-68) Field Guide Part 4 "Reading Strategies" (pp. 313-328) Writer's Resource Part 11 "Editing for Correctness"</p>

WEEK 7 October	9	Readings:	<i>Evaluating & Commenting on Student Writing</i> Engaging Chapters 14 & 15 (pp.239-265) TA's Guide Chapter 10 & 11 (pp. 91-113) Due Today: Book Review
WEEK 8 October	16	Readings:	Guiding Research & Inquiry Sequence #3 Design Assignment. Engaging Chapter 12 (pp. 197-214) TA's Guide Chapter 12 (pp. pp.114-126) Field Guide Part 5 "Doing Research" (pp. 331-376) Writer's Resource Part 5 "Understanding Research" (pp. 207-280)
WEEK 9	WAC Week		
	23	Readings:	<i>Usage, Conventions, & Academic Integrity</i> Presenting Sequence #3 Design Assignment. Engaging Chapter 4 (pp. 53-70) T.A.'s Guide Chapter 13 (pp. 127-132) Writer's Resource "Avoiding Plagiarism" (pp.265-269) Part 10 "Editing for Grammar Conventions" (pp.461-517) Due Today: Research Proposal
WEEK 10	30	Readings:	Teaching & Professional Development TA's Guide Chapter 14 & 15 (pp. 133-146) Selected Readings from "The Allyn & Bacon Teaching Assistant's Handbook" Chapters 12 & 13
WEEK 11 November	6	Readings:	The Portfolio Process Field Guide Part 2 "Compiling a Portfolio" (pp. 224-235) & Part 2 "Reflections" (pp. 168-173) Writer's Resource "Portfolios" (pp. 106-108) Library Erservees <i>Portfolio Teaching & Portfolio Keeping</i>
WEEK 12	13	Readings:	Library Erservees <i>Inquiry & Genre</i> Chapters 1-3 Due Today: Teaching Journal
WEEK 13	20	Readings:	Library Erservees <i>Inquiry & Genre</i> Chapters 5, 7, & 9. Due Today: Abstract
WEEK 14	27		Drafting: ENGL 102 Syllabus for Spring 2005
Week 15 December	4		Due Today: Teaching Portfolio