

English 505: Teaching Introductory Composition

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Welcome to English 505, Teaching Introductory Composition. The purpose of this course is to prepare you to teach writing at the university level. Our primary focus will be teaching composition at Purdue University; however, we will also discuss the teaching of writing throughout the curriculum and the role of writing instruction inside and outside the university. My aim is to prepare you to teach in a variety of different academic and non-academic contexts.

This course will be informed by principles of rhetoric and their application in pedagogical theories of teaching writing. In other words, besides keeping you a few steps ahead of your students in English 106, I will teach you theories of rhetoric to support your pedagogical approach and hold it together. My hope is that you will develop a comprehensive understanding of rhetoric, which will provide a consistent basis for your whole teaching career, not just your time as a writing teacher.

On the less formal side, this class will also serve as a support group. Some of our time each week will be spent discussing your successes, challenges, and flops in the classroom. As a class, we can use our collective wisdom to help you improve your teaching and handle the rough spots.

I look forward to working with you. It's going to be an exciting semester, with the usual and not-so-usual ups and downs. Teaching writing is a challenge. It is a challenge from which you will learn a great amount about writing, teaching, and yourself.

Required Texts

The following texts will be available in the bookstore for you to purchase. Acquire them as soon as they are available:

Lindemann, Erika. *A Rhetoric for Writing Teachers*, 4th ed. Oxford, UK: Oxford University Press, 2001.

Pirsig, Robert, *Zen and the Art of Motorcycle Maintenance*, New York, NY: HarperCollins, 1999. (Any edition will be fine. Look in used book stores).

Grading

The course will be graded on a Credit/No Credit basis, meaning you need to pass the course with a C or better grade. Nevertheless, I will expect much more from you than C work, because this class is a graduate course. Here are the assignments for the course and their worth:

Visitations (2)	20 percent
First Sequence Package	20 percent
Second Sequence Package	20 percent
Third Sequence Package	20 percent
Revised English 106 Policies and Syllabus for Spring	20 percent

These assignments will be graded Pass/No Pass. You must pass these assignments to receive course credit. If you don't pass an assignment, you will be asked to revise until it is passing.

Attendance

Attendance is crucial in this class. The class is highly interactive and collaborative. So, if you are not here, you will not learn. Of course, there are good reasons to miss class. Since this class meets twice a week, you can miss six classes. If you miss three classes, you will receive a "No Credit" for the course. At that point, we may have larger problems to address, though, because your lack of attendance will likely signal problems in your teaching.

Late Papers

Late work will be grudgingly accepted. If you need an extra day or two, please tell me with a note or e-mail. Assignments that are over a week late will not be accepted.

Equal Access

Students with disabilities must be registered with Adaptive Programs in the Office of the Dean of Students before classroom accommodations can be provided. If you are eligible for academic accommodations because you have a documented disability that will impact your work in this class, please schedule an appointment with me as soon as possible to discuss your needs.

Professionalism

Please turn off your mobile phone before coming to class and leave it in your pocket or bag. If I see it or hear it, I will ask you once to please not let it happen again. The second time I see or hear it, I will ask you to leave the room for the day. I will mark you absent for that day.

Also, we will be discussing sensitive issues and engaging in debate. You should always conduct yourself professionally with your fellow students and me. Any harassment, name-calling, or insults will not be tolerated. Please plan to work constructively with the rest of us in the class. If you act in a non-professional manner, I will give you a warning. If it happens again, I will ask you to leave for the day and take an absence.

Syllabus for English 505

Week	Subjects	Readings and Assignments
One Aug. 23, 25	The Basics The Writing Process Teaching Purpose and Thesis Teaching Description	RWT, Ch. 1, 3, 7 ZMM, Ch. 1-4
Two Aug. 30, Sept. 1	About Form Teaching Comparison and other Commonplaces Grading Student Works Basic Paragraphing	RWT, Ch. 2, 9 ZMM, Ch. 5-8 <i>Due: First Sequence Package</i>
Three Sept. 7,9	Responding to Others Teaching Introductions and Conclusions Teaching Response/Rebuttal	RWT, Chapter 14 ZMM, Ch. 9-12
Four Sept. 13, 15	Emotion and Reason Teaching Emotion and Authority Teaching How to Reason Preparing an Examination	RWT, Ch. 4 ZMM, Ch. 13-16 <i>Due: Second Sequence Package</i>
Five Sept. 20, 22	Writing with Clarity Teaching Plain Style	RWT, Ch. 10, 11 ZMM, Ch. 17-20
Six Sept. 27, 29	Revising for Influence Teaching Tropes Revision Strategies	RWT, Ch. 12 ZMM, Ch. 21-24
Seven Oct. 4, 6	Finding Causes Writing a Causal Analysis Advanced Paragraphing	RWT, Ch. 6 ZMM, Ch. 25-28 <i>Due: Third Sequence Package</i>
Fall Break Oct. 13	Conferences	<i>Due: First Observation</i>
Nine October 18, 20	Research Research Methods Evaluating Sources	RWT, Ch. 13 ZMM, Ch. 29-32
Ten Oct. 25, 27	Documenting Sources Teaching MLA and APA Empirical Research	
Eleven Nov. 1, 3	Teaching Argument Writing a Proposal Developing a Plan/Process	RWT, Ch. 15 AB, Carroll
Twelve Nov. 8, 10	Visual Rhetoric Page Design Using Images	AB, Berthoff
Thirteen Nov. 15, 17	Using Portfolios Portfolios as teaching tools Showcase alternative	<i>Due: English 106 Policies and Syllabus</i>
Fourteen Nov. 22	Reflective Writing Teaching Writing about Writing	<i>Due: Second Observation</i>
Fifteen Nov. 29, Dec. 1	Presentations	
Sixteen Dec. 6, 8	Presentations (if needed)	

First Assignment: First Sequence Package

Well, we're off to the races. The key to survival is staying a couple weeks ahead of your students. So, I would like you to begin developing the materials you will need to finish the first sequence for your English 106 course (about a month's worth of lesson plans and assignments).

Please give me lesson outlines for each of the classes for the first sequence. These lesson outlines should run about a quarter page per day. Mostly, I want to see how you are dividing up your days with lectures, discussions, and activities.

Also, please give me your assignment sheets for Sequence One. These sheets should describe assignments for the Description and the Comparison essays.

Visitations

Over the course of this semester, I would like you visit the classes of two instructors who are teaching English 106. While observing, pay attention to each teacher's decisions about the course's content, organization, style, and use of visual aids.

For each observation, write a one-page summary of your experience. Mention each teacher's strengths and places where he or she might improve. Also, please pick up a copy of each teacher's policies and syllabus. Do not name the teacher in your observation, but please tell us when and where the class occurred.

If we have time, you may be asked to share your observations with our class.

In turn, I will be visiting your class at least once this semester. I will be writing up a review of your teaching and discussing it with you.