

English 593: The Teaching of Rhetoric University of Illinois at Urbana-Champaign

Fall 2018, Section M
Tuesdays 9:30am-11:50am
309 English Building
Office hours: Walk-in and by appointment

Dr. Kristi McDuffie
Office: 294C English
Mailbox: 127 (2nd FL, quad side EB)
Office phone: 217-300-1478
Email: kmcduff@illinois.edu

Course Description

This is a course for graduate students new to the teaching of college composition at this institution. We will explore writing pedagogy theories and best practices in teaching writing, from cornerstone concepts like writing as a process to contemporary research on genre and transfer. We will theorize and develop pedagogical approaches to topics such as: teaching rhetoric and argument; maintaining language diversity, including second-language writing; cultivating digital literacies and research skills; responding to and evaluating student writing; and developing teaching identities. The required work for this course includes weekly readings, active participation in class discussion, short writings, and reflective teaching materials.

Course Learning Outcomes

By the end of this course, students will be able to:

- Articulate the major composition theories and pedagogies;
- Demonstrate knowledge of best practices in the teaching of writing;
- Place their own teaching approaches within the larger conversations on composition pedagogy;
- Explain how their teaching methods exhibit best practices in the teaching of writing;
- Convey teaching strategies on issues including rhetoric and argument, research, genre and transfer, language variation, assessment, and more;
- Exhibit a professional portfolio of teaching materials;
- Critically reflect on their course design for the ways that it conveys their pedagogical commitments and influences.

Course Texts and Course Management System

There is no required textbook for this course; readings will be available on our course manage site, through the university's Moodle platform, available at <https://learn.illinois.edu>. This Moodle site contains course information, course readings, assignment information, and your grades. You will also upload work here.

Course Requirements

This class is pass/fail. You must complete all assignments at graduate-level (B or better) in order to pass the class. Detailed assignment sheets will be provided for all major assignments as the course progresses. Attendance is mandatory. Because life happens, you are granted one absence for the semester while still being able to pass the class. Please email me in advance about this absence as a courtesy, or as soon as possible afterward, in the case of an emergency. Since illnesses and emergencies DO happen, I encourage you to use this free absence wisely.

Participation

This classroom is a learning community, and everyone must participate in order for it to function as one. Participation includes being prepared for class (having the assigned readings and the work due), being on task at all times, speaking during class discussion (large and small group), and being actively involved in all class activities. Please avoid side conversations and using laptops for non-course-related activities. Participation includes non-graded small assignments, from presenting teaching materials to workshopping class assignments. **You must participate in these activities to pass the class.** I understand that we all learn differently, so if you prefer alternative assignments, please talk to me.

It is also essential that we participate respectfully. Respect for diversity and difference, including but not limited to culture, race, ethnicity, gender, sexuality, dis/ability, religion, politics, and age, is important for a productive intellectual environment. Exploring these diversities and differences can be a valuable resource as a class, but while disagreement can be useful, disrespect in any form, including in our online interactions, will not be tolerated. If you feel you are being discriminated against and/or harassed in this class, please contact me immediately.

Practicum Hour:

This course includes time dedicated to the more hands-on aspects of teaching Rhetoric. Roughly the first 1½ -2 hours will be the more traditional seminar class, with the last ½-1 hour being the “practicum hour.” While there are topics planned out for these times, we may adjust topics based on student desires. Many of these sessions will be facilitated by other speakers, including peer mentors, other Rhet instructors, other Rhet program staff, and so forth. Like all aspects of the class, full participation is required to earn credit for the course.

Reading Responses

Over the course of the semester, you will write **eight (8)** reading responses. There are 13 potential weeks where RRs can be written, so you may skip the remaining weeks or replace those that were not up to a “B” or better standard. These reading responses will be more informal than those written for some graduate classes. That is, they do not need to be developed arguments or analyses. Rather, I am looking for at least one full page of single-spaced notes that 1) demonstrate that you read and have thought about the material, possibly in connection to your own pedagogical development, and 2) are prepared to contribute to class discussion.

These responses should include some variety of the following: favorite passages and a note about why; confusing passages and associated questions; links you have developed between the readings and your own pedagogy; questions for class discussion; links you have developed between readings for that day and/or from other days; items you plan to incorporate in your own materials and/or practices, potential discussion questions for class discussion, and more. Please address all of the assigned readings. Note that while critiques are a part of academic conversations, avoid submitting a document limited to critiques and complaints. Put in a good faith effort to consider the benefits of the material. Bring a hard copy of these responses to class the day that they are due. Reading responses are not accepted if you are not in class.

Reflective Teaching Portfolio

The final, main project for the course is a reflective teaching portfolio. The task of this portfolio includes creating a philosophy of teaching writing, revising your teaching materials for next semester’s Rhet 105 course, and writing a critical reflection explaining how the course concepts and materials influenced your other materials. The portfolio, then, includes several items:

1. A **critical reflection** of 2-4 pages detailing how you have taken pedagogies, theories, and practices from this course and applied them to your revised teaching materials (syllabus, calendar, assignment sheets) for next semester. You may also discuss how the course content has affected your pedagogy and practices that are not visible on these documents.
2. A **statement of teaching philosophy** that details your approach to the teaching of writing, possibly including your positions, processes, epistemologies, pedagogical influences, and pedagogical practices. It should be 1-2 pages, single-spaced. Teaching statements such as these are required for teaching applications, award portfolios, etc., so this document will travel with you as your career progresses.
3. A **revised and annotated Rhetoric 105 syllabus, calendar, and assignment sheets**. Since you will likely teach Rhet 105 again while you are studying here, and potentially as soon as this spring, this assignment will help you prepare for next semester while processing what you have learned in this class. Use annotations (via the commenting feature in Word), your Critical Reflection, or your Statement of Teaching Writing to explain how the theoretical influences and pedagogical theories affect your applied practices evident in your teaching materials. You can also reflect on worked well during the course, in addition to what challenges you faced and are addressing in the revision.

Assignment Submission Policy

All documents should be submitted on time and must have a professional appearance. Assignments are due at the start of class on the due date. Bring a hard copy to class. I will occasionally ask you to submit them on our course Moodle site as well. When submitting online, submit only Word files and use conscientious naming conventions (i.e. McDuffieTeachingPhilosophy.docx). Please note that UIUC offers Microsoft Office 365 free for students: <https://webstore.illinois.edu/Shop/product.aspx?zpid=2816>. Please also note that UIUC offers free, encrypted storage space to students and employees on box: <https://uofi.app.box.com>.

Late work

The learning in this course requires in-depth reading, reflection, writing, discussion, and group discussion. In order to meet all of the goals of those activities, everyone must complete all of the work for this class by the given deadlines. Accordingly, **late work will not be accepted**. Please also note that ***you must be in class for your Critical Reading Responses to be accepted***. Please contact me in advance if you would like to request an extension.

Instructor Access and Response Time

I encourage you to visit me during business hours or make an appointment to discuss anything about the class, the Rhetoric Program, or just to say hi. I am also available via email. Please allow up to **24 hours** for me to respond during normal business hours and longer on weekends. Please note that you can usually expect feedback within a week for small assignments and **two weeks** for larger projects. I will email your school email addresses with announcements about class, schedules, and so forth, so please check it daily.

Academic Integrity and Documentation

Giving credit to the sources—including words, phrases, information, and ideas—that appear in or otherwise inform your work is standard practice in academic writing. Therefore, you must use a documentation style, such as MLA or APA (see our handbook or The Purdue Online Writing Lab <http://owl.english.purdue.edu/> for guidance) in order to avoid plagiarism. Plagiarism is

misrepresenting another person's work as your own, whether intentionally or unintentionally, and it is a serious violation of academic integrity at UIUC.

In addition to insufficient or missing documentation, academic integrity violations in this course also include: submitting work created by someone else (a friend or relative or purchased online); copying material or ideas from sources, including the Internet, without sufficient citation; submitting something you wrote for another class or purpose for this class; and giving away or selling your own academic work to another person. Violations of academic integrity carry penalties from reduced or failing grades on assignments to failing the class and even, in severe cases, suspension from the University.

Unintentional plagiarism often happens when students are unclear about documentation expectations, so please see me when you are confused. Intentional plagiarism often happens when students feel desperate, so also contact me when you are confused or in a crunch, rather than resort to unethical measures that can severely impact your academic success.

Students Requiring Accommodation

I am committed to making this class as accessible as possible for everyone. Please see me at the beginning of class if you desire any kind of accommodation to be successful in this class. Please also contact the Division of Disability Resources and Educational Services (DRES) to obtain disability-related academic adjustments and/or auxiliary aids as soon as possible at 1207 S. Oak St., Champaign, 333-4603, disability@illinois.edu or <http://disability.illinois.edu/>.

Sexual Misconduct Policy and Reporting

The University of Illinois is committed to combating sexual misconduct. As such, you should know that faculty and staff members are required to report any instances of sexual misconduct—which also includes dating violence, domestic violence, and stalking—to the University's Title IX and Disability Office. What this means is that as your instructor and supervisor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware. When a report is received, an individual with the Title IX and Disability Office reaches out to provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

There is an exception to this reporting requirement about which you should be aware. A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: wecare.illinois.edu/resources/students/#confidential. Other information about resources and reporting is available here: wecare.illinois.edu.

Course Calendar

| Schedule | | | |
|--|--|---|------|
| | Topic | Readings (due before class) | Due |
| Week 1 | | | |
| Aug 28 | What is composition pedagogy? | Taggart et al., "What is Composition Pedagogy?"; Crowley, "Composition in the University"; Bartholomae, "Inventing the University" | |
| | <i>Practicum Hour:</i> | <i>First Week Questions</i> | |
| Week 2 | | | |
| Sept 4 | How do I teach writing processes? How do students write? | Anson, "Process"; Sommers, "Revision Strategies of Student Writers"; Sommers & Saltz, "Novice as Expert" | RR 1 |
| | <i>Practicum Hour:</i> | <i>Assignment Prompts</i> | |
| *Sept 10 is the last day to add or drop a course via student self-service | | | |
| Week 3 | | | |
| Sept 11 | What is rhetoric? How do I teach rhetoric? | Powell et. al, "Rhetoric"; Jackson & Wallin, "Rediscovering the 'Back-and-Forthness' of Rhetoric"; Kirtley, "Invitational Rhetoric" | RR 2 |
| | <i>Practicum Hour:</i> | <i>Rubrics</i> | |
| Week 4 | | | |
| Sept 18 | How do I teach argument? | Fleming, "Rhetoric and Argumentation"; Hillocks, "Teaching Argument"; Johnson & Kruse, "Articulating Claims & Presenting Evidence" | RR 3 |
| | <i>Practicum Hour:</i> | <i>Peer Review</i> | |
| Week 5 | | | |
| Sept 25 | How do I teach research? | Howard & Jamieson, "Researched Writing"; Brent, "The Research Paper"; Howard et al, "Writing from Sources" | RR 4 |
| | <i>Practicum Hour:</i> | <i>Plagiarism</i> | |
| Week 6 | | | |
| Oct 2 | How do I assess student writing? | Fredrick, "Stop! Think! Grade!"; Connors & Lunsford, "Teachers' Rhetorical Comments on Student Papers"; Ornella Traglia, "Feedback on Feedback" | RR 5 |
| | <i>Practicum Hour:</i> | <i>Conferencing</i> | |
| Week 7 | | | |
| Oct 9 | How do I teach for (grammatical) correctness? | Ferris, "Grammar Correction Debate"; Kolln, "Rhetorical Grammar"; Blaauw-Hara, "Why Our Students Need Instruction in Grammar" | RR 6 |
| | <i>Practicum Hour:</i> | <i>Communicating with Students</i> | |

| Week 8 | | | |
|--|---|--|----------------------------------|
| Oct 16 | How do I teach second-language writing? | Matsuda, "Language Issues and the WPA"; Ortmeier-Hooper, "English May Be My Second Language"; Hyland, "Genre Pedagogy" | RR 7 |
| | Practicum Hour: | <i>Introduce Course Assignments</i> | |
| *Oct 16 12pm is deadline for reporting midterm grades for first-year students | | | |
| *Oct 19 is last day to drop a semester course via self-service without a grade of W | | | |
| Week 9 | | | |
| Oct 23 | How do I teach for transfer? | Wardle, "Understanding Transfer"; Reiff & Bawarshi, "Tracing Discursive Resources"; Cohn, "Promoting Metacognitive Thought" | RR 8 |
| | Practicum Hour: | <i>Teacher Authority</i> | |
| Week 10 | | | |
| Oct 30 | How do I teach with technology? | Gerding & Johnson-Sheehan, "What is Technology?"; Moore et. al, "Revisualizing Composition"; Daer & Potts, "Teaching and Learning with Social Media" | RR 9 |
| | Practicum Hour: | <i>Experienced TA Panel</i> | |
| Week 11 | | | |
| Nov 6 | How do I support class activities? | Mackiewicz & Thompson, "Instruction, Cognitive Scaffolding, and Motivational Scaffolding"; Butts, "Overcoming Student Resistance to Group Work"; Brammer, "Peer Review From the Students' Perspective" | RR 10; Draft Teaching Philosophy |
| | Practicum Hour: | <i>Workshop Teaching Philosophy: Bring two copies to class.</i> | |
| Week 12 | | | |
| Nov 13 | How do I develop critical writers? | George et. al, "Cultural Studies"; Martinez, "American Way"; Jordan, "Nobody Mean More to Me Than You" | RR 11; Draft Annotated Syllabus |
| | Practicum Hour: | <i>Panel of Other Teaching Opportunities at UIUC</i> | |
| Week 13 | | | |
| No classes - Fall Break | | | |
| Week 14 | | | |
| Nov 27 | How do I teach across difference? | George, "Critical"; Micchiche, "Feminist Pedagogies"; Ratcliffe, "Rhetorical Listening" | RR 12; Draft Critical Reflection |
| | Practicum Hour: | <i>Workshop Annotated Course Materials: Bring two copies to class.</i> | |

| Week 15 | | | |
|---|--|--|-------------------------------|
| Dec 4 | How do I negotiate student & teacher subjectivities? | Jung, "Rhetorics of Accommodation"; Dolmage, "Mapping Composition"; DiGrazia & Boucher, "Writing InQueeries"; Waite, "Andy Teaches Me To Listen". Complete course evaluation forms (ICES). | RR 13 |
| | <i>Practicum Hour:</i> | <i>Workshop Critical Reflection; Bring two copies to class.</i> | |
| Week 16 | | | |
| Dec 11 | What else can I teach? | Roozen, "Journalism, Poetry, Stand-up Comedy, and Academic Literacy"; Additional readings TBD | Teaching Portfolio Due |
| | <i>Practicum Hour:</i> | <i>Course Wrap-Up and Preparing for Next Semester</i> | |
| Week 17 | | | |
| No classes - Finals Week | | | |
| *Dec 28, 2pm is the final deadline for reporting final course grades | | | |
| https://registrar.illinois.edu/faculty-staff/final-exam-scheduling/fall-academic-calendar-18/ | | | |

Bibliography

- Anson, Chris. "Process Pedagogy and Its Legacy." *A Guide to Composition Pedagogies*, ed. by Gary Tate et. al, 2nd ed. Oxford UP, 2014, pp. 212-230.
- Bartholomae, David. "Inventing the University." *Teaching Composition: Background Readings*, edited by T.R. Johnson. 3rd ed., Bedford/St. Martin's, 2008, pp. 2-31.
- Blaauw-Hara, Mark. "Why Our Students Need Instruction in Grammar, and How We Should Go About It." *Teaching English in the Two-Year College*, vol. 34, no. 2, 2006, pp. 165-78.
- Brammer, Charlotte. "Peer Review from the Students' Perspective: Invalid or Invaluable?" *Composition Studies*, 2007, vol. 35, no. 2, pp. 71-85.
- Brent, Douglass. "The Research Paper and Why We Should Still Care." *WPA: Writing Program Administration*, vol. 37, no. 1, 2013, pp. 33-53.
- Butts, Elizabeth A. "Overcoming Student Resistance to Group Work." *Teaching English in the Two-Year College*, 2000, pp. 80-83.
- Canagarajah, Suresh. "The Place of World Englishes in Composition." *College Composition and Communication*, vol. 57, no. 4, 2006, pp. 586-619.
- Cohn, Jenae and Mary Stewart. "Promoting Metacognitive Thought through Response to Low-Stakes Reflective Writing." *Journal of Response to Writing*, vol. 2, no. 1, 2016, pp. 58-74.
- Connors, Robert J., and Andrea A. Lunsford. "Teachers' Rhetorical Comments on Student Papers." *College Composition and Communication*, vol. 44, no. 2, 1993, pp. 200-23.
- Crowley, Sharon. "Composition in the University." *Composition in the University: Historical and Polemical Essays*. U of Pittsburgh P, 1998. pp. 1-18.
- Daer, Alice, and Liza Potts. "Teaching and Learning with Social Media: Tools, Cultures, and Best Practices." *Programmatic Perspectives*, vol. 6, no. 2, 2014, pp. 21-40.
- Digirhet.org. "Teaching Digital Rhetoric: Community, Critical Engagement, and Application." *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*, vol. 6, no. 2, 2006, pp. 231-259.

- Dolmage, Jay. "Mapping Composition: Inviting Disability in the Front Door." *Disability and the Teaching of Writing: A Critical Sourcebook*, edited by Brenda Jo Brueggeman and Cindy Lewiecki-Wilson, Bedford St. Martin's, 2006, pp. 50-63.
- Downs, Doug. "What is First-Year Composition?" *A Rhetoric for Writing Program Administrators*, edited by Rita Malencyk. 2nd edition. Parlor Press, 2016, pp. 92-112.
- Downs, Doug and Elizabeth Wardle. "Teaching About Writing, Righting Misconceptions: (Re)envisioning First-Year Writing as 'Introduction to English Studies.'" *College Composition and Communication*, vol. 58, no. 4, 2007, pp. 552-84.
- Dunn, Patricia. "From *Learning Differences: The Perspectives of LD College Students*." *Disability and the Teaching of Writing: A Critical Sourcebook*, edited by Brenda Jo Brueggeman and Cindy Lewiecki-Wilson, Bedford St. Martin's, 2006, pp. 147-152.
- Ferris, Dana R. "The 'Grammar Correction' Debate in L2 Writing: Where Are We, and Where Do We Go From Here? (And What Do We Do in the Meantime...?)" *Journal of Second Language Writing*, vol. 13, 2004, pp. 49-62.
- Ferris, Dana, et. al. "Responding to L2 Students in College Writing Classes: Teacher Perspective." *TESOL Quarterly*, vol 45, no. 2, 2011, pp. 207-234.
- Fleming, David. "Rhetoric and Argumentation." *A Guide to Composition Pedagogies*, ed. by Gary Tate et. al, 2nd ed., Oxford UP, 2014, pp. 248-265.
- Fredrick, Terri A. "Stop! Think! Gradel: Developing a Philosophy of Writing Evaluation." *The Language Arts Journal of Michigan*, 2013, pp. 26-33.
- Gerding, Jeffrey M. and Richard Johnson-Sheehan. "What is Technology?" *A Rhetoric for Writing Program Administrators*, edited by Rita Malencyk. 2nd edition. Parlor Press, 2016, pp. 92-112.
- Hartwell, Patrick. "Grammar, Grammars, and the Teaching of Grammar." *The Norton Book of Composition Studies*, edited by Susan Miller, W.W. Norton, 2009, pp. 563-585.
- Haswell, Richard. "The Complexities of Responding to Student Writing; Or, Looking for Shortcuts via The Road of Excess." *The Norton Book of Composition Studies*, edited by Susan Miller, W.W. Norton, 2009, pp. 1262-1290.
- Hillocks, Jr., George. "Teaching Argument for Critical Thinking and Writing: An Introduction." *English Journal*, vol. 99, no. 6, 2010, pp. 24-32.
- Horvath, Brooke K. "The Components of Written Response: A Practical Synthesis of Current Views." *Rhetoric Review*, vol. 2, no. 2, 1984, pp. 136-156.
- Howard, Rebecca Moore, Tricia Serviss, and Tanya K. Rodrigue. "Writing from Sources, Writing from Sentences." *Writing and Pedagogy*, vol. 2, no. 2, 2010, pp. 177-192.
- Howard, Rebecca Moore, and Sandra Jamieson. "Researched Writing." *A Guide to Composition Pedagogies*, ed. Gary Tate et. al. 2nd ed., Oxford UP, 2014. pp. 231-47.
- Hyland, Ken. "Genre Pedagogy: Language, Literacy and L2 Writing Instruction." *Journal of Second Language Writing*, vol. 16, 2007, pp. 148-164.
- Jackson, Brian, and Jon Wallin. "Rediscovering the 'Back-and-Forthness' of Rhetoric in the Age of YouTube." *College Composition and Communication*, vol. 61, no. 2, 2009, pp. 374-396.
- Johnson, J. Paul, and Ethan Krase. "Articulating Claims and Presenting Evidence: A Study of Twelve Student Writers, From First-Year Composition to Writing Across the Curriculum." *The WAC Journal*, vol. 23, 2012, pp. 31-48.
- Jordan, June. "Nobody Mean More to Me than You and the Future Life of Willie Jordan." *Harvard Educational Review*, vol. 58, no. 3, 1988, pp. 363-374.
- Jung, Julie. "Textual Mainstreaming and Rhetorics of Accommodation." *Rhetoric Review*, vol. 26, no. 2, 2007, pp. 160-178.
- Kirtley, Susan. "Considering the Alternative in Composition Pedagogy: Teaching Invitational Rhetoric with Lynda Barry's *What It Is*." *Women's Studies in Communication* vol. 37, 2014, pp. 339-359.

- Kolln, Martha. "Rhetorical Grammar: A Modification Lesson." *The English Journal*, vol. 85, no. 7, 1996, pp. 25-31. *College Composition and Communication*, vol. 60, no. 1, 2008, pp. 46-81.
- Lamos, Steve. "Language, Literacy, and the Institutional Dynamics of Racism: Late-1960s Writing Instruction for 'High-Risk' African American Undergraduate Students at One Predominantly White University."
- Mackiewicz, Jo and Isabelle Thompson. "Instruction, Cognitive Scaffolding, and Motivational Scaffolding in Writing Center Tutoring." *Composition Studies*, vol. 42, no. 1, 2014, pp. 54-78.
- Martinez, Aja. "'The American Way': Resisting the Empire of Force and Color-Blind Racism." *College English*, vol. 71, no. 6, 2009, pp. 584-595.
- Matsuda, Paul. "Let's Face It: Language Issues and the Writing Program Administrator." *WPA: Writing Program Administration* vol. 36, no. 1, 2012, pp. 141-163.
- Matsuda, Paul. "The Myth of Linguistic Homogeneity in U.S. College Composition." *College English*, vol. 68, no. 6, 2006, pp. 637-651.
- Moore, et. al. "Revisualizing Composition: How First-Year Writers Use Composing Technologies." *Computers and Composition*, 2016, vol. 39, pp. 1-13.
- Ornella Treglia, Maria. "Feedback on Feedback: Exploring Student Responses to Teachers' Written Commentary." *Journal of Basic Writing*, vol. 27, no. 1, 2008, p. 105-137.
- Ortmeier-Hooper, Christina. "English May Be My Second Language, But I'm Not ESL." *College Composition and Communication*, vol. 59, no. 3, 2008, pp. 389-419.
- Parker, William Riley. "Where Do English Departments Come From?" *The Norton Book of Composition Studies*, edited by Susan Miller, W. W. Norton & Company, 2009. pp. 3-16.
- Powell, Malea, Stacey Pigg, Kendall Leon, and Angela Haas. "Rhetoric." *Encyclopedia of Library and Information Sciences*, 3rd ed., Taylor & Francis, 2010. pp. 4548-4556.
- Ratcliffe, Krista. "Rhetorical Listening: A Trope for Interpretive Invention and a 'Code of Cross-Cultural Conduct.'" *College Composition and Communication*, vol. 51, no. 2, 1999, pp. 195-224.
- Reiff, Mary Jo, and Anis Bawarshi. "Tracing Discursive Resources: How Students Use Prior Genre Knowledge to Negotiate New Writing Contexts in First-Year Composition." *Written Communication*, vol. 28, no. 3, pp. 312-337.
- Roozen, Kevin. "Journalism, Poetry, Stand-up Comedy, and Academic Literacy: Mapping the Interplay of Curricular and Extracurricular Literate Activities." *Journal of Basic Writing*, vol. 27, no. 1, 2008, pp. 5-34.
- Sommers, Nancy. "Revision Strategies of Student Writers and Experienced Adult Writers." *Teaching Composition: Background Readings*, edited by T.R. Johnson. 3rd ed., Bedford/St. Martin's, 2008, pp. 195-206.
- Sommers, Nancy and Laura Saltz. "The Novice as Expert: Writing the Freshman Year." *College Composition and Communication*, vol. 56, no. 1, 2004, pp. 124-149.
- Tate, Gary, Amy Rupiper Taggart, Kurt Schick, and H. Brooke Hessler, editors. *A Guide to Composition Pedagogies*. 2nd ed., Oxford UP, 2014.
Chapters from Tate: Taggart et. al, George, Micciche, & George et. al.
- Wardle, Elizabeth. "'Mutt Genres' and the Goal of FYC: Can We Help Students Write the Genres of the University?" *College Composition and Communication*, vol. 60, no. 4, 2009, pp. 765-789.
- Wardle, Elizabeth. " from FYC: Preliminary Results of a Longitudinal Study." *WPA: Writing Program Administration*, vol. 31, no. 1-2, 2007, pp. 65-85.
- Zigmond, Rosalyn H. "Students' Perceptions of Comments on Their Writing." *Journal of Teaching Writing*, 2012, vol. 27, no. 1, pp. 111-138.

Philosophy of Teaching Writing Assignment

English 593

Dr. Kristi McDuffie

The Purpose: A philosophy of teaching statement is a somewhat standard document in academia. It conveys our personal epistemologies and philosophies of teaching, in general or on a particular topic (in our case, focused on **the teaching of writing**). This document demonstrates that you value teaching and being a self-reflective teacher. In addition to explaining *why* you teach, it also explains *what* and *how* you teach (your teaching style and experiences). While this document is primarily used for job- and career-focused audiences (i.e. job application teaching portfolios, etc.), it also helps you articulate your position as a teacher to yourself. It can be a useful guide for planning and interacting with students, administrators, colleagues, and other stakeholders, in addition to those outside audiences like hiring committees.

Writing this document is difficult because it forces you to get to know yourself and commit to a teaching orientation and methods. Think about what kind of teacher you want to be so that you are proud of the ways that you describe yourself. But don't sweat it too hard – not only will you revise this document over the course of this class, but you will revise this document over the course of your career. As you grow as a teacher, so will your pedagogies and your teaching identity.

The Task: A philosophy of teaching statement is typically a 1- to 2-page document, single-spaced. Give it a label or title and include your name, of course. (Note you do NOT need to indicate our class, as that is not part of the genre.) Although you may want to look at examples, and I will provide you with some, I encourage you to brainstorm and try to draft this on your own first. This is so that you can write a philosophy that is as unique and as true to yourself as you can be. You can always revise it later based on external inspiration.

Here are questions to try to answer in the document (not all of them, don't worry!):

1. What does teaching mean to you? What are its significant dimensions? What metaphors illuminate its meaning (coaching, leading, guiding, telling, showing, mentoring, modeling, etc.)?
2. Why is teaching writing important to you? What do you value about the teaching of writing?
3. What are your goals or learning outcomes? What methods and approaches do you use to achieve those outcomes?
4. What assignments and activities best illustrate how you enact your pedagogies?
5. How will you teach writing processes? What other writing pedagogies do you enact? Why and how?
6. How do you actively involve students in their own learning, both in and out of class? How do you enact a student-centered classroom?
7. How do you assess and evaluate student writing?
8. How do you demonstrate and enact a commitment to diversity in your class?
9. How do you utilize technology to facilitate student learning

Tips for drafting:

- Although metaphors can be useful to describe yourself as a teacher (or your outlook as a teacher), don't overdo it; avoid huge generalities, and avoid clichés like the plague. If you've heard it before, assume your readers have too.
- It's hard to be original. The way to make yourself unique and memorable is by giving details. You will have to give some generalities and big picture information, but support that information with examples. What kinds of activities and assignments do you value the most? How do you execute them? Why are they successful? What are the students' outcomes?
- You can use research and scholarship to back up what you say, but you don't have to. It can be useful to show that you know what you're talking about, but it shouldn't overtake your voice and the

emphasis on your beliefs, values, and practices. Also, big names can't stand in for your description of your pedagogy.

- Draw on a variety of experiences to give examples, especially if you are new to teaching. Teaching can take place in a variety of settings beyond traditional classroom, such as tutoring in a writing center or individual setting, giving guest lectures, done community outreach, had mentoring opportunities, and more. What did you learn about teaching through these varied experiences? What skills did you develop?
- Think in narrative terms. A catchy story or anecdote might be a good way to open or close your philosophy, illustrate a value, belief, teaching style, teaching activity, and so forth. Just don't overdo it.
- Proofread and edit this document well. It's kind of like a cover letter in that errors matter more here than in, say, a paper for a class. Since you will be teaching writing, you might be held to a higher standard about your writing. Don't worry about it too much, just give yourself time to edit and proofread! Having a friend look over it is also a good idea.

Due Dates:

The final is due as a part of the final portfolio on Moodle by the start of class on **Tuesday, Dec 11**. The draft is due in class on Tues, Nov. 6th for workshop (in hard copy and on the Moodle forum).

Annotated Syllabus Assignment

English 593
Dr. Kristi McDuffie

This course has asked you to consider various theories and pedagogies about the teaching of writing. In addition to learning concepts and practices that will inform your career in teaching, you are also considering how this body of knowledge can imminently affect your teaching of Rhetoric 105. The culminating assignment for 593 asks you to apply the knowledge of this class to your Rhetoric 105 course design and explain your thought process through a critical reflection and annotated course materials.

The **critical reflection** asks you to engage with the course material we have read this semester and consider how it has affected your developing philosophy of teaching writing and your revised teaching materials. What research has most impacted your goals? What studies have most directed your classroom practices? What philosophies have most driven your feedback strategies? Be detailed and summarize, paraphrase, and quote from readings over the duration of the semester. You may pull from outside sources if you desire, but it is not required. In-text citations and an applicable bibliography (Works Cited, References page) is required. It should be **2-4 pages**, single-spaced.

The **annotated course materials** ask you to revise your 105 materials, including syllabus, calendar, and assignment sheets, based on what you have learned over the course of the semester and based on your first semester teaching. Then, use the comments feature in Word to add comments explaining where particular theories, pedagogies, and practices have affected your updates. You can also comment on what worked well and what revisions you are making. For example, your evaluation criteria on your assignment sheets may have been revised as a result of scholarship on evaluating student writing. Alternately, you may have updated an assignment sheet to better reflect meta-cognitive language for transfer purposes. You may also note that a particular lesson preparing for peer review worked really well so you want to do it again later in the semester. On the other hand, you may have realized that you needed to spend more time researching secondary sources in class, so you have made more time for that activity. Note that you only need one bibliography for both the critical reflection and the annotations.

Overall, the goal is to make it clear how you are relating the greater pedagogical foundations we are learning about in this class are contributing to your intentional, thoughtful teaching practices. It is natural that your philosophy of teaching will continue to evolve over time, and it is ok to be tentative. But you should still be engaged, thorough, and accountable for your 105 course design and for the prosem course material.

Submission Information: Please label all files clearly in the following format: Lastname File.docx (i.e. McDuffie105Syllabus.docx). Combine the course materials into one Word file (syllabus, calendar, and assignment sheets), so that you are only submitting three files: Teaching Philosophy, Critical Reflection, and Annotated Course Materials. Please submit them as Word documents.

Due Date: The final portfolio is due on Moodle by the start of class on **Tuesday, Dec 11**. Drafts of the portfolio will be due during the previous weeks to workshop them during class.

Evaluation: In order to pass this assignment (and the class), demonstrate significant thought behind your teaching materials. I will look to see how much you have revised your previous teaching materials, for example. If you have not revised significantly, explain through your annotations how your materials evidence best practices in teaching writing. The materials should also be cohesive. Do the practices in your calendar match your stated philosophies in your statement? Do your assignment sheets match the concepts and skills you are teaching according to your calendar?