

CPLT 735/ENG 791: Composition Practicum

Instructor:	David Fisher
Meeting Time and Place	Wednesday 1 pm – 4 pm Callaway C201
Office Hours	Callaway N207 Wednesday 4-5 pm and by appointment
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Course Website	http://transfer.captive-mantis.net

Course Description

This course provides an opportunity for you to design (and practice teaching) engaging writing courses that help students achieve the learning outcomes for Emory's first-year writing program. You will participate in a number of activities central to post-secondary instruction in composition, including outcomes generation and customization, assignment and syllabus development, and scoring guide/rubric development and application. You will respond to sample student papers and conduct lessons and activities that integrate the texts you have selected. You will also observe and reflect on the classroom practices of a peer teaching a first-year course and your own teaching performance (via video capture). These activities are informed by praxis-oriented readings selected to broaden your knowledge of writing instruction in the first-year course and across the curriculum.

Learning Outcomes

By the end of this course you should be able to

- Develop process-oriented strategies for teaching students to write in various genres about complex ideas and reading materials.
- Integrate rhetorical lexicon and practice into your course.
- Develop assignments and lessons that enable multilingual speakers to leverage their existing language abilities and experiences and to gain confidence and facility with composing in English.
- Practice traits of a reflective instructor by evaluating and improving upon what you learn from planning and delivering lessons.
- Use writing to help students practice various critical thinking activities (e.g., analysis, synthesis, critique, interpretation, exemplification, definition, problem solving, and evaluation).
- Involve students in meaningful collaboration (e.g., peer review).
- Respond helpfully to student writing and develop grading tools (e.g., rubrics/scoring guides).
- Participate constructively in programmatic assessment activities.
- Develop short proposals for internally funded pedagogical grants.

Attendance

Attendance is essential. You may miss **one** class without incident. For every class you miss after the first, I'll lower your grade by a letter. See me if you feel your situation warrants an exception to this rule.

Late Work

I expect you to submit your assignments on time. As you move into classrooms of your own, you'll soon discover how the collect-comment-return cycle works and how carefully you'll plan your schedule around incoming assignments. It's optimal if I can comment on all the drafts of a particular assignment at once. That said, I'm willing to work with you should you find yourself in a bind.

Disability Statement

I strive to create an inclusive learning environment for all. I am invested in your success in this class and at Emory, so please let me know if anything is standing in the way of your doing your best work. This can include your own learning strengths, any classroom dynamics that you find uncomfortable, ESL issues, disability or chronic illness, and/or personal issues that impact your work. I will hold such conversations in strict confidence.

The Office of Accessibility Services (OAS) works with students who have disabilities to provide reasonable accommodations. In order to receive consideration for reasonable accommodations, you must contact OAS. It is the responsibility of the student to register with OAS. Please note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed. Students registered with OAS who have a letter outlining their academic accommodations, are strongly encouraged to coordinate a meeting time with your professor that will be best for both to discuss a protocol to implement the accommodations as needed throughout the semester. This meeting should occur as early in the semester as possible. Contact the Office of Accessibility Services for more information at (404) 727-9877 or accessibility@emory.edu. Additional information is available at the OAS website at <http://equityandinclusion.emory.edu/access/students/index.html>.

Academic Integrity

The [Laney Graduate School Honor Code](#) is in effect throughout the semester.

As graduate students, you are well aware of the importance of publication and citation to our community. I take plagiarism and other forms of academic dishonesty very seriously. Should I suspect you have engaged in academic misconduct in this course, I will report the suspected breach to the appropriate program chair.

Professional Portfolio

This course is part of an effort to help graduate students professionalize themselves via experimentation with multimodal composition and self-representation in online spaces. You will create and maintain an online presence. You'll need to select a platform or platforms (see "Required Publishing Tools" below) that enable you to

- Develop and publish your work for this course.
- Afford the opportunity for further development of your [personal cyberinfrastructure](#). Many of you will continue adding to this infrastructure in the Pro-Seminar in the Teaching of Literature.

I recommend registering a domain through Reclaim Hosting. The Writing Program currently has an agreement with Reclaim that provides you with free hosting services through the semester(s) that you teach first-year writing.

Required Texts

Adler-Kassner, L., & Wardle, E. (2015). *Naming What We Know*. University Press of Colorado. Retrieved from <https://muse.jhu.edu/book/40635> (**Access through Woodruff Library:** <http://muse.jhu.edu.proxy.library.emory.edu/book/40635>)

Bean, J. C. (2011). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom* (2nd ed.). San Francisco: Jossey-Bass. (**I will provide you with a copy.**)

Comer, D. K. (2016). *Writing in Transit*. Southlake, TX: Fountainhead Press. (**I will provide you with a copy.**)

Roen, D., Pantoja, V., Yena, L., Miller, S. K., & Waggoner, E. (2002). *Strategies for Teaching First-Year Composition*. National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096. (**Available online:** <http://eric.ed.gov/?id=ED459476>)

I will provide links to other readings on the open web, [Emory Course Reserves](#), or your Emory-sponsored access to databases and journals.

Required Publishing Tools

You will need to work with a platform that allows you to publish a your professional portfolio to the internet. If you already work with a platform (including those offered by free services such as WordPress.com) with which you can create website for the course, you can deploy your portfolio there. Otherwise, you might consider establishing an account at [Reclaim Hosting](#), a web hosting company offering straightforward plans for educators and academic institutions. The Writing Program funds the cost of this domain and hosting through the year or semester that you teach first-year composition. Ask me for the coupon code.

Assignments, Weights, and Grades

Each of you has chosen to professionalize yourself (i.e., move beyond the role enthusiastic amateur) by pursuing a PhD. I assume as much when it comes to assigning grades in this class. I expect that you'll do your level best on each assignment, and in return, you can expect to receive full credit for each piece you submit. If a submission doesn't meet what I believe to be a professional standard for the genre assigned, I will make suggestions about how you can revise the piece and expect that you'll resubmit the work. The surest way to earn less than an A in this course, then, is to choose not to submit or revise work when asked or to miss more than one class without a reasonable excuse.

Teaching portfolio - Two annotated syllabi, one for an expository writing class and one for a writing-with-literature class. - Two scaffolded assignment sequences (documented in an assignment sheet). One must foreground a "wild genre." The other should foreground a mode other than alphanumeric. - Textbook review. Center for Faculty Development and Excellence (CFDE) Mini-grant Proposal.	50%
Pedagogy posts On weeks for which you sign up, you'll develop a blog post that's tied to a scholarly article or a longish preface to an annotated syllabus (Matthieu and Hesse) and lead the class in discussion. This post should summarize the article in between 250 and 500 words (using at most one or two quoted phrases), suggest at least one concrete classroom application the article has helped you invent, and pose three questions for discussion. Note that you should not choose <i>WIT</i> or <i>EI</i> readings for these posts.	15%
Praxis activities On weeks for which you sign up, you'll be an activity leader for a specified reading. When it is your turn to lead an activity, you will be responsible for - Developing a summary (between 250 and 500 words) of the reading. What are the key theoretical, pedagogical, and practical takeaways? - Developing and delivering an outcome-driven class chunk inspired by the reading. This activity should take no longer than 20 minutes. - Determining in subsequent discussion whether the class achieved what you had hoped and thinking with us about alternative ways you might have constructed the activity. The texts (e.g., summary of reading, contextualization and plan for activity) associated with your leadership need to be made available to the class via your website and should be posted by the time class meets on the day you are leading the activity.	20%
Teaching observation You will observe (and debrief with the instructor) one class session led by a someone currently teaching ENG 101, ENG 181, or CPLT 110. As you observe, you'll take notes and then complete an open-ended observation form. We'll discuss the results of this simple fieldwork in class on Wednesday, November 8.	5%
In-class activities - Portfolio norming and scoring. - Praxis activities (as participant) and post-mortems. - Other short exercises and group work.	10%
Total:	100%

Grading Scale

Percentage	Letter	Emory Quality Points
93.00-100	A	4.0
90.00-92.99	A-	3.7
86.00-89.99	B+	3.3
83.00-85.99	B	3.0
80.00-82.99	B-	2.7
76.00-79.99	C+	2.3
73.00-75.99	C	2.0
70.00-72.99	C-	1.7
66.00-69.99	D+	1.3
60.00-65.99	D	1.0
00.00-59.99	F	0.0

Schedule

You can find a [schedule overview](#) on the course website.

Please note that this **schedule may change** as the semester progresses and we grow interested in particular themes within the readings or in certain activities. **Please refer to the [“Weekly Schedule” page](#) on the course website for the most up-to-date schedule.**