

English 600: Practicum in Teaching Composition

Course Description:

This practicum provides supervised teaching experience in the freshman composition program (English 100, 101, or 102) as preparation for teaching at the community college, college, or university levels. Students will teach one course under the direction of the Director of Freshman Composition; develop specific instructional units that meet the goals of the relevant syllabus; grade student essays; keep a journal of their classroom teaching experiences, focusing on the application of the theory and research learned in 503 and 504; and write a final evaluative paper.

Required Texts:

Connors, Robert and Cheryl Glenn. [The New St. Martin's Guide to Teaching Writing](#). New York: Bedford/St. Martin's Press, 1999.

Hillocks, George, Jr. [Teaching Writing as Reflective Practice](#). New York: Teachers College Press, 1995.

Yancey, Kathleen. [Reflection in the Writing Classroom](#). Logan: Utah State University Press, 1998.

Course Objectives:

Upon completion of this course, the student will be able to

1. articulate a personal philosophy of teaching writing that is informed by research and practice;
2. use a process approach to teaching writing in English 100, 101, or 102 at BSU;
3. demonstrate knowledge of current research in solving pedagogical problems;
4. provide technological solutions to classroom and learning problems;
5. carry out holistic grading of essays;

6. reflect upon classroom experiences in order to develop hypotheses for improving teaching.
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Instructional Modes:

Discussion, oral reports, observation, critical writing, computer lab.

Requirements:

- Students are expected to teach their assigned class by following the departmental syllabus.
 - Students are expected to keep a daily log of their teaching experiences.
 - Students are expected to work collaboratively both in and outside of class, in face-to-face as well as through electronic communication.
 - Students are expected to meet with the Director of Freshman Composition weekly.
 - Students are expected to develop assignments for that meeting as required, including reading from required texts, organizing specific units of classroom instruction, and bringing samples of graded student work.
 - Students are expected to write a final evaluative essay on their experiences.
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Evaluation:

The semester grade will be determined as follows:

Classroom Instruction in Assigned Course (includes holistic scoring of final exams)	40%
Attendance and Participation at Weekly Meetings	20%
Completion of Daily Teaching Log	20%
Development of Final Evaluative Essay	20%
Total	100%

Course grades will be computed as follows:

A 90 - 100 B 89 - 80 Failing – Below 80

The instructor, the Director of Freshman Composition will observe students in the classroom at least once a week. She will provide feedback at the Weekly Meetings.

At the Weekly Meetings (2-3 hours), the students will discuss readings as assigned from the required texts, present classroom units for critiques by the instructor and peers, and, when appropriate, bring student essays (some graded) for discussion.

In the Daily Teaching Log, students will reflect on the classroom experiences, noting difficulties with their own students' preparation, the readings, the writing assignment, and/or classroom management. These entries should include reflections on readings from composition theorists or classroom experiences that might be helpful in understanding what is going on in the classroom or in improving that environment.

The Final Evaluative Essay will be a documented essay (8-10 pp.) that is a self-evaluation for the semester's work. It will include references to published scholarship as well as to the classroom students' written work and the Daily Teaching Log.

Bibliography

N.B. This bibliography is of books only. Students are also expected to become familiar with the major journals in the field, including the following: *College Composition and Communication*, *College English*, *Computers and Composition*, *Assessing Writing*, *Rhetoric Review*, and *Written Communication*.

Anson, Chris. *Writing and Response: Theory, Practice, and Research*. Urbana, IL: NCTE, 1989.

Belanoff, Pat and Marcia Dickson. *Portfolios: Process and Product*. Portsmouth, NH: Heinemann, Boynton/Cook, 1991.

Berlin, James. *Rhetoric and Reality: Writing Instruction in American Colleges, 1900 - 1985*. Carbondale: Southern Illinois University Press, 1987.

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Berthoff, Ann. *The Making of Meaning: Metaphors, Models and Maxims for Writing Teachers*. Upper Montclair, New Jersey: Boynton/Cook, 1981.

Bloom, Lynn Z., et. al., *Composition in the 21st Century: Crisis and Change*. Carbondale: Southern Illinois University Press, 1995.

Bolter, Jay. *Writing Space: The Computer, Hypertext, and the History of Writing*. Hillsdale, NK: Lawrence Erlbaum, 1991.

Brody, Miriam. *Manly Writing: Gender, Rhetoric, and the Rise of Composition*. Carbondale: Southern Illinois University Press, 1993.

Bruffee, Kenneth. *Collaborative Learning: High Education, Interdependence, and the Authority of Knowledge*. Baltimore: Johns Hopkins Press, 1993.

Cook-Gumperz, Jenny. *The Social Construction of Literacy*. Cambridge: Cambridge University press.

Cooper, Charles and Lee Odell (editors). *Evaluating Writing: The Role of Teachers' Knowledge about Text, Learning, and Culture*. Urbana, IL: NCTE, 1998.

Handa, Carolyn, ed. *Computers and Community: Teaching Composition in the Twenty-First Century*. Portsmouth, NH: Boynton/Cook, 1990.

Flower, Linda. *The Construction of Negotiated Meaning: A Social Cognitive Theory of Writing*. Carbondale: Southern Illinois University Press, 1994.

Lindemann, Erika. *A Rhetoric for Writing Teachers* (3rd edition). New York: Oxford University Press, 1995.

Mullin, Joan and Ray Wallace, eds. *Intersections: Theory-Practice in the Writing Center*. Urbana, IL: NCTE, 1994.

Murphy, James, ed. *A Short History of Writing Instruction from Ancient Greece to Twentieth Century America*. Davis, CA: Hermagoras Press, 1990.

Reiss, Donna, et. al. *Electronic Communication across the Curriculum*. Urbana, IL: NCTE. 1998.

Rose, Mike. *Writer's Block: The Cognitive Dimension*. Carbondale: Southern Illinois University Press, 1984.

Rubin, Donnalee. *Gender Influences: Reading Student Texts*. Carbondale: Southern Illinois University Press, 1993.

Selfe, Cynthia and Susan Hilligoss (editors). *Literacy and Computers: The Complications of Teaching and Learning with Technology*. New York: MLA, 1994.

Shaughnessy, Mina. *Errors and Expectations: A Guide for the Teacher of Basic Writing*. New York: Oxford University Press, 1977.

Tate, Gary, et. al. *The Writing Teacher's Sourcebook* (3rd Edition). New York: Oxford University Press, 1994.

Villanueva, Jr., Victor (editor). *Cross-Talk in Comp Theory: A Reader*. Urbana, IL: NCTE, 1997.

White, Edward, et. al. (editors). *Assessment of Writing: Politics, Policies, and Practices*. New York: MLA, 1996.

Yancey, Kathleen Blake and Irwin Weiser (editors). *Situating Portfolios: Four Perspectives*. Logan: Utah State University Press, 1997.
