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ENG 5502-001: Mentored Teaching

Robin L. Murray
Eastern Illinois University

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English 5502: Mentored Teaching

Dr. Robin L. Murray

Office: CH 3351/314F

Office Hours: M-R 11:30-1 and by appointment

cfrlm@eiu.edu or cfrlmgoodgirl@hotmail.com

Spring 2006, Monday from 3:30-6:00

Phone: 581-6985 or 345-7983 before 10 p.m.

Course Description:

This Course seeks to provide the theoretical and pragmatic grounding for effective teaching of freshman composition. Students will be immersed in theories and practices of teaching of writing in order to—ultimately—create their own “manual” for teaching English 1001 and 1002. Each student should leave the class with a clearer idea of her/his own theory of teaching composition and a plan for implementing it.

Texts:

Wilhoit, Stephen W. *Teaching Assistant's Handbook: A Guide for Graduate Instructors of Writing and Literature*. New York: Longman, 2003.

Packet of Readings

Free Materials from Longman and Allyn and Bacon

Objectives:

- Review and hone your knowledge of composition theory
- Construct your own theory of teaching composition
- Apply your (and perhaps other) composition theory(ies) in a classroom
- Prepare your own “manual” for teaching composition that builds on the elements and strategies addressed in class(es) and in readings
- Define and analyze other instructors’ theories of teaching composition

Assignments:

- **Reading and Observation Responses**

These one-page, single-spaced (with MLA-style parenthetical citations, reading responses are perhaps the most important writing you will do in this class because they will help you to think through the readings, and they will form the basis for your contributions to discussions.

Please include the following in each response: A title—this will signal to your readers that you have a clear focus. A clear reference to the title and author of the piece you’re referring to. An epigraph, or a brief block quotation from the assigned reading or observation—to demonstrate close reading or observation and to bring readers into your response. A question, or a series of questions raised in the course of the reading. A response to the quotation and the questions it raises.

Note: Please keep all responses with my instructor comments (and/or peer feedback) in a folder/notebook. You will also be asked to lead the class discussion during one class, based on your (and your peers') reading responses.

Grades will be assigned as follows:

An A Response: Has an original title that signals that you have a clear focus. You begin with an epigraph—a key quotation from the reading); you offer both a personal and critical reading of the significance of the quotation you've selected. You avoid summary and say something insightful about the reading. Your writing has been “crafted”—that is, carefully constructed with clear, grammatically correct prose and no distracting typos.

A B Response: May have many of the markers of the A response but the explanations for why you selected your quotation is less developed. You summarize at times instead of showing insight. There may be a few typos/grammatical errors.

A C Response: Lacks focus, no or unconnected title, a number of writing errors (spelling, typos, and grammatical errors), little or no direct reference to our reading, not enough reflection/questioning/evidence to be considered a substantive response.

- **Proposal for Final Project**

This should be a formal proposal in memo form (addressed to me) in which you propose your project's focus, the significance of your choice, and the means by which you will address your project's focus. Your proposal should be (again) at least a full page, single-spaced.

- **Final Project and Presentation**

The major written work for the course is a project to be submitted during the last week of classes. The project will serve as your “manual” for teaching English 1001/1002 or their Honors equivalents. A handout will be provided to clarify this project.

You will present this project in one of two ways—either as a teaching demonstration in the class in which you are mentored (with my evaluation) or in our Seminar.

The project includes a syllabus with calendar for your class and a rationale that delineates and supports your teaching philosophy. You will also include writing prompts and assessment tools—all the materials necessary for implementing your course in a theoretically sound manner.

Grades:

50%---Regular Attendance, Reading and observation Responses, and Class Participation (including mentored teaching)

Note: You will be asked to respond in writing to your mentoring experience, as well as to assigned readings.

10%--Proposal for the Final Project

40%--Final Project

Attendance: As graduate students, you are asked to arrive on time and fully prepared. **I will only accept responses during the class in which they are due, so plan to be in class unless an emergency arises.** We hope the class helps you become a better teacher.

Students with Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Plagiarism: The English Department states, "Any teacher who discovers an act of plagiarism -- 'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' -- has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of "F" in the course."

Mentored Teaching Tentative Calendar, Subject to Change: Spring 2006

January

9 Introduction to the class and review of composition pedagogies. Discussion of duties to your mentors. Read Section I, *Teaching in Progress* and chapters 1 and 2 in the *Teaching Assistant's Handbook* for 1/23, and write a response to one section in which you begin to think through a role or theory broached there.

16: No Class Day—Martin Luther King Birthday

23 **Response Due.** 1. Defining a Job, Defining a Role, 2. Getting Ready to Teach Before Classes Begin, For next week, read chapters 3-6 in *Teaching Assistant's Handbook* and chapters 5, 7-10 in *Teaching in Progress*. Write a Response and be prepared to discuss.

30 **Response Due.** 3. Teaching that First Class, 4. Designing Writing Assignments, 5. Responding to Student Writing, 6. Grading Student Writing. 5. Organizing a Writing Course, 7. Designing Writing Assignments, 8. Intervening in the writing Process, 9. Responding to Student Writing, 10. Evaluating Student Writing. English 1000 instructors should have lots to say about actual teaching.

Read chapters 6 and 11 in *Teaching in Progress* and 7, 8, 10 in *Teaching Assistant's Handbook* for 2/6 and **Write a response.**

February

6 **Response Due.** Chapters 6/11 TP and 7/8/10 TAH. Read chapters 9, 11-13 in *Teaching Assistant's Handbook* and Bazerman, Peters and Kantz in *The Allyn and Bacon Sourcebook for College Writing Teachers* (handout). Write a Response.

13 **Response Due.** Discuss the rest of TAH and Sourcebook readings on reading. For next week, other contemporary approaches to teaching freshman composition. We'll choose approaches to explore, each find an article related to the approach and come prepared to share it next week. Some suggestions for approaches/composition pedagogies:

- Feminist
- Collaborative
- Cultural studies
- Genre-based
- Post-process
- Rhetorical
- Ethnographic
- ESL/ELH
- Service Learning

Please note that sections from *In Our Own Voice* may work well here, too.

Write a Response.

20 **Response Due.** Another contemporary approach—same reading approach. Write a Response.

27 **Response Due.** Another contemporary approach—same reading approach. Write a Response.

March

6 **Response Due.** Discuss contemporary approach. Read about practical matters by group: Writing Situation, Planning/Drafting/Revising/Responding to Student Writing. Write a Response for 3/21. **Proposal for Final Project Due by Friday before Spring Break. The project should include**

- **an introduction to your composition theory,**
- **your mentor's composition theory,**
- **and the elements necessary for effectively teaching a freshman composition course according to your theory.**
- **Your final project will also include a rationale for your choices.**

Your proposal should address me in memo form (To:, From:, RE:, Date:)

The body of the proposal should include a brief statement regarding each of the four elements of your project—your theory, mentor's theory, freshman comp class approach/syllabus, rationale.

13: Spring Break—No Class

Discuss and apply practical matters. Review *The Teaching Assistant's Handbook* for next class. At this point you should have the opportunity to “dive in” as a teacher in your mentored class—English 1000 instructors are on the move :) Bring in questions for next time, with a response to one of them. Work on Project and teaching preparation.

27 **Response due.** Discuss Questions!!!! Using my NCTE homepage, choose articles that appeal to you for your project. Write a response.

April

3 **Response on your chosen article due.** Please note that your last response will be a response to your mentored teaching experience, your observation response—due at end of semester.

10 **Observation Evaluations (from me)**

17 **Observation Evaluations**

24 **Final Observation Response and Response to Experience Due!**

27 **Final Project due to me by 4:30.**

Final Exams May 2-6

Final Project: English 5502

Purpose:

To construct a syllabus for a 1001 or 1002 class (or their honors equivalents) and a critical examination of the implicit and explicit theories underlying the pedagogy.

Audience:

The audience for the syllabus and class policy sheet should be your freshman students. The audience for your theoretical exploration and rationale should be your peers and instructor, who have read the material you're integrating but now need a clear sense of how you will apply it and why.

Assignment and Explanation:

For this assignment, you will need to include a policy sheet that includes the following:

- goals for and description of the course,
- texts,
- teacher information,
- required work for the course and grade information,
- late paper policy, plagiarism policy,
- essay format,
- daily procedures,
- information on missing classes or arriving late,
- information about returning work and conferences, etc.

Your course syllabus should provide

- a list of writing assignments,
- a list of due dates for major papers,
- and a day to day listing of class activities and readings you will use to help students complete each assignment and improve as readers and writers.

You should also include

- your assignment sheets for students and
- clear information about how you plan to respond to and grade student writing (in and/or out of class).

Your rationale is where you tackle your own theory of teaching composition and provide a clear argument for why it will be most effective for you and for your students. Your rationale should include rationales for each element of the writing process, including assessment/evaluation. Please remember that this is the place where you not only explain your theoretical take on pedagogy, but you also argue in favor of it.

Scope and Format:

Your syllabus, policy sheet, etc. for students should follow a format that will work for you and your students. Your rationale should follow MLA format/style and should include a list of Works Cited with in-text citations. Please make sure you support your claims with evidence. Length will depend on your detail, font, etc., but please do not skimp on the rationale portion of your project.