

**W501 FALL 2007 THE TEACHING OF COMPOSITION IN COLLEGE**  
**Professor Christine Farris**

(3 credits; Satisfactory/Non-satisfactory)

Office: BH 447      Office Hours: Mon & Wed 1-3 pm & by appointment

W501 Sections: Tuesday 2:30-3:45 (sec 28682)      Thursday 2:30-3:45 (sec 21073)  
Woodburn 116      Woodburn 116

Both practically and theoretically, this course extends the discussion about teaching composition begun in the August workshop. We will address strategies for teaching writing and the analysis of written and visual texts, leading discussions, commenting on papers, and handling classroom issues. For some sessions, we will read articles and/or case studies. The 3-credit proseminar also includes your participation in the weekly group meeting with your Assistant Director, where you will develop and share specific strategies and materials for teaching your class. W501 is graded on a Satisfactory/Non-satisfactory basis. To receive a Satisfactory, you will need to

- (1) regularly attend and participate in both your proseminar class and weekly consulting group meeting
- (2) write and turn in to me in proseminar the Unit 1, 2, and 3 Plans and Grading Case Study on the due dates.
- (3) submit to me as a final project a **Teaching Portfolio** at the end of the semester. (See description of Teaching Portfolio.)
- (4) have your W131 class observed once by a peer and once by an assistant director or me.
- (5) observe another new W131 instructor's class (#4) and write a 1-2 page observation report to be included in the Teaching Portfolio.

## W501 Final Project: THE TEACHING PORTFOLIO

**Due no later than 1 pm, Monday, December 17**

To receive Satisfactory credit for W501, your portfolio (in a folder or binder) should include:

**1. A Reflective Teaching Statement (2-3 pages)**

The following questions may help you focus your thoughts into a teaching statement that you can revise over the years and keep in your Teaching Portfolio for award competitions and employment opportunities.

- \* *What worked in your teaching this semester?*
- \* *How do you think students benefited from your course?*
- \* *What didn't seem to work so well? What will you do differently next time?*
- \* *What kinds of thinking, reading, and writing do students need to develop in a first-year English course? How do you make this happen (example of a unit, assignment, activity, etc.)*
- \* *How do you view your role as a teacher?*
- \* *In what ways have your views of students, writing, and teaching changed over the last three months?*

**2. Two observation reports on your W131 class, along with a one - paragraph response to the process**

*What did you learn from observing yourself on tape (if you viewed it), from being observed in the classroom, from observing someone else, and from the follow-up discussions?*

**3. A case study (3 pages) of one W131 MT/Paper assignment  
[to be presented in final W501 class meeting]**

- \* *What were your expectations? Were they met?*
- \* *How did students respond/perform? Why? What were your successful writers able to do that the unsuccessful were not?*
- \* *How will you re-tool the assignment and change the pre-writing activities, and/or readings, photos, films, etc. in light of what you learned?*
- \* **NOTE: Include old and new assignment sheets, the version you wrote, and any illustrative sample student paper(s).**

**4. Unit 1, 2 and 3 Plans**

**5. Unit 1 Grading Case Study Papers and typed reflection plus  
Your Assistant Director's feedback**

**6. Revised annotated W131 syllabus (policy sheet plus rough outline)  
*Indicate changes in policies, assignments, readings, activities in italics.***

## W501 SCHEDULE

### Week One

Aug 28-30

Introduction & discussion of micro-teaching & first week  
(turn in to Composition office BH 446 two copies of your  
W131 syllabus (policies + week-by-week schedule))

**Write: informal response comparing first day  
to microteaching**

### Week Two

Sept 4-6

*W131 Students as Critical Thinkers, Readers, and Writers*

**Read:** Scholes, "The Transition to College Reading"  
Bartholomae, "Inventing the University"

**Due: Unit 1 Plan**

### Week Three

Sept 11-13

*Getting More Out of a Writing Conference*

W131 students and Writing Tutorial Services (WTS)

**Read:** Wilhoit, "Holding Conferences with Students"

### Week Four

Sept 18-20

*Evaluating Student Writing*

**Read:** Lees, "Evaluating Student Writing"  
Haswell, "Minimal Marking"

### Week Five

Sept 25-27

*Teaching Analysis of Visual Texts*

**Read:** Foreman & Shumway, "Reading Visual Texts"

**Due: Unit 2 Plan**

**Attend:** Culbertson Visiting Speaker Phillip Lopate  
on writing about film, Thursday, 9/27, 7:30 pm

### Week Six

Oct 2-4

Library Research workshop demonstration (in library)

### Week Seven

Oct 9-11

*Managing Your Classroom*

**Read:** Dean, "The Angry Student with the C+"  
Diamond, "When Underlife Takes Over"  
Wilhoit, "Troubleshooting in the Classroom"

**Due: Unit 1 Grading Case Study**

### Week Eight

Oct 16-18

*Leading Better Class Discussions of Texts*

**Read:** McKeachie, "Facilitating Discussion"  
& discussion handouts in coursepak

**Week Nine**

**Oct 23-25**

***Case Studies of Teaching Challenges***

**Read:** Warren, "Managing Hot Moments in the Classroom"

**Due: Unit 3 Plan**

**Week Ten**

**Oct 30-Nov 1**

***Working with film in a composition course***

**Read: Schmertz and Trefzer, "Higher Learning'  
in the Composition Classroom"**

**Week Eleven**

**Nov 6-8**

***Constructing a Teaching Portfolio***

**Read:** Anson, "Portfolios for Teachers"

Review sample teaching statements

**Week Twelve**

**Nov 13-15**

***Teaching Portfolio, cont'd.***

Review sample case studies of assignments

**Week Thirteen**

**Nov 20-22**

**THANKSGIVING/No Class**

**Week Fourteen**

**Nov 27-29**

***Future Teaching opportunities in the English Department***

**Week Fifteen**

**Dec 4-6**

Share case studies of assignments, annotated syllabi,  
changes, and consultant group "greatest hits"

**Dec 17**

**TEACHING PORTFOLIOS DUE BY 1 PM**