

LIT 6332.001: Teaching First-Year Writing
Fall 2021, Tuesdays, 4:00-6:45 p.m.
GR 4.204

Chris Ryan, Ph.D.

Office Number	JO 3.901. We can also meet online in Teams, as necessary
Office Hours	Official office hours are Tuesday from 11:15 a.m. until 2:00 p.m.; Wednesdays from 10:00 a.m. until 2:00 p.m., and Thursday from 11:15 a.m. until 2:00 p.m. However, I am usually available on any weekday to meet in person or in Teams. Contact me to set up a time if you are unsure whether I am available.
Office Phone	(972) 883-2188
E-mail	christopher.ryan@utdallas.edu

* The first class session will be held online in Teams.

Course Description

Teaching First-Year Writing (LIT 6332) is required for teaching assistants who teach RHET 1302 at UTD. The course will address several concerns directly related to the practice of teaching as well as explore the, oftentimes competing philosophies and theories that inform pedagogical practices in composition and rhetoric. By the end of the semester, students should be able to apply concepts from this course to their teaching practices as well as articulate their own philosophies of teaching first-year writing.

Objectives

Upon successful completion of LIT 6332, students should be able to:

- Understand *praxis* (space where theory meets practice) as a goal of teaching first-year writing
- Comprehend effectively a number of theories that inform rhetoric and composition instruction
- Apply knowledge gained from readings and class discussions to classroom teaching
- Analyze and synthesize readings from major theorists in an effort to develop and/or revise their own teaching philosophy
- Evaluate critically their own approach to teaching first-year writing

Required Reading

Clark, Irene L. et al. *Concepts in Composition: Theory and Practice in the Teaching of Writing*. Third edition. New York and London: Routledge, 2019.

Lindemann, Erika. *A Rhetoric for Writing Teachers*. Fourth Edition. New York and Oxford: Oxford University Press, 2001.

Faigley, Lester and Jack Selzer. *Good Reasons: With Contemporary Arguments*. Seventh Edition. New York: Pearson, 2018. (This text is provided to graduate students instructing RHET 1302.) This book is provided to you for your instruction of the course.

Grading

Assignment and Grade Values

Grading is based on the cumulative scale for points earned from assignments. Grades are awarded without rounding as follows:

Grade	Cumulative Credit Points
A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9

B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D+	67-69.9
D	63-66.9
D-	60-62.9
F	0-59.9

Note: I will make use of pluses and minuses (e.g., A-, B+) for grades as stipulated by the Office of Graduate Studies, UTD.

Assignments

<i>Assignment</i>	<i>Percentage</i>	<i>Due Date</i>
Reading Response #1	15%	Sep 21
Reading Response #2	15%	Oct 19
Teaching Demonstrations	10%	Oct 19 - Nov 9
Reading Response #3	15%	Nov. 30
Syllabus/Course Design Project	20%	Dec. 7

LIT 6332 Schedule, FALL 2021

Aug 24	Teaching Rhetoric 1302: An Overview Introduction to LIT 6332, Fall 2021
Aug 31	Writing Process(es) and Teaching First-Year Writing Clark, Chapter 1, "Processes: Approaches and Issues" from <i>Concepts in Composition</i> Harris, "Composing Behaviors of One- and Multi- Draft Writers" from <i>Concepts in Composition</i> Reiff, "Moving Writers, Shaping Motives..." from <i>Concepts in Composition</i> Lindemann, Chapters 1-4, 6 from <i>A Rhetoric for Writing Teachers</i>
Sep 7	Course Design for First-Year Writing Clark, "Appendix 1" and "Appendix 2" from <i>Concepts in Composition</i> Lindemann, Chapters 13 and 15 from <i>A Rhetoric for Writing Teachers</i>
Sep 14	Genre in the First-Year Writing Course Clark, Chapter 5, "Genre, Transfer, and Related Issues" from <i>Concepts in Composition</i> Schaefer, "Emphasizing Similarity..." from <i>Concepts in Composition</i>
Sep 21	Teaching Invention and Arrangement Clark, Chapter 2, "Invention: Issues and Strategies" from <i>Concepts in Composition</i> Rose, "Rigid Rules, Inflexible Plans, and the Stifling..." from <i>Concepts in Composition</i> Lindemann, Chapters 7-9 from <i>A Rhetoric for Writing Teachers</i> Reading Response 1 due
Sep 28	Teaching Audience Clark, Chapter 4, "Audiences" from <i>Concepts in Composition</i> Elbow, "Closing My Eyes as I Speak..." from <i>Concepts in Composition</i> Ede and Lunsford (handout)

Oct 5	Teaching Revision Bamberg and Clark, Chapter 3, "Revision" from <i>Concepts in Composition</i> Sommers, "Revision Strategies of Student Writers..." from <i>Concepts in Composition</i> Lindemann, Chapter 12 from <i>A Rhetoric for Writing Teachers</i>
Oct 12	Teaching Students about Style Lindemann, Chapters 10-11 from <i>A Rhetoric for Writing Teachers</i>
Oct 19	Teaching Grammar and Mechanics Lindemann, Chapter 5 from <i>A Rhetoric for Writing Teachers</i> Reading Response 2 due Teaching Demonstrations 1-3
Oct 26	Linguistic Diversity in First-Year Writing Griswold and Edlund, Chapter 8, "Teaching Multilingual Students..." from <i>Concepts in Composition</i> Ferris, "Promoting Grammar and Language..." from <i>Concepts in Composition</i> Klein, Chapter 9, "Language, Linguistic Diversity and Writing" from <i>Concepts in Composition</i> Watson and Shapiro, "Clarifying the Multiple Dimensions..." from <i>Concepts in Composition</i> Teaching Demonstrations, 4-6
Nov 2	Teaching Visual Literacy, New Media and First-Year Writing Pedagogy Sheppard, Chapter 10, "Issues in Digital and Multimodal Writing: Composition Instruction for the 21 st Century" from <i>Concepts in Composition</i> Selfe, "The Movement of Air..." from <i>Concepts in Composition</i> Lindemann, Chapter 16 from <i>A Rhetoric for Writing Teachers</i> Teaching Demonstrations, 7-9
Nov 9	Teaching the Research Paper Readings TBD Teaching Demonstrations, 10-12
Nov 16	Teaching with Readings Selections from <i>Good Reasons</i> textbook
Nov 20-28	Fall Break/Thanksgiving Holidays No classes
Nov 30	Assessment Neff-Lippman, Chapter 7, "Assessment: Issues and Controversies" from <i>Concepts in Composition</i> , Sommers, "Across the Drafts" from <i>Concepts in Composition</i> Lindemann, Chapter 14 from <i>A Rhetoric for Writing Teachers</i> Reading Response 3 due
Dec. 7	Presentation of Syllabus and Course Design Projects Course Conclusion

Policies

General Policies and Course Expectations

- At minimum, students must submit all major assignments (three reading responses, syllabus and course design project) and conduct a teaching demonstration to earn an A or B in the course. Students who fail to submit any major assignment will receive a grade no higher than "C," regardless of their performance on other assignments.
- A published and recognized style guide (e.g., MLA, Chicago, Turabian) in its most recent edition is required for source citation and bibliographic, "References," or "Works Cited" pages.
- Students will attend class prepared by completing the reading and participating actively in discussions.
- Students will complete assignments thoughtfully and on time. Late submissions will receive a 33% deduction if submitted within the first 24 hours after the deadline and a 66% deduction if submitted between 24 hours and 48 hours after the deadline.

Attendance

Successful completion of *LIT 6332: Teaching First-Year Writing* depends upon your regular attendance. More than one (1) absence will negatively affect your participation grade, and you should notify me beforehand if you need to miss class. Please also strive to be on time or let me know if any issues may prevent your timely arrival for classes.

University Policies

Please refer to <http://go.utdallas.edu/syllabus-policies> for further information.

Assignment Descriptions

LIT 6332, Fall 2021

Note: Students will submit assignments as attachments in eLearning no later than 11:59 p.m. (i.e., before midnight) the day an assignment is due. If eLearning is down or changes to your work require re-submission before the deadline, please e-mail assignments as attachments to christopher.ryan@utdallas.edu. Please use your UTD e-mail address when doing so.

Reading Responses 1, 2, and 3

Due: September 14, October 12, and November 16, respectively, by 11:59 p.m. as Word attachments in eLearning

Length: Approximately 750-1000 words, double-spaced, 12-point font

This semester, I will ask you to submit three (3) short reading responses that address a topic discussed in class prior to the due date.

For each response, you will:

- summarize the thesis of the chapter(s) or the article(s)
- describe the organization of the chapter(s) or the article(s)
- discuss two or three major premises supporting the thesis
- offer evaluation and critique of the reading's (or readings') value as a scholarly contribution
- articulate how you intend to apply the learning in your teaching

These short papers should **not** exceed 1000 words (approximately four pages). Ideally, your response should not exceed 750 words (approximately three pages), but I am permitting some flexibility here should you need it. However, I **will stop reading at the end of page four – or after 1000 words** – regardless of how much you have written.

I expect the writing ability of doctoral-level students on these assignments. Each paper should show that you have revised substantively for both concision and precision; moreover, your writing should reflect sophisticated thought and academic rigor indicative of an advanced student. Your writing must also convince me that you are engaged with the material. Citation for any references is expected and may be in the format of any recognized style guide, such as MLA, Chicago, or Turabian.

Teaching Demonstration

Due: Oct 12, October 19, October 26, or Nov 2, as determined in class

Length: 20 minutes

Each student will conduct one 20-minute demonstration on a topic taught in Rhetoric 1302 (different from a topic that you address on the day I observe one of your RHET 1302 sections). The 20 minutes could be devoted entirely to lecture or to a blend of lecture and activity facilitation (but there should be at least some lecture in the 20-minute demonstration). Focus will be on the effectiveness of the lesson, classroom and time management, and “teacherly” ethos. Please upload slides, activities, or any other materials you use for the demonstration in eLearning for the assignment.

Syllabus and Course Design

Due: December 7 in one MS Word file with page breaks between sections

The Syllabus and Course Design assignment represents the culminating project in LIT 6332. This semester, you will design *your* ideal first-year composition course, and your syllabus will include your course's goals/objectives, activities, assignments, and readings. You may construct a first-semester, first-year course, although we do not teach a RHET 1301, for example, at UTD. Regardless, you must design a *writing or composition* course that is original and does not duplicate RHET 1302.

Two major parts will comprise your assignment: 1.) a statement of teaching philosophy and 2.) a syllabus and course design with assignment descriptions and activities.

Part I: Statement of Teaching Philosophy (10% of course grade)

Length: 500-750 words, single-spaced with double-spacing between paragraphs, 12-point font

Many academic job announcements will ask you to provide a statement of your teaching philosophy as part of your application materials. In short, a statement of teaching philosophy conveys what you believe about teaching and how those beliefs guide your approach to the classroom. For this assignment, you will prepare a statement of your teaching philosophy as informed by existing scholarship in composition and rhetoric; as teachers of first-year writing, you should ground your philosophy in the composition literature. You may also position yourself as a "feminist" pedagogue or embrace a "cultural studies/critical inquiry" approach to teaching, but I do not mean to suggest that you must totally agree with one particular philosophy of composition/rhetoric pedagogy. If you find yourself departing from conventional or established (whatever that may be) thinking about composition/rhetoric pedagogy, then you can most certainly articulate that departure in your philosophy. Rationales are important; explain to me why you believe what you believe and why you do what you do. Support those explanations with good reasoning and justifications.

Other Resources:

Cornell University Graduate School
(<http://gradschool.cornell.edu/career-services/teaching-philosophy-statement>)

University of Minnesota
(<https://cei.umn.edu/writing-your-teaching-philosophy>)

Washington University in St. Louis
(<https://teachingcenter.wustl.edu/programs/graduate-students-postdocs/applying-for-academic-positions/writing-a-teaching-philosophy-statement/>)

Part II: Syllabus and Course Design (10% of course grade)

Your syllabus should include the following:

- Introduction to the syllabus: rationales for approach, assignments, and activities – How will your course fulfill the stated objectives? Does it reflect your philosophy of teaching? This should be at least one page and no longer than two pages in length, single-spaced with spaces between paragraphs. The remaining bulleted items are the actual syllabus.
- Course title (title might reflect a thematic approach)
- Course description
- Course objectives (three, at minimum) – How will you measure or assess each objective? You should write student-centered objectives focused on students' mastery of skills.
- Your contact information (e-mail address, office hours)
- Policies (e.g., attendance, consequences for late work and excessive absences)
- Schedule (based on UTD Spring 2022 schedule)
- Textbooks and materials
- Grading methodology (e.g., grading scale, portfolio, holistic evaluation)

- Assignment descriptions and activities (including low-impact assignments, daily exercises)