

**Syllabus for ENG 466: Practicum in the Teaching of Writing
and ENG 316: Internship in English**

Missouri Western State University
Department of English, Foreign Languages and Journalism, Division of Liberal Arts and Sciences
ENG 316/466
Instructor: Dawn Terrick
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Required Texts:

- ENG 100 Writer's Workshop Fall Edition
- Answer Key/Manual (booklet will be distributed)
- Packet of required essays/readings (in bookstore)

Course Description:

"Academic writing, reading and inquiry are inseparably linked; and all three are learned not by doing any one alone, but by doing them all at the same time. To "teach writing" is thus necessarily to ground writing in reading and inquiry."

-James A. Reither

This course is designed to help you both navigate your way through the ENG 100 workshops and provide you with a solid foundation for your future teaching and writing endeavors. As a result, I would like this course to function mainly as a "seminar" in which we will all read and discuss essays regarding composition theory and pedagogy, while making connections between these essays and our "real life" teaching experiences. I want you all to develop and refine your own critical perspectives on teaching writing and the most effective way to accomplish this is to truly discuss, debate and question the issues we read about and then to discover your own place within and against others' theories and approaches to teaching writing. Please remember that class discussion is the key component to your success in this course and in the workshop, so feel free to ask questions of your instructor and your classmates, both inside and outside of the classroom.

Most class sessions will follow a similar format: In class we will discuss workshop questions and problems and review upcoming workshop lessons and exercises. In addition, we may also discuss the assigned readings and issues and concerns related to the readings.

****All Student Assistants must attend every weekly meeting for training sessions and discussions. You will also spend a minimum of two additional hours per week as a Student Assistant, leading your assigned ENG 100 students in a Writer's Workshop. All student assistants must attend all workshop sessions, be on time for each session and conduct each session for the full 50 minutes. If you cannot make a workshop session, it is your responsibility to contact Dawn Terrick and, if possible, find coverage for your workshop. All students enrolled in ENG 316/466 are also required to attend every weekly meeting and successfully complete all reading and writing assignments.**

Course Objectives:

You should aim:

- to become knowledgeable about writing processes, particularly heuristics and prewriting
- to deepen your understanding of writing and of designing writing assignments
- to become a more skilled and experienced teacher, particularly of composition
- to comprehend the rationale for the MWSC ENG 100 course design
- to develop your own critical perspective on teaching writing

Methods of Instruction:

Methods of instruction include assigned readings, lectures, class discussions, group work/in-class workshops, informal writing assignments and formal writing assignments.

Policies:

Attendance and Class Preparation/Participation: All students are expected to attend *every* scheduled class meeting and *every* workshop session. If you miss class three times during the semester for any reason other than a legitimate, documented emergency, you will fail the course and you may be removed as an SA. However, please feel free to talk with me about any extenuating circumstances. If for any other reason any SA should simply fail to meet the minimal requirements and standards for a responsible student tutor, that SA may be replaced and will earn an F in any related class. If you are going to miss class due to a school-sponsored event you must notify me in advance. Also, arriving to class late is disruptive. As a result, chronic lateness will likely affect your final grade. Students are also expected to come prepared to every class meeting and participate in class discussion for this is the only way we can all share ideas, ask questions and learn.

Late Work: All writing assignments are due on the due date stated on the assignment sheet and course schedule. Each student is allowed one late paper

(and only one late paper) and this must be discussed with the instructor. I will not accept/grade any other late papers. This is important because you must complete, turn in and receive a grade for all papers in order to pass this class. Consequently, if you submit more than one late paper, you will fail the course.

Grading: Your employment status and final grade for the internship/practicum will be based upon your workshop performance as well as your classroom observation/report, reaction paper, writer's workshop activity/materials, teaching log and final self-evaluation. Please remember that you must complete all assignments in order to pass the course. Also note that class preparation and participation are very important and do affect your overall grade.

- Classroom observation/report: 100 points each all tutors/316 and 466 students
- Reaction paper: 100 points 316/466 students
- Writer's workshop model activity: 100 points 316/466 students
- Teaching log: 100 points all tutors
- Self-evaluation: 100 points 316 and 466 students
- Class preparation/participation: 100 points all tutors

(**Note:** 316 students who are assigned a separate project and/or who are repeating this class do not have to complete the above assignments except the assignments for "all tutors").

Due Dates: Please be aware of due dates for all assignments which also appear on your assignment schedule:

Observation: Due Feb. 21

Reaction paper: Due March 6

Workshop activity, self-evaluation essay and logs: Due last day of class, April 24

All papers for this course must be word-processed. Please note that you must complete all major assignments in order to pass this course. It is also important to save all work on disks, keeping back-ups if necessary.

Academic Honesty Policy: Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another's work, falsifying documents or academic records or any other fraudulent classroom activity. Cheating and plagiarism are not acceptable. You must also honestly fulfill all responsibilities for your workshop sessions. You will receive a grade of F (0 points) for any paper/assignment/exam that shows evidence of cheating and/or plagiarism. You have the burden of proving that a paper/assignment showing evidence of cheating and/or plagiarism has been in fact written by you. You should keep thorough evidence of your writing processes for all papers so that you can meet this burden of proof. Please make sure to correctly document all borrowed information and ideas, using MLA guidelines, on all of your writing assignments. Violations of academic honesty will be reported to the Provost or the designated representative on the Academic Honesty Violation Report forms. Please note carefully the statement on plagiarism on the departmental website, found at <http://www.missouriwestern.edu/EFLJ/plagiarism.asp>, and please see the 2006-07 Student Handbook and Calendar on page 21 for specific activities identified as violations of this policy and the student due process procedure. This handbook is also available online at <http://www.missouriwestern.edu/handbook/index.pdf>.

Students with Disabilities: Anyone who has a disability that prevents the fullest expression of his or her potential to succeed in this course must notify me as soon as possible so that we can discuss class requirements and accommodations. You must also contact Michael Ritter, Special Needs Coordinator, and be sure that all necessary documents are on file in his office.

Please feel free to come see me if you have *any* problems or questions and feel free to discuss workshop situations (both successes and failures) both in class and in my office. I believe communication is very important between an instructor and her students and, as a result, I will make myself available to you for any reason.

ENG 316/466 – ENG 100 Classroom Observations and Descriptive Summaries

Purposes of this assignment: To learn more about your workshop students and about the instructor/professor who is teaching your ENG 100 section(s); To observe and reflect upon a composition classroom setting; to provide an impetus for you to think about your own teaching methods and assignments.

Overview of activities:

- Schedule a time to observe the class (contact your instructor/professor through email, phone or personal contact)
- Observe and take careful notes (ask for any handouts that the instructor/professor may be using; if possible, participate in any activities during the class session)
- Write a descriptive report

Assignment: Students enrolled in ENG 316/466 are required to observe an ENG 100 class, normally in a class conducted by the ENG 100 instructor/professor whose workshops you are leading. This observation must take place within the first 3-4 weeks of classes. After the observation, you will write a descriptive report, detailing what happened throughout the entire class session. Include: method(s) of teaching employed, in-class exercises, handouts and/or overheads utilized, role of both teacher and students. Students not enrolled in ENG 316/466 must conduct an observation but do not have to write the follow-up report.

Requirements: Your report must be at least one page in length (using Times New Roman, 11 point font with 1 and 1.25 inch margins), spell-checked,

edited and word-processed. I must have this report by February 21.

Grading Criteria: Your report will be graded upon content, organization/structure and style.

Your report must follow the assigned format and provide a detailed summary of the entire class session. In addition, your report must also be presented in a coherent, organized and logical manner with appropriate sentence structure, punctuation, grammar, spelling and word choice.

ENG 466 – Reaction Paper: Summary of and Response to a Selected Journal Essay/Article

Purposes of this assignment: To increase your exposure to scholarly writing and critical theoretical and pedagogical issues in composition and rhetoric; To read, discuss and write about these issues; To make connections between the readings and your own experiences in the classroom and workshop; To improve upon your critical and analytical reading, thinking and writing skills.

*If you are not enrolled in ENG 316/466, you must still read the assigned essays/articles and participate in class discussions.

Assignment: Students enrolled in ENG316/466 will choose one of the readings from the course (in packet) and write a response to that essay/article. Your essay will be both a summary of and commentary/response to the essay/article. Use this assignment as a true learning experience in which you critically think about and respond to specific ideas and passages that catch your attention and that connect to your past, present and future learning and teaching experiences. Your essay should contain the following:

- Introduction with thesis statement: Identify the author and title; identify the author's main point/argument and your opinion of/response to/relation to this point/argument
- Body: Assume your reader has not read the essay/article so include summary information. You can use quotes/passages from the text. In addition, you must also include your reaction to and analysis of this essay/article. Be sure to include your opinions and stance as well as examples from the both essay/article and your own experiences (if relevant). Some questions you may want to address in your paper are: What issues and ideas underlie the essay/article? Do you agree or disagree with the author? Why? Can you use your own experiences in the classroom, both as student and teacher, to help you to understand the author and find your place in regard to the author? If the author is proposing an assignment, a specific method of teaching or a specific argument, is it effective? Could you apply it to one of your classes/workshops or to your own writing and learning process? How can this essay help to inform your writing and teaching?
- Conclusion: Create a conclusion that coheres to the rest of the essay as well as stimulates thought; be sure conclusion is clear and definitive.

Requirements: Your essay must be (at least) two full pages in length (using Times New Roman, 11 point font with 1 and 1.25 inch margins), spell-checked, edited and word-processed. **Your paper must be submitted *prior to* or on March 6.

Grading Criteria: Your essay will be graded upon content, organization/structure and style.

- Content: Your essay must follow the assigned guidelines and provide both a summary of the article as well as a detailed response and reaction from you. When summarizing, you must be precise and clear, being sure to outline the author's main points and being sure not to misrepresent the author's points, arguments and intentions. You can utilize quotes/passages from the text but do not rely too heavily on these and be sure to explain all borrowed material in your own words. When responding, be sure to respond to specific examples or passages from the essay/article, being sure to use your own opinions and experiences as support. Your response must show that you have seriously thought about and grappled with the ideas and issues the author has raised.
- Organization/structure: Your essay must have a clear introduction, body and conclusion.
- Style: Your essay must be presented in a coherent and logical manner with appropriate sentence structure, punctuation, grammar, spelling and word choice. Be sure to carefully proofread and edit.

ENG 466 – Writer's Workshop Model Activities

Purposes of this assignment: To reflect upon your experiences in workshop as well as to reflect upon and critique the current workshop activities; To make connections between theory and practice, between class readings/discussions and the classroom; To devise your own lessons; To develop your own critical perspective on teaching writing.

Overview of activities:

- Review workshop materials and exercises
- Reflect upon your workshop experiences
- Create your own teaching activities
- Respond to others' teaching activities through peer response groups

Assignment: Students enrolled in ENG 316 and 466 will prepare and present model activities for a potential new Writer's Workshop session. This assignment has two parts:

·Part One: Create a workshop assignment(s) and present it as you would present it to your students.

·Part Two: Write a brief justification for this assignment. How did you come up with this assignment? What do you hope students will learn or gain from this assignment? How does it fit with the entire ENG 100 course? What theory informs this lesson? Was there something in the readings or class discussions that helped to spark this idea/assignment? Can you see any drawbacks to this assignment?

Requirements: Your assignment/essay must be approximately two full pages in length, using Times New Roman, 11-point font with 1 and 1.25 inch margins, with (approximately) one-two pages devoted to the assignment/activity and (approximately) one page to the explanation/justification. In addition, be sure your assignment is spell-checked, edited and word-processed. This activity must be submitted to me on or prior to April 24.

Grading Criteria: Your assignment/essay will be graded upon content, organization and style:

· Content: Your assignment must follow the assigned guidelines and provide both Parts One and Two. When writing the workshop assignment, be sure the assignment is written for your audience, your ENG 100 students. Also be sure the writing activity as well as any necessary requirements or guidelines are explained. When writing your justification, be sure to address the questions listed above. Your justification must show that you have seriously thought about and grappled with the rationale behind the assignment as well the possible positive and negative outcomes of the assignment. Feel free to incorporate workshop experiences, if relevant.

· Organization: Your justification essay must be presented in a coherent and logical manner.

· Style: Your essay must contain appropriate sentence structure, punctuation, grammar, spelling and word choice. Be sure to carefully proofread and edit.

I look forward to reading your activities and hope to use some of them in the "new" workshop book for next semester!

***ENG 316/ENG 466 -- Self-Evaluation Essay**

Purposes of this assignment: To reflect upon your experiences as a leader in workshops; To make connections between theory and practice, between class readings/discussions and the classroom; To develop your own critical perspective on teaching writing; To refine your teaching methods and practices.

Assignment: For this assignment, you will reflect upon and write about your own teaching practices and experiences within the context of Writer's Workshop. Some questions that you may want to think about and address in your essay: What do you think is the role of the workshop leader/teacher? What are your main strengths and weaknesses as a workshop leader/teacher? Throughout the semester, what were your main concerns and obstacles? Can you recall a workshop activity that went particularly well? Why? Do you think that this experience will help you in your future career as a teacher? Look upon this assignment as a way for you to reflect upon and learn from your experiences this semester – use this assignment as a tool for evaluating and refining your own teaching theory/theories and practices.

Requirements: All ENG 316 and ENG 466 students must complete this essay and submit it with the teaching log on the last day of class. Your essay must be (at least) two full pages in length, using Times New Roman, 11-point font with 1 and 1.25 inch margins. In addition, be sure your essay is spell-checked, edited and word-processed. This essay is due no later than the last day of class, April 24.

Grading Criteria: Your assignment/essay will be graded upon content, organization and style:

· Content: Your essay must show that you have reflected upon and evaluated your performance and the performance of your students over the course of the semester. Incorporate workshop experiences and information from the assigned essays if relevant.

· Organization: Your essay must be well organized and presented in a coherent and logical manner.

· Style: Your essay must contain appropriate sentence structure, punctuation, grammar, spelling and word choice. Be sure to carefully proofread and edit.

I look forward to reading and learning from your essays!

