

ENG 599: Practicum in Teaching  
 Alex Reid, Associate Professor, English

| Course Information         | Professor Information  |
|----------------------------|--|
| Term: Fall 2013            | Office: 325 Clemens  |
| Credits: 3                 | Phone: 645-0691  |
| Meeting Time: M 12:30-3:10 | E-mail: <a href="mailto:areid@buffalo.edu">areid@buffalo.edu</a> |
| Classroom: Clemens 436     | Office Hrs: M 9-12, T 9:30-11, and by appt.                      |

| Course Description   |
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| <p>This course is designed to support and develop TA pedagogy in the composition program at UB. The course will examine foundational and contemporary scholarship and research in rhetoric and composition that addresses first-year composition pedagogy. The course will serve as a forum for the discussion of classroom practices and issues as they arise during the semester and situate those discussions within the context of composition theory. We will investigate the historical development of first-year composition, the current debates regarding such courses, and the potential futures of writing instruction.</p> |

| Required Readings   |
|---|
| <ul style="list-style-type: none"> <li>• Readings on Electronic Reserve</li> <li>• <i>St. Martin's Guide to Teaching Writing</i></li> <li>• <i>Joining the Conversation</i> (101 textbook)</li> </ul> |

| Course Goals  |  |
|---|--|
| Learning Outcomes   | Assessment   |
| <ul style="list-style-type: none"> <li>• Understand best practices in composition pedagogy</li> </ul> | <ul style="list-style-type: none"> <li>• Class &amp; Online Discussion</li> </ul>                            |
| <ul style="list-style-type: none"> <li>• Survey contemporary composition research</li> </ul>          | <ul style="list-style-type: none"> <li>• Book Review, Class &amp; Online discussion</li> </ul>               |
| <ul style="list-style-type: none"> <li>• Reflect on personal teaching practices</li> </ul>            | <ul style="list-style-type: none"> <li>• Classroom Observation, Teaching Statement, Teaching Blog</li> </ul> |

## **Coursework**

### ***Teaching Blog***

Keep a regular account of your teaching experiences. It is not necessary to post every day or after every class you teach, but you should post at least twice per week. Write about your future plans as well as what happens in your class.

### ***Online Discussion***

Participate in the weekly online discussion of our course readings.

### ***Book Review***

You will write a review of a rhetoric and composition monograph from a list of approved texts.

### ***Classroom Observation***

Attend one of your peers' classes and write about what you see. More directions will follow.

### ***Teaching Statement***

A brief, two-page statement of your teaching principles.

## **Course Policies**

### **Student Disability Services**

Government regulations require that university policies, practices, and procedures not discriminate on the basis of disability. Disability Services coordinates reasonable modifications so that individuals with disabilities can access and benefit from all programs, services, and activities of the university. Please visit the Disability Services website for further information: <http://www.ub-disability.buffalo.edu/>.

### **Academic Dishonesty**

Please familiarize yourself with the University's Academic Integrity policy, which can be found at <http://undergrad-catalog.buffalo.edu/policies/course/integrity.shtml>. In a writing course, we are particularly concerned with plagiarism, which the catalog describes as "Copying or receiving material from any source and submitting that material as one's own, without acknowledging and citing the particular debts to the source (quotations, paraphrases, basic ideas), or in any other manner representing the work of another as one's own."

### **Attendance Policy**

As University policy states, "Since the university desires to promote student responsibility, there is no general rule concerning student class attendance; however, every class instructor shall provide to students a course syllabus during the first week of class that specifies attendance policies and dates and times for classes, exams and all other required activities."

If you know you will be absent on a particular day, please let me know via email as soon as possible. You are permitted one absence. Three or more absences will result in an unsatisfactory grade.

## Course Schedule

Note: Course schedule is subject to change. Notifications of changes will be made in class.

| Meeting Day | Assignments  | Topic   |
|-------------|--|---|
| 8:26        | <ul style="list-style-type: none"> <li>• <i>JTC: 1, 4 &amp; 8</i></li> <li>• Sommers "Responding to Student Writing" (St. Martin's)</li> <li>• "Rethinking Nancy Sommers's "Responding to Student Writing," 1982 (PDF)</li> <li>• Elbow/Belanoff "A Community of Writers" (PDF)</li> <li>• Chapter 5 "Evaluating Student Essays (St Martin's)</li> </ul>                     | <ul style="list-style-type: none"> <li>• Responding to Student Writing</li> <li>• Planning Review Assignment</li> </ul> |
| 9:2         | <ul style="list-style-type: none"> <li>• <b>Labor Day</b></li> </ul>   |   |
| 9:9         | <ul style="list-style-type: none"> <li>• <i>JTC: 9</i></li> <li>• Other 101 Proposal readings</li> <li>• Bishop "Helping Peer Groups Succeed" (St. Martin's)</li> <li>• Bruffee "Collaborative Learning and the Conversation of Mankind" (PDF)</li> <li>• Spigelman "Habits of Mind: Historical Configurations of Textual Ownership in Peer Writing Groups" (PDF)</li> </ul> | <ul style="list-style-type: none"> <li>• Group Work</li> <li>• Planning Proposal Assignment</li> </ul>                  |
| 9:16        | <ul style="list-style-type: none"> <li>• <b>TBA</b></li> </ul>   | <ul style="list-style-type: none"> <li>• Teaching the Portfolio</li> </ul>  |
| 9:23        | <ul style="list-style-type: none"> <li>• <i>JTC: 7</i></li> <li>• Other 101 Article Readings</li> <li>• Faigley, "Competing Theories of Process: A Critique and a Proposal" (PDF)</li> <li>• Hairston "The Winds of Change: Thomas Kuhn and the Revolution in the Teaching of Writing" (PDF)</li> </ul>  | <ul style="list-style-type: none"> <li>• Process Theory</li> <li>• Planning Article Assignment</li> </ul>               |
| 9:30        | <ul style="list-style-type: none"> <li>• North "The Idea of the Writing Center" (PDF)</li> </ul>   | <ul style="list-style-type: none"> <li>• Writing Centers</li> <li>• Conferencing</li> </ul>                             |
| 10:7        | <ul style="list-style-type: none"> <li>• Bartholomae "Inventing the University" (St. Martin's)</li> <li>• Sirc "Never Mind the Tagmemics, Where's the Sex Pistols?" (PDF)</li> </ul>   | <ul style="list-style-type: none"> <li>• Academic Discourse</li> </ul>  |
| 10:14       | <ul style="list-style-type: none"> <li>• <i>JTC: 10</i></li> <li>• Other 101 Essay Readings</li> <li>• Lunsford/Glen "Rhetorical Theory and the Teaching of Writing" (St. Martin's)</li> </ul>   | <ul style="list-style-type: none"> <li>• Rhetorical Theory</li> <li>• Planning Essay Assignment</li> </ul>              |
| 10:21       | <ul style="list-style-type: none"> <li>• Berlin, "Poststructuralism, Cultural Studies, and the Composition Classroom: Postmodern Theory in Practice" (PDF)</li> <li>• Rickert, "'Hands Up, You're Free: Composition in a Post-Oedipal World" (PDF)</li> </ul>  | <ul style="list-style-type: none"> <li>• Cultural Studies and Compositoin</li> </ul>                                    |

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|--------------|---|---|
| <b>10:28</b> | <ul style="list-style-type: none"><li>• Russell, "Activity Theory and Its Implications for Writing Instruction" (PDF)</li><li>• Wardle, "'Mutt Genres' and the Goal of FYC: Can We Help Students Write the Genres of the University?" (PDF)</li><li>• Shipka/Prior, "Chronotopic Lamination: Tracing the Contours of Literate Activity" (PDF)</li></ul> | <ul style="list-style-type: none"><li>• Activity Theory</li></ul>   |
| <b>11:4</b>  | <ul style="list-style-type: none"><li>• <i>JTC: 6</i></li><li>• Other 101 Slidecast Readings</li><li>• Yancey, "Made Not Only in Words: Composition in a New Key" (PDF)</li><li>• Selfe "Toward New Media Texts: Taking Up the Challenges of Visual Literacy" (St. Martin's)</li></ul>  | <ul style="list-style-type: none"><li>• Computers and Writing</li><li>• Planning Slidecast Assignment</li></ul> |
| <b>11:11</b> | <ul style="list-style-type: none"><li>• <b>Post Book Reviews by Wed 11/13</b></li><li>• Bazerman, "From Cultural Criticism to Disciplinary Participation: Living with Powerful Words." (PDF)</li><li>• Russel and Yañez, "'Big Picture People Rarely Become Historians': Genre Systems and the Contradictions of General Education" (PDF)</li></ul>     | <ul style="list-style-type: none"><li>• Writing in the Disciplines</li></ul>                                    |
| <b>11:18</b> | <ul style="list-style-type: none"><li>• Read each other's book reviews</li><li>• TBA</li></ul>  | <ul style="list-style-type: none"><li>• Composition Disciplinary History</li></ul>                              |
| <b>11:25</b> | <ul style="list-style-type: none"><li>• MLA Job List</li></ul>  | <ul style="list-style-type: none"><li>• Rhetoric/ Composition and the job market</li></ul>                      |
| <b>12:2</b>  | <ul style="list-style-type: none"><li>• Evaluating Portfolios</li></ul>   |   |

## Book Review Options

### Histories

1. Stephen North. *The Making of Knowledge in Composition*
2. Hawk, Byron. *Counter-History of Composition*
3. Vitanza, Victor. *Negation, Subjectivity, and the History of Rhetoric*
4. Robert Connors, *Composition Rhetoric*
5. James Berlin, *Rhetoric and Reality*
6. Sharon Crowley. *Composition in the University (1998)*
7. Susan Miller. *Textual Carnivals: The Politics of Composition*. Carbondale: Southern Illinois UP, 1991.

### Pedagogy

8. Mike Rose, *Lives on the Boundary*. Penguin, 2005.
9. Shaughnessy, Mina P. *Errors and Expectations: A Guide for the Teacher of Basic Writing*. New York: Oxford UP, 1977.
10. Shor, Ira. *Critical Teaching and Everyday Life*. Chicago: U of Chicago P., 1987
11. Berthoff, Ann E. *The Making of Meaning: Metaphors, Models and Maxims for Writing Teachers*. Portsmouth, NH: Boynton/Cook, 1981.
12. Bizzell, Patricia. *Academic Discourse and Critical Consciousness*. Pittsburgh: U of Pittsburgh P, 1992.
13. Sirc, Geoffrey. *Composition as a Happening*

### Rhetorical Theory

14. Rickert, Thomas. *Acts of Enjoyment*
15. Rice, Jeff. *The Rhetoric of Cool*
16. Davis, Diane. *Inessential Solidarity*
17. Deborah Brandt, *Literacy in American Lives*
18. Thomas L. Kent, *Paralogic Rhetoric: A Theory of Communicative Interaction*
19. Cheryl Glenn, *Rhetoric Retold (1997)*

### Technology

20. Jay David Bolter. *Writing Space: The Computer, Hypertext, and the History of Writing*. 2nd Ed. Hillsdale, New Jersey: Lawrence Erlbaum, 2001.
21. Faigley, Lester. *Fragments of Rationality: Postmodernity and the Subject of Composition*. Pittsburgh: U of Pittsburgh P, 1992.
22. Brooke, Collin. *Lingua Fracta*
23. Stuart Selber. *Multiliteracies for a digital age*. Carbondale: Southern Illinois UP, 2004.
24. Susan H. Delagrange, *Technologies of Wonder: Rhetorical Practice in a Digital World*