

## Teaching Assistants Colloquium

ENG 580, section 1

Fall 2016 / T 5:30-8:00 PM / Simpkins 321

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Office Hours: M 1:30-3; TR 3:30-5; and by appointment

“Who dares to teach must never cease to learn.” ~John Cotton Dana

### Course Description

In this course we will explore composition theory and pedagogy, classroom practices, and the “nuts and bolts” of teaching college composition. Class will serve as a guide during your first semester of teaching English 180, but also as a foundation for future college-level teaching.

### Required Texts

Adler-Kassner, Linda, and Elizabeth Wardle. *Naming What We Know: Threshold Concepts of Writing Studies*. University Press of Colorado, 2015.

Bean, John C. *Engaging Ideas*. 2<sup>nd</sup> ed., Jossey-Bass, Inc., 2011.

Glenn, Cheryl, and Melissa A. Goldwaite. *The St. Martin's Guide to Teaching Writing*. Bedford/St. Martin's, 2014.

Wilhoit, Stephen W. *The Longman Teaching Assistant's Handbook*. Pearson Education Inc., 2008.

### Course Policies

1. *Attendance/Class Participation*: English 580 functions as a combination seminar and workshop, which means that each person's weekly participation is vital to the success of the course. Although I will provide background and context for our reading when appropriate and will provide guidance with lesson planning and grading, the course will rely upon your active participation, your exploration of our texts, and your thoughtful reflection on your teaching. You are permitted just one absence over the semester for this course: absences beyond one will negatively affect your final grade. Three or more absences will result in an automatic F for the course. There may be times when it is appropriate for you to bring to class and use a laptop, but cell phones should be set to vibrate and stashed away.

2. *Reading Response Posts* (240 points): With most reading assignments, you will submit a substantive reading response post of approximately 500 words. Posts should conclude with at least one question posed to your classmates. There will be a total of 8 reading responses, worth 30 points each. The Reading Response assignment sheet is posted on WO. Reading response posts should be posted to the Western Online discussion space no later than 8 AM the day they are due (see the syllabus for specific due dates).

3. *Reading Response Responses* (40 points): You should respond to at least two different Reading Response Posts from your peers each time such posts are due. You should post your responses before class begins. These will be graded on completion only. Each set of two responses will be worth 5 points.

4. *180 Assignments* (20 points each, or 100 points): You will write a version of each of the 180 assignments you will be teaching: literacy narrative, visual essay, group rhetorical analysis, annotated bibliography, and exploration of a problem. I will not post specific assignment sheets on WO—you should follow the same guidelines your students will follow. All assignments should be submitted to Western Online by 11:59 PM on the day they are due (see the syllabus for specific due dates—the PPT is due by 5 PM). These assignments will be graded on completion.

5. *Observation Reports* (50 points each, or 100 points): You will observe a class taught by your mentor early in the semester and submit a 600-900 word report of your observation. Later in the semester you will observe a class taught by a fellow TA and submit a 600-900 word report of your observation. The Observation Report assignment sheets are posted on WO. These reports should be submitted to Western Online by 11:59 PM on the day they are due.

6. *Midterm Evaluation Summary* (50 points): After conducting a mid-semester evaluation in your 180 section, you will submit a 600-900 word summary of the evaluation, which should include your plans for what you will continue to do and what you will change. The Midterm Evaluation Summary assignment sheet is posted on WO. This summary should be submitted to Western Online by 11:59 PM on the day it is due.

7. *Lesson Plans* (25 points each, or 75 points): Three times during the semester (Tues., Aug. 30; Tues., Sept. 27; and Tues., Oct. 25) you will each need to create one lesson plan for a day of 180. Lesson plans should be posted to our Google Drive space at least one hour before the start of class. See the chart after the syllabus schedule for your assignments.

8. *Teaching Journal* (25 points each, or 50 points): At two points during the semester you will submit a teaching journal. Each week you should keep a journal of your teaching set up as a before and after journal. Before teaching, write in your journal about what you plan to do in class and how you expect it to turn out. After the week of teaching, write in your journal about how the week actually went. Alternately, you can record your thoughts before and after each day of classes if you are worried you will forget what happened in Monday's class by the end of the week. The Teaching Journal assignment sheet is posted on WO. Each journal segment should be submitted to Western Online by 11:59 PM on the day it is due.

9. *Curriculum Vitae* (45 points): Your curriculum vitae fill follow formatting that we discuss in class and should be submitted to Western Online by 11:59 PM on the day it is due.

10. *Online Teaching Portfolio* (300 points): As your final project for this class, you will submit an online teaching portfolio. The Online Teaching Portfolio assignment sheet is posted on WO. You should provide me with access to your website by 5:59 PM on Tues., Dec. 13.

11. *Late Paper Policy*: Unless you make arrangements with me at least forty-eight hours in advance, papers (informal and formal, including the teaching portfolio) submitted after the date and time stated will be marked down one letter grade for each day late; papers more than 3 days late will receive a "0." To pass the class, you must complete the online portfolio no later than December 16.

12. Academic integrity is an important part of our community at WIU; therefore, acts of plagiarism, cheating, and multiple submission will result in failure for the course and referral for academic discipline: <http://www.wiu.edu/policies/acintegrity.php>

13. *Exam*: There will not be a final exam for this course, but we will meet during that time.

14. *Office Hours*: My regular office hours are listed above, and I will be in my office most of the time Monday through Thursday between 10 and 4. You are encouraged to drop by to discuss any aspect of the course or your teaching.

15. *Email*: The best way to get in touch with me outside of class, if I am not in my office, is by email. Over email you can make appointments to meet with me, and you can ask questions related to the class and your teaching. Please bear in mind that I will need at least a day to reply to most emails. In an emergency, my home phone number is 301-642-9883, where you can contact me during reasonable hours. You are also responsible for checking your WIU email and Western Online accounts on a regular basis.

16. *Disability Resource Center*: Students with disabilities: In accordance with University values and disability law, students with disabilities may request academic accommodations where there are aspects of a course that result in barriers to inclusion or accurate assessment of achievement. To file an official request for disability-related accommodations, please contact the Disability Resource Center at 309-298-2512, [disability@wiu.edu](mailto:disability@wiu.edu) or in 143 Memorial Hall. Please notify the instructor as soon as possible to ensure that this course is accessible to you in a timely manner.

17. *Title IX*: University values, Title IX, and other federal and state laws prohibit sex discrimination, including sexual assault/misconduct, dating/domestic violence, and stalking. If you, or someone you know, has been the victim of any of these offenses, we encourage you to report this to the Title IX Coordinator at 309-298-1977 or anonymously online at: [http://www.wiu.edu/equal\\_opportunity\\_and\\_access/request\\_form/index.php](http://www.wiu.edu/equal_opportunity_and_access/request_form/index.php). If you disclose an incident to a faculty member, the faculty member must notify the Title IX Coordinator. The complete Title IX policy is available at: <http://www.wiu.edu/vpas/policies/titleIX.php>.

18. Please review your “Student Rights and Responsibilities” at <http://www.wiu.edu/provost/students> and see me if you have any questions.

<b>Grading</b>		
Reading Responses:	240	
Responses to Reading Responses:	40	
Literacy Essay:	20	
Visual Essay:	20	
Group PPT:	20	A: 900-1000
Annotated Bibliography:	20	B: 800-899
Exploration of a Problem:	20	C: 700-799
Observation Reports (x2):	100	D: 600-699
Midterm Evaluation Summary:	50	F: <600
Lesson Plan Ideas:	75	
Teaching Journal:	50	
Curriculum Vitae	45	
Online Teaching Portfolio:	300	

## Syllabus

This syllabus is subject to change. You are responsible for any changes made in class, sent over email, or posted on Western Online (WO).

Readings from *Engaging Ideas* are labeled EI; readings from *The Longman Teaching Assistant's Handbook* are labeled LTA; readings from *St. Martin's* are labeled SM; readings from *Naming What We Know* are labeled TC. Bring these texts plus *Joining the Conversation* and *A Pocket Style Manual* to all class meetings. Readings labeled WO are posted on Western Online and do not need to be printed, though you should bring your notes to class.

Date	Due
Tues., Aug. 23	580 Requirements; Teaching for the First Two Weeks; Conferencing; Peer Review Read from Books: LTA 171-178; SM 79-82 Due: Literacy Essay draft loaded onto Google Drive [580 Peer Review 1 Folder]
Fri., Aug. 26	Due: <b>Literacy Essay</b> (WO by 11:59 PM)
Tues., Aug. 30	Reading and Grammar Read from Books: LTA 155-170; EI Chs. 2, 3, 5, 7, and 8-11; SM 342-364 Read from WO: "Reading Practices in the Writing Classroom"; "Rhetorical Grammar"; "Rethinking the Role of Grammar in Writing Instruction"; "The Study of Error"; "Inventing the University" Due: <b>Reading Response 1</b> (WO by 8 AM); <b>Lesson Plan</b> (on Google Drive an hour before class)
Tues., Sept. 6	Rhetoric Read from Books: SM 163-233 Read from WO: Review the 180 readings on rhetoric; "Rhetorical Situations and Their Constituents"; "Understanding Visual Rhetoric"; "Theory of Visual Rhetoric" Due: <b>Reading Response 2</b> (WO by 8 AM)
Fri., Sept. 9	Due: <b>Visual Essay</b> (on WO by 11:59 PM)
Tues., Sept. 13	Grade Norming Read from Books: LTA 75-111; EI Chs. 14-16; SM Ch. 5 Read from WO: Grading Writing PPT Read from our orientation website ("Grade Norming" tab): "ENG 180 Grading Guidelines"; "Grading"; "Anatomy of a Margin Comment"; "Anatomy of an End Comment"; "15 Tips for Effective Grading"; "Developing Rubrics for Instruction and Evaluation"; "Sample Rubric"; and Papers G, H, and I (in the "Grade Norming Papers" subfolder)
Tues., Sept. 20	Grade Norming (cont'd) and Plagiarism (and other problems) Read from Books: LTA 155-170 Read from WO: "Toward a Rational Response..." Read from our orientation website ("Grade Norming" tab): "Red

	Flags for Spotting Plagiarism” Due: Grade norming papers P, Q, and R with comments (loaded to Google Drive folder “ENG 580 Grade Norming”)
Fri., Sept. 23	<b>Email me by today to set up appointment for next week to review your grading of Paper 1</b>
Tues., Sept. 27	Genre, Discourse Community, and Transfer Read from WO: “Genre As Social Action”; selection from <i>Writing Genres</i> ; “Mutt Genres”; “The Concept of Discourse Community”; and selections from <i>Agents of Integration</i> Due: <b>Reading Response 3</b> (WO by 8 AM); <b>Lesson Plan</b> (on Google Drive an hour before class)
Fri., Sept. 30	Due: <b>Mentor Observation</b> (WO by 11:59 PM)
Tues., Oct. 4	Group Presentation, Clarity, and Threshold Concepts (an Introduction) Read from Books: TC “Introduction” and “Naming What We Know” Read from WO: “The Ruse of Clarity”; “Why Trying to Learn Clear Writing in College is Like Trying to Learn Sobriety in a Bar” Due: <b>Group PowerPoint</b> (on WO by 5:00 PM); draft some questions for your midterm evaluation
Fri., Oct. 7	Due: <b>Teaching Journal 1</b> (WO by 11:59 PM)
Tues., Oct. 11	Teaching Research Read from Books: EI Chs. 4, 6, and 13; SM Ch. 10 Read from WO: “How Do You Know That?”; “Teaching Argument: A Theory of Types”; and {TBA article} Due: <b>Reading Response 4</b> (WO by 8 AM)
Tues., Oct. 18	Approaches to Teaching Composition Read from WO: WPA Outcomes Statement and <i>Framework for Success in Postsecondary Writing</i> ; “Four Philosophies of Composition”; “Contemporary Composition”; “Composition at the Turn of the 21 <sup>st</sup> Century”; and “Responses to Composition...” Due: <b>Reading Response 5</b> (WO by 8 AM)
Fri., Oct. 21	Due: <b>Midterm Evaluation Summary</b> (WO by 11:59 PM)
Tues., Oct. 25	Approaches to Teaching Composition, cont’d Read from Books: SM 278-304 and 481-506 Read from WO: “Reflecting Back and Looking Forward: Revisiting Teaching about Writing, Righting Misconceptions Five Years On”; “Made Not Only in Words: Composition in a New Key” Due: <b>Reading Response 6</b> (WO by 8 AM); <b>Lesson Plan</b> (on Google Drive an hour before class)
Fri., Oct. 28	Due: <b>Annotated Bibliography</b> (WO by 11:59 PM)
Tues., Nov. 1	Threshold Concepts Read from Books: TC Part 1 Due: <b>Reading Response 7</b> (WO by 8 AM)
Fri., Nov. 4	Due: <b>Exploration of a Problem</b> (on WO by 11:59 PM)

Tues., Nov. 8	Using Threshold Concepts and Equitable Classrooms Read from Books: TC Part 2 and SM 381-435 Due: <b>Reading Response 8</b> (WO by 8 AM)
Tues., Nov. 15	Reflecting on the Teacher's Role; Writing the Teaching Philosophy; Writing the CV Read from Books: LTA 195-227 Read from WO: "Embracing Contraries in the Teaching Process"; "Self-assessment, reflection, and the new teacher of writing"; Teaching Philosophy and CV Modules Do: Practice Using Google Sites Template
Fri., Nov. 18	<b>Peer Observation</b> (WO by 11:59 PM)
Tues., Nov. 22	Thanksgiving Break: No Class
Tues., Nov. 29	Using Technology and CV & Teaching Philosophy Peer Review Due: Drafts of CV and Teaching Philosophy loaded onto Google Drive [580 Peer Review 2 Folder] Do: Choose Teaching Portfolio Website platform and have items available to upload
Fri., Dec. 2	Due: <b>Curriculum Vitae</b> (WO by 11:59 PM)
Tues., Dec. 6	Peer Review of Online Teaching Portfolio Due: As much of your online teaching portfolio as possible
Fri., Dec. 9	Due: <b>Teaching Journal 2</b> (WO by 11:59 PM)
Tues., Dec. 13	6-8 pm final exam Due: <b>Online Teaching Portfolio</b> (by 5:59 PM)

**Lesson Plan Assignments**

August 30	Why Should I Share My Writing? and How Do I Avoid Plagiarism? (Alyson) How Do I Revise? (Sheldon) What is the Rhetorical Situation? (Holly) What is Visual Rhetoric? (Jon) What Are Ethos, Logos, and Pathos? (Bo) What are Discourse Communities and Genres? (Klaira) How Do I Analyze and How Do I Read a Multimedia Text? (Jared)
September 27	How Do I Work With a Group? (Jared) How Do I Give an Oral Presentation Using PPT? (Klaira) How Do I Form a Research Plan? (Bo) How Do I Conduct Field Research? (Jon) How Do I Summarize a Source? (Holly) How Do I Document My Sources? (Sheldon) How Do I Write to Inform? and How Do I Choose a Main Point? (Alyson)
October 25	How Do I Choose the Right Genres? and Draft My Two Genres? (Jon) How Do I Organize? (Bo) How Do I Use My Sources? (Sheldon) How Do I Use Google Sites? (Jared) How Do I Write the Reflective Essay for My Portfolio? (Alyson) How Do I Write to Persuade? (Klaira) How Do I Choose My Evidence? (Holly)