

E 398T: Supervised Teaching in English / Fall, 1994

Place and Time: Parlin 103 Wednesday 3:30-6:30 PM (FIRST TWO MEETINGS)
FAC 10 subsequent meetings
Instructors: Lester Faigley / John Ruskiewicz
Offices: Faigley Parlin 3/ Ruskiewicz Parlin 15
Telephone: Faigley 471-7471 / Ruskiewicz 471-8764
Office Hours: To be announced

Texts and Materials:

- *English Computer Lab Users Manual*. "Apple" version. Fall, 1994.
- Patricia Bizzell and Bruce Herzberg. *The Bedford Bibliography for Teachers of Writing*. Boston: Bedford, 1993. (Provided by Bedford Books.)
- One or two 3 1/2 computer disks.

Goals: Als teaching E 306 for the first time at the University of Texas at Austin must take E 398T. E 398T is designed to support your teaching of "Rhetoric and Composition" and to consider the responsibilities of teaching on the college level. After the initial meetings, the course will meet in one of the DRC's computer classrooms to prepare you to teach both regular and computer-assisted sections of E306.

Procedures: Early in the class, we will follow the basic E 306 syllabus. Together, we will prepare assignments, examine drafts, grade papers, practice techniques of evaluation and peer-editing, and discuss teaching problems as they arise. Later in the course, we'll address more theoretical issues—exploring the history of composition instruction, issues of rhetorical theory, and implications of electronic discourse. For the final class session, we'll invite some freshmen into the seminar to tell us what we've done right or wrong.

Course work: Because of the workload imposed upon you by your graduate programs and teaching E306 for the first time, we'll keep out-of-class work to a minimum. But we do expect you to read the assigned materials, to observe several E 306 classes, to prepare one or two case study scenarios, and to attend class regularly. E 398T is graded pass/fail.

A portion of each E 398T class will be set aside to discuss *general* problems of grading, time management, student attitudes, and so on. Please feel free to talk to us immediately outside of E 398T about *particular* problems in your class. Individual problems can also be presented to the entire group through a discussion on Interchange.

Overview: E 398T

Week 1:	Policy statements, Teaching "Researching Arguments" JR
Week 2:	<u>Syllabus</u> : Unit III: Principles of Argumentation JR
Week 3:	<u>Syllabus</u> : Unit V: Understanding Claims of Definition JR
Week 4:	Responding to student writing LF
Week 5:	History of Composition LF
Week 6:	Grading / Demonstration of new research technologies <u>Syllabus</u> : Unit VI—Claims of Cause JR
Week 7:	Rights & responsibilities; professional issues <u>Syllabus</u> : Unit IX: Arguments based on Claims of Value JR
Week 8:	Rhetorical theory LF
Week 9:	Assessment and teaching portfolios LF
Week 10:	Electronic discourse LF
Week 11:	Electronic discourse; <u>Syllabus</u> : Unit X—Claims of policy LF
Week 12:	No class
Week 13:	Thanksgiving—no class
Week 14:	E398T case studies; course design—beyond E306 JR
Week 15:	Session with E 306 students LF/JR

Overview: E 306

Paper 1:	An arguable proposition
Paper 2:	An argument based on claims of definition
Paper 3:	An argument based on claims of cause
Paper 4:	An argument based on claims of value
Paper 5:	An argument based on claims of policy

Tentative E398T Syllabus

Week 1: Aug. 31 (Parlin 103)	Policy statements UT & DRC policies <u>Syllabus</u> : Unit I—Introducing Rhetoric and Comp <u>Syllabus</u> : Unit II—Researching Arguments UGL presentation: Using the Library Teaching the research argument Basic classroom tactics
Week 2: Sept. 7 (Parlin 103)	Introduction to the computer lab <u>Syllabus</u> : Unit III: Principles of argumentation Handouts on argument/Toulmin Defining effective teaching: Center for Teaching Effectiveness (CTE) Handout—"Characteristics of Effective Teachers" Interchange on "Effective Teaching"
Week 3: Sept. 12/14 (FAC 10)	<u>Syllabus</u> : Unit V: Understanding Claims of Definition Making effective assignments The Undergraduate Writing Center Peer-editing and group work Teaching the handbook—grammar and mechanics Teaching observation assignment
Week 4: Sept. 19/21	Responding to student writing (sample papers) Nancy Sommers, "Responding to Student Writing" Plagiarism and Intellectual property
Week 5: Sept. 26/28	History of composition Bizzell, Patricia and Bruce Herzberg. "A Brief History of Rhetoric and Composition." <i>The Bedford Bibliography for Teachers of Writing</i> . 1-7. Faigley, Lester. "The Changing Political Landscape of Composition Studies" and "Ideologies of the Self in Writing Evaluation" from <i>Fragments of Rationality</i> .
Week 6: Oct. 3/5	Grading and grading standards—scenarios <u>Syllabus</u> : Unit VI—Claims of Cause Library demonstration
Week 7: Oct. 10/12	Students rights & responsibilities—scenarios Professional issues (Buckley act; racism; harassment). <u>Syllabus</u> : Unit IX: Arguments based on Claims of Value

- Week 8:** Issues of Theory
Oct. 17/19 Welch, Nancy. "Resisting the Faith: Conversion, Resistance, and the Training of Teachers." *College English* 55 (1993): 387-401.
Faigley, Lester. "Ideologies of the Self in Writing Evaluation" from *Fragments of Rationality*.
- Week 9:** Report on teaching observation assignment
Oct. 24/26 Teaching assessment instruments—revise instrument in-class
Building a teaching portfolio. Portfolios can include:
- statement of personal philosophy
 - model/sample syllabi
 - outlines for selected lessons; sample exercises and exams
 - teaching evaluations
- CTE's Checklist of Teaching Skills
MEC teaching evaluation procedures
- Week 10:** Electronic discourse
Oct. 31/
Nov. 2 Conflicts of interest: scenarios
Teaching in a networked classroom
Using *InterChange* and other technologies on the Daedalus system
Romano, Susan. "The Egalitarianism Narrative: Whose Story? Which Yardstick?"
Regan, Alison. "Type Normal Like the Rest of Us": Writing, Power, and Homophobia in the Networked Composition Classroom."
- Week 11:** Using the Internet
Nov. 7/9 Syllabus: Unit X—Arguments based on Claims of Policy
Bennahum, David. "Fly Me to the MOO."
Wright, Robert. "Voice of America."
Quittener, Josh. "The War Between alt.tasteless and rec.pets.cats."
- Week 12:** No class.
Nov. 14/16
- Week 13:** Thanksgiving Break (No class)
Nov. 21/23
- Week 14** E 398T generated case studies
Nov. 28/30 Beyond 306—designing a 309 course
Preparing for session with E 306 students: Read "Training Teachers is a Process Too"
- Week 15:** Session with E 306 students
Dec. 5/7 Course evaluation of E 398T

Packet of articles and chapters for E398T

- Sommers, Nancy. "Responding to Student Writing." *CCCC* 33 (1982): 148-56.
Welch, Nancy. "Resisting the Faith: Conversion, Resistance, and the Training of Teachers." *College English* 55 (1993): 387-401.
Faigley, Lester. "The Changing Political Landscape of Composition Studies" and "Ideologies of the Self in Writing Evaluation" from *Fragments of Rationality*.
Romano, Susan. "The Egalitarianism Narrative: Whose Story? Which Yardstick?" *Computers and Composition* 10 (1993): 5-28.
Regan, Alison. "Type Normal Like the Rest of Us": Writing, Power, and Homophobia in the Networked Composition Classroom." *Computers and Composition* 11 (1994).
Wright, Robert. "Voice of America." *The New Republic* 13 Sept. 1993: 20-27.
Quittener, Josh. "The War Between alt.tasteless and rec.pets.cats." *Wired* May 1994: 46-52.
Bennahum, David. "Fly Me to the MOO." *Lingua Franca* May/June 1994, 1, 22-34.

E 398T
Fall, 1993
Faugley / Ruskiewicz

ASSISTANT INSTRUCTOR INFORMATION FORM

Name:

What name do you prefer to be called in class?

Local address:

Phone (home):

Phone (office) :

Do you have any previous teaching experience? If so, please describe.

What other colleges/universities have you attended?

Anything you want to mention?