

English 8690-A: Workshop in Rhetoric and Composition/3 credit hrs./Summer 2013
Monday-Friday 8:30-noon

Donna N. Sewell
Office phone: 229-333-7336
Cell phone: 229-560-3457
Dept. of English
Valdosta State University

West Hall 205
email: dsewell@valdosta.edu
Office hours: M-F 8:00-8:30 in classroom and by appt.
College of Arts and Sciences

Course Description

Writing-intensive leadership course for teachers that promotes writing to learn across subject areas and grade levels. Participants write for personal and professional reasons, research composition theory, and design a lesson based on their experience. The intensive summer program provides ten PLUs or six hours of graduate credit. The course requires formal application and interview into Blackwater Writing Project. Graduates from this program also participate in at least two programs over the course of the following year.

Course Goals

This seminar exposes participants to current theory and pedagogical concerns in the teaching of composition and focuses on the professional development of participants. Participants will

- demonstrate an ability to apply theoretical, pedagogical, and historical approaches in the study of composition and rhetoric (M.A. in English with Rhetoric and Composition Outcome 1),
- produce systematic and thoroughly researched work appropriate to the discipline (M.A. in English with Rhetoric and Composition Outcome 3), and
- participate in activities related to the profession (M.A. in English with Rhetoric and Composition Outcome 4).

Supplies

Provided by BWP:

Reading notebook

Teaching Adolescent Writers by Kelly Gallagher

Provided by Fellow:

Photocopies of assignments

Help with lunch one Friday

Breakfast one morning

Notebook/Journal

Grades

Teaching Demo 40%

Participation 20%

Daily Log/Commercial 10%

Freewriting 20%

Final Portfolio 10%

See participation section for effect of attendance and promptness on grades.

Working Portfolio

Every Friday participants will submit a working portfolio (drafts of their work thus far) in a folder provided by BWP. Procedures will be explained in the Institute.

Academic Honesty Policy

Valdosta State University has enacted a new Academic Honesty Policy. Plagiarism consists of turning in someone else's work as your own—either by using someone else's paper or by grabbing interpretations of literary works from the web or from academic journals without crediting those sources. The Judicial Officer

at VSU will be notified for any lapses in academic honesty. After two such notifications (even if participants do not fail the class for their actions), participants will be brought before the VSU Judicial Committee for possible suspension or expulsion. However, the penalty for plagiarizing in the Invitational Summer Institute is an F for the class. Please don't mar our spotless reputation.

Assignments

- Teaching demonstration & annotated bibliography: Participants will develop a research-based demonstration to share with their colleagues. Each participant has been assigned a coach from the four facilitators. The ninety-minute demonstration should be interactive and should involve participants attempting the strategies under discussion. The annotated bibliography must cite a minimum of seven sources, much of which should be from peer-reviewed scholarly journals and books. The demonstration itself must include a minimum of five sources. The teaching demonstration evaluation guide provides additional information on how these demonstrations will be evaluated. Participants should be ready to present on day one of the ISI. They will receive at least two days' warning before the actual due date. Teaching demo materials and annotated bibliography will be included in the print and electronic versions of the portfolios, uploaded to the online community work space, and placed in the class notebook.
- Freewriting: Participants have a block of time each morning for freewriting. That time is to be used for freewriting in one's notebook, on a computer, or on the blog (www.sgwp.blogspot.com). That time is not for checking email, prepping for a teacher demonstration, typing discussion questions, or working on any other tasks. Multi-tasking (other than eating with writing) is not acceptable.
- Daily log: Each participant must present the daily log at least once. Those dates have been assigned and are marked on the attached calendar. The daily log offers a record in some genre of the activities of the previous ISI day. The log should be presented through the use of an engaging teaching strategy and should not duplicate a previous format as well as be included in the print and electronic version of the portfolio and added to the class notebook. The daily log should include an explanation of the teaching strategy used, the materials needed, step-by-step directions for the activity, and ideas for ways to use it in the classroom. Copies will be needed for each member of the ISI.
- Commercial: The commercial consists of a five-minute glance into the professional text reviewed. The commercial may consist of an oral presentation, a PowerPoint, a digital story, or an interactive activity. Fellows should leave with a sense of the book's content, audience, and style.
- Final Portfolio: Participants must gather all their work, including drafts and responses, for the ISI into a portfolio. The only new work for the portfolio is a final reflective text that introduces readers to the work contained therein, assesses that work, and describes the participants' evaluation of various activities. Participants should clarify the most valuable and least valuable work to themselves as well as describe the difficulty level of assignments. In other words, what specific activities helped you as a teacher and how? What activities, if any, felt more like busy work and did not help you grow as a teacher? What surprised you? What readings were the most beneficial to you? Which readings were the least beneficial? Which strategies that you learned in the ISI are you going to try out in your classroom next year? The portfolios are written for a triple audience: the facilitators, guests at closing ceremonies, and for next year's ISI participants.
- Participation: Participation involves more than showing up for the ISI. It includes providing breakfast one morning by 8:15 am, helping with lunch one day, responding thoroughly to group members' texts, participating fully in teaching demonstrations, and being actively involved in the group's online community. Any assignments not covered elsewhere will count here. Two absences will cause the final course grade to be lowered by a letter grade. Two tardies count as an absence.

Late Work

Late work is unacceptable. Should it be accepted, it will lower the assignment grade by ten points per day, including weekends. Most assignments must be submitted in print form and be printed before 8:30 a.m. on the due date.

Access Office for Students with Disabilities

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

Schedule

See calendar and assignment sheet for rough due dates. Facilitators will also establish due dates with creative writing, reading, and professional writing groups.