

# ENGLISH DEPARTMENT PEDAGOGY SEMINAR

Fall 2011

Tuesdays, 11:30 – 1:00 ~ Sears 350

Materials Available on the “Case Writing Programs” Blackboard site (<http://blackboard.case.edu>)

## SEMINAR OBJECTIVES & EXPECTATIONS

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The English Department Pedagogy Seminar offers new graduate student Teaching Assistants and Lecturers (and others interested in teaching college-level writing) an overview of the writing courses offered at CWRU and a chance to develop practical responses to the pedagogical challenges of those courses. Attendance is mandatory; missed sessions will be taken into consideration when teaching assignments are made in subsequent semesters.

Each week, there will be a brief reading assignment (available on Blackboard – click on the “Pedagogy Seminars” button) and a written exercise to complete (usually 1 page or less). Please bring copies of your written response to the seminar. We will exchange these documents at the beginning of each session, and they will form the basis of our discussions.

- New Graduate TAs (MA & PhD): Attend the full semester
- New ENGL Lecturers: Attend through week 7 (10/11/11)
- Returning Graduate TAs, Lecturers, SAGES Fellows, and Colleagues: Attend at will

Teaching is a collaborative activity – working well with students often means talking with your peers and colleagues about activities and strategies; the Pedagogy Seminar is intended to foster such collaboration. To that end, all exercises may be completed collaboratively, and reproducing and/or revising others’ teaching materials is entirely acceptable. However, because appropriate acknowledgement is *also* essential to academic exchanges, please note all such collaborations and borrowings (a line in the header or footer of the document is acceptable) and give citation information when appropriate/available.

At the end of the semester, you are strongly encouraged to submit revised classroom exercises to Prof. Emmons for inclusion in the Teaching Library on the Blackboard site.

## RESOURCES FOR TEACHING WRITING

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A variety of print and online resources are available to help you develop your pedagogy. In addition to the materials you will find on Blackboard (under the organization “Case Writing Programs”), consider some of the following texts, which are on reserve at Kelvin Smith Library, under Prof. Emmons and/or the course ENGL 400 (“Rhetoric and the Teaching of Writing”):

- Bean, John C. *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. San Francisco, CA: Jossey-Bass, 2001. (ISBN: 0-7879-0203-9)
- Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. 3<sup>rd</sup> Ed. London/Chicago: U of Chicago P, 2008. (ISBN: 978-0226065663)
- Clark, Irene L. *Concepts in Composition: Theory and Practice in the Teaching of Writing*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers, 2003. (ISBN: 978-0805838206)
- Curzan, Anne, and Lisa Damour. *First Day to Final Grade: A Graduate Student's Guide to Teaching*. 2<sup>nd</sup> Ed. Ann Arbor, MI: University of Michigan Press, 2006. (ISBN: 978-0472031887)
- Enos, Theresa, ed. *Encyclopedia of Rhetoric and Composition: Communication from Ancient Times to the Information Age*. New York/London: Garland Publishing, Inc., 1996. (ISBN: 0-8240-7200-6)
- Graff, Gerald, and Cathy Birkenstein. *They Say, I Say: The Moves That Matter in Academic Writing*. 2<sup>nd</sup> Ed. New York: W.W. Norton & Co., 2009. (ISBN: 978-0393933611)
- Harris, Joseph. *A Teaching Subject: Composition Since 1966*. Upper Saddle River, NJ: Prentice Hall, 1997. (ISBN: 978-0135158005)
- Lindemann, Erika. *A Rhetoric for Writing Teachers*. 4<sup>th</sup> Ed. New York/Oxford, Oxford UP, 2001. (ISBN: 978-0-19-513045-4)
- Miller, Susan. *The Norton Book of Composition Studies*. New York/London: W.W. Norton & Co., 2009. (ISBN: 978-0-393-93135-8)
- Tate, Gary, Amy Rupiper, and Kurt Schick. *A Guide to Composition Pedagogies*. New York/Oxford, Oxford University Press, 2001. (ISBN: 978-0195125368)
- Villanueva, Victor. *Cross-Talk in Comp Theory: A Reader*, 2<sup>nd</sup> Ed. Urbana, IL: NCTE, 2003. (ISBN: 978-0814109762)
- Walvoord, Barbara E. and Virginia Johnson Anderson. *Effective Grading: A Tool for Learning and Assessment*. San Francisco, CA: Jossey-Bass, 1998. (ISBN: 0-7879-4030-5)
- Additional reference texts and handbooks are available at the Writing Resource Center (104 Bellflower Hall, 368-3799)

## SEMINAR CALENDAR

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DATE	SEMINAR TOPIC & ASSIGNMENTS
Week 1 Tues. 8/30	<p>CWRU WRITERS: RESPONDING TO THE 2011 PORTFOLIO REPORT</p> <p><i>Since 2009, the SAGES program has conducted a summer portfolio reading session, including faculty from across CWRU. After completing their first three SAGES seminars (First and two University seminars), students compile a portfolio that includes a reflective essay and work from each of their SAGES seminars – at least one paper is expected to be a research-based, argumentative essay. The faculty readers review these portfolios annually to provide feedback to the campus and the Writing Program on CWRU students' writing strengths and weaknesses.</i></p> <p><b>Read:</b> 2011 Writing Portfolio Report (available: <a href="http://www.case.edu/writing">http://www.case.edu/writing</a>)</p> <p><b>Write:</b> After reading the Portfolio Report, design a classroom activity that explains “argument-driven writing” to students and gives them practice in recognizing and producing academic arguments. Bring 10 copies of your exercise to the seminar.</p>

DATE	SEMINAR TOPIC & ASSIGNMENTS
Week 2 Tues. 9/6	<p data-bbox="332 237 1096 268">ESL WRITERS – TUTORING CHALLENGES &amp; OPPORTUNITIES</p> <p data-bbox="332 317 1429 552"><i>CWRU has an “Internationalization” plan (see: <a href="http://www.case.edu/international/">http://www.case.edu/international/</a>) and a commitment to a global perspective on education. Many of our students speak other languages at home, and they face additional challenges as they adapt to US academic culture. As writing teachers, we need to find effective strategies for working with writers whose first language is not English. This session will examine these writers’ most common textual errors and the various cultural assumptions that affect their academic achievements.</i></p> <p data-bbox="332 596 876 630"><b>Read:</b> Linville, “Editing Line by Line”</p> <p data-bbox="332 638 1409 829"><b>Write:</b> Read the student text (attached on BB) as if it were a full first draft of an essay for your first-year writing course. You are going to conference with this student - what will your agenda be for the conference? Follow the instructions at the end of the document and bring copies of your responses to the seminar.</p>
Week 3 Tues. 9/13	<p data-bbox="332 882 1344 913">SCAFFOLDING ACADEMIC/CRITICAL WRITING: ENGL 180 (WRITING TUTORIAL)</p> <p data-bbox="332 961 1429 1115"><i>Teaching writing one-on-one is, one could argue, the most effective way to address the needs of emerging writers. Meeting the needs of individual students while also accomplishing the learning objectives of a course such as ENGL 180 is, however, sometimes a challenge. This session will focus on identifying a student’s strengths and weaknesses as a writer.</i></p> <p data-bbox="332 1159 1302 1192"><b>Read:</b> English 180 Resources; Stygall, “Introduction to College Writing”</p> <p data-bbox="332 1201 1421 1392"><b>Write:</b> Read the Student portfolio (available on Blackboard) and then write a letter (~1 pg) to the student identifying at least 3 strengths and 3 areas for improvement you see in the student’s writing. Bring copies of your letter and come prepared to talk about how you would structure an English 180 course for the student.</p>
Week 4 Tues. 9/20	<p data-bbox="332 1444 1344 1476">SCAFFOLDING ACADEMIC/CRITICAL READING: ENGL 181 (READING TUTORIAL)</p> <p data-bbox="332 1524 1412 1715"><i>Teaching reading &amp; writing one-on-one enables sustained and personalized attention to individual students’ needs. Pedagogically, instructors must develop the ability to tailor (often on the fly) course activities and expectations to address the individual student’s strengths and weaknesses. This seminar will focus on the expectations embedded in academic literacy exercises, and find strategies for making those expectations clear to students.</i></p> <p data-bbox="332 1759 1140 1793"><b>Read:</b> English 181 Resources; Stygall, “Rhetorical Reading”</p> <p data-bbox="332 1801 1401 1875"><b>Write:</b> Read the Student Writing Diagnostic Responses [from Stygall, “Argument in College Writing” (p. 69-70)] – what conclusions can you draw about</p>

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	<p>entering student writers from the responses to the prompt? Find or design an exercise that will help students read and respond to <i>academic arguments</i> (i.e., help students comprehend the complex reading assignments they are likely to encounter in their CWRU coursework).</p>
<p>Week 5 Tues. 9/27</p>	<p>ASKING ACADEMIC QUESTIONS: SAGES FIRST SEMINAR</p> <p><i>In designing the SAGES program, CWRU faculty wanted to give students more time to develop their critical thinking and academic reading &amp; writing skills. The combination of the first 3 SAGES Seminars (1 First and 2 University seminars) offers students multiple opportunities to practice and refine these skills, and it ensures that students use these skills in a variety of topical contexts. In First Seminars, students should be learning what kinds of questions academics ask and how they go about discussing topics of general concern. This session will explore ways to help students enter the academic conversation (orally and in writing), moving from recitation of information to making and supporting relevant, focused claims.</i></p> <p><b>Read:</b> First Seminar Resources; SAGES Learning &amp; Writing Outcomes; Graff &amp; Birkenstein, “Demystifying Academic Conversation” and “Entering the Conversation”</p> <p><b>Write:</b> Design an in-class or homework exercise that teaches students how to find the relevant academic <u>questions</u> embedded in an ongoing debate. In other words, help students move from “picking a side” to identifying the key points of engagement with the conversation. You may wish to choose readings to serve as the background for this exercise (consider short pieces in <i>the New Yorker</i>, <i>The New York Times</i>, etc.).</p>
<p>Week 6 Tues. 10/4</p>	<p>ACADEMIC ARGUMENTATION &amp; RESEARCH: SAGES UNIVERSITY SEMINAR</p> <p><i>Following students’ introduction to inquiry at the university, SAGES University seminars provide additional practice and support in developing, positioning, and supporting academic arguments. This session will focus on the challenges of making significant claims (i.e., claims that are narrow, specific, and worthy of extended analysis/argumentation).</i></p> <p><b>Read:</b> University Seminar Resources; Booth et al “Making Good Arguments”</p> <p><b>Write:</b> Design an in-class exercise that helps students develop a research topic and/or articulate a preliminary claim for a research paper in a seminar of your choice (consult the Schedule of Classes to find descriptions of current SAGES seminars). At the top of your assignment, identify the course (title/topic) for which you designed the exercise.</p>

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Week 7 Tues. 10/11	<p data-bbox="332 237 1425 310">SUPPORTING SAGES WRITING OUTCOMES: ENGL 183 (ACADEMIC WRITING STUDIO) &amp; ENGL 184 (RESEARCH WRITING STUDIO)</p> <p data-bbox="332 359 1417 594"><i>For students needing additional practice in meeting the writing outcomes of SAGES First Seminars, we offer ENGL 183, a 1-credit writing studio that gives students targeted practice in the skills necessary. Similarly, for students needing a little extra practice in conducting academic research, we offer ENGL 184, another 1-credit writing studio. Both classes are limited enrollment and meet for 1 hour/week. This seminar will focus on the structure of these courses, as well as practical exercises for supporting students' skill development.</i></p> <p data-bbox="332 636 1377 751"><b>Read:</b> SAGES Learning &amp; Writing Outcomes (again); English 183 Resources; English 184 Resources; Bean, "Encouraging Engagement and Inquiry in Research Papers"</p> <p data-bbox="332 758 1393 873"><b>Write:</b> Choose two of the SAGES Writing Outcomes (one from FSEM and one from USEM), and design 20-30 minute classroom exercises to strengthen students' skills in each of those areas.</p>
Week 8 Tues. 10/18	<p data-bbox="332 919 1365 993">ADDITIONAL WRITING SUPPORT AT CWRU: ENGL 148 (GRAD), FPB SCHOOL OF NURSING TUTORING</p> <p data-bbox="332 1041 1422 1318"><i>In addition to our regular course offerings, we offer a special section of English 148 (Introduction to Composition) for non-undergraduates (i.e., staff, grad/professional students) each semester. Students in this course meet as a group for one hour per week, and then each student meets individually with the TA for an hour of targeted instruction and practice. For students in the Francis Payne Bolton School of Nursing, the English department provides 10 hours per week of tutoring. In both cases, the students are often nonnative speakers of English, and their more professional/technical writing contexts present new challenges for TAs.</i></p> <p data-bbox="332 1360 1425 1476"><b>Read:</b> Silva et al, "Writing Instruction for ESL Graduate Students" and the Table of Contents in Canseco, <i>Inside Academic Writing</i>; (optional reading) Cooper &amp; Bikowski, "Writing at the Graduate Level"</p> <p data-bbox="332 1482 1422 1675"><b>Write:</b> Considering the commentary in the Silva reading and the activities outlined in the table of contents of <i>Inside Academic Writing</i>, please create a list of assignments and activities that you would include in your syllabus if you were teaching a graduate level ESL writing class, especially one that enrolls students outside of the humanities.</p>
Week 9 Tues. 10/25	<p data-bbox="332 1724 688 1755">FALL BREAK – NO MEETING</p>

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Week 10 Tues. 11/1	<p data-bbox="332 237 1317 268">TRADITIONAL FIRST-YEAR COMPOSITION: ENGL 150 (EXPOSITORY WRITING)</p> <p data-bbox="332 317 1406 590"><i>Until 2005, CWRU – like many other US universities – required students to pass a single-semester writing course to establish their college-level writing skills. English 150 still exists as an elective course and as the composition requirement for Cleveland Institute of Music students. In the course of a single semester, students (ideally) learn both argumentation and research skills that they will build on in their upper-division disciplinary coursework. Key to students’ successes is the set of writing tasks they are given - this seminar will focus on the qualities of good paper assignments.</i></p> <p data-bbox="332 638 1406 831"><b>Read:</b> English 150 Resources; Bean, “Formal Writing Assignments”  <b>Write:</b> Create or find a writing assignment for a 4-6 page analytical and/or argumentative paper. Your 1-page response should: describe the course theme or topic and include the complete writing assignment (as you would give it to students).</p>
Week 11 Tues. 11/8	<p data-bbox="332 882 1230 951">FOUNDATIONS OF COLLEGE WRITING: ENGL 148 (INTRODUCTION TO COMPOSITION) &amp; SAGES WRITING FOUNDATIONS SEMINARS</p> <p data-bbox="332 999 1406 1234"><i>Some students entering CWRU are not as academically prepared as their peers – in addition to non-native speakers, CWRU enrolls some students whose skills are more numeric than verbal and others whose backgrounds and/or high schools have left them not quite ready for university-level reading and writing. English 148 offers these students practice in basic academic literacy skills, as do the SAGES Writing Foundations seminars. This session will focus on the “building blocks” that comprise writing tasks at the college level.</i></p> <p data-bbox="332 1283 1349 1352"><b>Read:</b> English 148 Resources; Perkins, “A Fresh Look at Rhetorical Modes” (available: <a href="http://faculty.ccp.edu/dept/viewpoints/f02v4n1/fresh.htm">http://faculty.ccp.edu/dept/viewpoints/f02v4n1/fresh.htm</a>).</p> <p data-bbox="332 1360 1425 1596"><b>Write:</b> Consider the assignment you brought in last week – what skills are necessary to build up to this writing task? In your 1-page response: list the “building blocks” for the assignment, then sketch a 3-4 week course schedule that would provide practice and instruction in those skills. (In other words, list what activities you would do each day of class – assume a 3-day a week, 50-minute class period – leading up to the final submission of the paper.)</p>
Week 12 Tues. 11/15	<p data-bbox="332 1644 1328 1759">PROFESSIONAL WRITING: ENGL 398 (PROFESSIONAL COMMUNICATION FOR ENGINEERS), ENGL 217A (BUSINESS &amp; PROFESSIONAL WRITING), ENGL 217B (WRITING FOR THE HEALTH PROFESSIONS)</p> <p data-bbox="332 1808 1414 1877"><i>Disciplinary and professional forms of writing are, some would say, best (or only) learned “on the job” – so what does an English degree prepare you to do as a teacher of technical or</i></p>

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	<p><i>professional writing? This session will focus on adapting the building blocks of academic writing – audience awareness, clarity &amp; precision, techniques of argumentation, etc. – for a professional writing context.</i></p> <p><b>Read:</b> ENGL 398 Resources; ENGL 217B Resources; <b>Either:</b> Heifferon, “Audience Analysis and Context Analysis” <b>or</b> Graves and Graves, “Thinking about Audience, Purpose and Genre” (or skim <b>both</b>).</p> <p><b>Write:</b> Design an in-class exercise to help students identify and respond to the needs of the <u>multiple</u> audiences for a memo reporting on a team’s progress on either a technical project or an online health brochure.</p>
Week 13 Tues. 11/22	<p>TEACHING WRITING IN LITERATURE COURSES</p> <p><i>While the emphasis in upper division literature courses might not always be on the writing we expect from students, most literature courses do require students to respond in writing to the texts they are reading. This session will explore the particular kinds of writing expected of literature students and approaches to teaching these skills.</i></p> <p><b>Read:</b> Rosenwasser &amp; Stephen, “What is Analytical Writing?”</p> <p><b>Write:</b> Design an in-class (or homework) exercise that will help students develop close reading skills.</p>
Week 14 Tues. 11/29	<p>TEACHING CREATIVE WRITING: ENGL 203 (INTRODUCTION TO CREATIVE WRITING)</p> <p><i>Graduate students with MFA degrees and/or those who take a graduate-level creative writing courses here at CWRU are sometimes asked to teach English 203, a multi-genre introduction to creative writing. This session will focus on methods of teaching poetry and short fiction.</i></p> <p><b>Read:</b> Rogers, “Teaching the Craft of Writing”</p> <p><b>Write:</b> Create or find a writing prompt for a short-story or poem. Reflect on what a “successful” response to the prompt might look like – how will you respond and grade the students’ responses?</p>
Week 15 Tues. 12/6	<p>ENTERING THE CLASSROOM AT CWRU</p> <p><i>What are your questions about teaching at CWRU? What additional activities will best support your development as a teacher?</i></p> <p><b>Read:</b> Teaching Philosophy Resources (links on BB)</p> <p><b>Write:</b> Finish this sentence: “The most important thing I want my students to learn in my (writing) courses is...”</p>