Course

WRTG596 (CRN 13179):
Teaching Composition on the College Level
Eastern Michigan University

Fall 2018
Meeting times: T 3:30 p.m.-6:10 p.m.
Classroom: Pray-Harrold 415

Instructor

Dr. Rachel Gramer
rgramer@emich.edu
734-487-0405

Office: Pray-Harrold 613M
Office hours: T 2-3:30 p.m., 6-6:30 p.m.
W 12:30-3:30 p.m., TH 10 a.m.-12 p.m.,
and by appointment

The Course

Catalog Description
This course, in the methods of teaching English composition, pays particular attention to beginning courses on the college and junior college level. Required of all First-year Writing Graduate Assistants and open to other interested MA students.

My Description
This semester, you will gain practical experience in the teaching of college-level writing, grounded in the specifics of teaching in EMU's First-year Writing Program (FYWP).

The primary *subject* of the course is teaching writing: how effective writing teachers communicate with students across a variety of situations, what effective teaching looks like in the college writing classroom (here), and how specific research-informed practices, strategies, and theoretical frameworks can support you in becoming a more comfortable, confident, and equitable teacher in first-year writing and in other educational contexts throughout your life.

The primary *task* of this course is also teaching writing: teaching as learning, teaching as practice, teaching as reflection, and teaching writing as a way (or set of ways) of thinking and being in the world. WRTG596 will be an activity-based graduate-level seminar in which you will spend considerable time practicing and performing teaching activities, both in and out of class, composing in and communicating via a variety of genres and media appropriate for the occasion. For the purposes of this course, "teaching activities" include but are not limited to: creating and revising classroom materials; giving, receiving, and responding to peer and instructor feedback on those materials; discussing and applying contemporary research-based perspectives on college-level writing and its teaching; tracing and reflecting on your evolving teaching identities and practices, both in conversation and in writing; and performing and modeling teaching practices and activities with peers while participating in active learning and rhetorical listening. In some of our shared digital spaces, the acts of composing, reading, curating, and responding with and to each other are intended to highlight that teaching writing

is a social activity and a way of sharing and learning from each other in a supportive professional environment.

WRTG596 engages you in a series of projects designed to support you in teaching first-year writing at EMU (and, I hope, beyond). You can expect to create specific teaching materials to complete WRTG120 and to begin WRTG121, as well as other teaching and writing projects that will contribute to your comfort and confidence as a college-level writing teacher engaged in the complex process of professional identity learning as a graduate student writing instructor.

Outcomes

Rhetorical learning	You will have **practiced** and **modeled active**, **collaborative teaching** and **learning** strategies based on your evolving knowledge of contemporary teaching and learning in higher education
Teaching process	You will have created and participated in opportunities to learn from the **experiences and perspectives** of **others** in order to improve your teaching practices and your **comfort** and **confidence** as college-level writing teachers
Teaching conventions	You will have **articulated** and **interrogated** contemporary perspectives on the teaching of college-level writing
Multimodal teaching genres	You will have **composed** teaching materials using appropriate **technologies**, gaining awareness of the possibilities and constraints of multiple teaching **genres** and receiving and responding to peer and instructor **feedback** on your First-year Writing teaching materials
Reflective interaction	You will have **reflected** on and **articulated** complex relationships between **key concepts** (like educational equity, literacy, rhetoric), your own **life experiences**, and your (actual and desired) **teaching identities**

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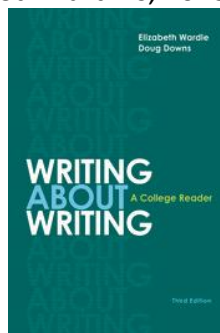
Required Texts and Materials
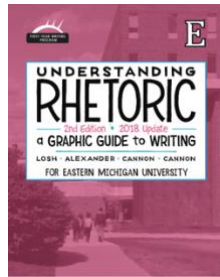
Losh, Alexander, Cannon, and Cannon. *Understanding Rhetoric* (2nd Edition, EMU Custom Edition). Boston: Bedford St. Martin's, 2018.
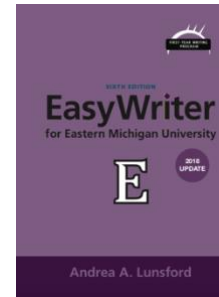
Lunsford, Andrea A. *EasyWriter for Eastern Michigan University*. Boston: Bedford St. Martin's, 2018.

Wardle and Downs *Writing about Writing* (3rd edition, Instructor's Manual). Boston: Bedford St. Martin's, 2017.

Additional readings will be posted in our Google Team Drive.

Project Overview

Your projects for this course will be multiple for two reasons: teaching involves complex multi-tasking, as does learning to teach; and we have multiple, often overlapping course outcomes that call for many different kinds of composing teaching work.

Each of these projects, in its own way, is also intended to support you in teaching WRTG120 this Fall and preparing for WRTG121 in Winter (and, I hope, beyond those courses and beyond EMU).

Because you are busy graduate students and new EMU writing instructors, we will work together on the first day of class to set deadlines that will work for you and your teaching calendars for most of our WRTG596 course projects.

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Project name	% value	Brief description	Due date
Teaching logs	10%	You'll write in a Teaching Log document in your WRTG596 folder during class time.	Weekly In-class
Weekly responses	15%	You'll write responses to readings outside of class. You'll write 5 responses total; we will have 10 weeks' worth of readings to choose from.	Weekly At home
WRTG120 Project 2	10%	You'll complete your P2 materials (schedule, project details, rubric) for peer and instructor feedback before introducing P2 to students in your section.	9/25 Prompt for feedback 10/2 All materials for feedback 10/9 Revisions due
Teaching an Outcome	20%	You'll join a small group of peers to perform a teaching demo in class of a specific WRTG120 course outcome. In your group, you will also curate a mini-archive of relevant readings and activities to improve our teaching of that outcome.	Dates between 9/25 and 10/23, depending on which group you're in
WRTG120 Project 3	10%	You'll complete your P3 materials (schedule, project details, rubric) for peer and instructor feedback before introducing P3 to students in your section.	10/16 Prompt for feedback 10/23 All materials for feedback 10/30 Revisions due
Contributions to peer knowledge	15%	You'll do a little research on a type of EMU student and share that with the group; you'll observe a peer's class during Project 3 and talk with them about it; and you'll prepare an activity to contribute to the EMU FYWP Document Gallery (or its future iteration).	10/9 EMU student diversity slide(s) out of class 11/27 Activity to contribute in class
Teaching philosophy	10%	You'll compose and revise a teaching philosophy statement for peer review and collaborative conversation.	11/13 Draft for feedback 12/4 Revision due
WRTG121 starter kit	10%	You'll begin your WRTG121 materials (syllabus, P1 schedule, project details, rubric) for peer and instructor feedback before the end of Fall term.	12/11 All materials for feedback 12/18 Revisions due

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Project Routines
- All projects will be described in detail in separate prompts
- I encourage you to keep everything you create for this class because you can use and revise everything for teaching future writing courses and applying for teaching positions
- You do not need to print your drafts for feedback (unless you prefer hard copy)
- All project drafts are due as Google Docs by the time class begins
- Each draft should be saved with your first name and the name of the project
- Drafts for most projects will be shared with your peers as well as with me

Note: You might notice that I do not have attendance and participation explicitly marked for separate evaluation, because I expect you will attend this teaching support course unless unable to do so, and because each of the projects requires active presence, learning, and participation to complete collaboratively with your cohort of peers.

Course Policies

Struggling in Class
If for any reason you feel you are struggling this term, I hope that you will feel comfortable letting me know as soon as possible. This includes anything that might affect whether or not you can participate to the best of your ability—including physical injury, medical illness, mental health, depression or anxiety, relationship abuse or violence, grief or unmanageable stress. I am not a trained counselor but can put you in touch with resources on campus to support you in whatever ways you wish.

If you know, think, or are concerned that you have a disability (temporary or permanent) that will affect your active participation in this course, I hope that you will feel comfortable letting me know privately as soon as possible so that we may arrange accommodations or get resources from the Disability Resource Center.

Attendance
WRTG596 is a course in learning to teach college-level writing, which you have already begun to do in and through social interactions in your cohort. I am actively looking forward to your presence, collaborative learning, and peer support for each other throughout the term. (That's my attendance statement for this course.) I hope that you know and deeply believe that your presence can greatly positively affect your cohort's learning and teaching writing experience.

I absolutely do not anticipate that your active attendance as advanced level students will be a problem. However, life happens. So often. So, if you miss 2 or more classes for any reason, we will need to meet individually to make a plan for your successful completion of WRTG596, which is part of your First-year Writing instructor graduate assistantship.

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If you have extenuating circumstances or a serious issue that occurs during the semester that will have an impact on your ability to attend class, please let me know as soon as possible so that we can make sure you are getting the support you need from the program and from the department, in order to support the students in your section, too.

Grading Scale

		B+	87-89%	C+	77-79%	D+	67-69%
A	93-100%	B	83-86%	C	73-76%	D	63-66%
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%
						F	59% or below

Tech-Friendly Reminders

I am an advocate for using digital tools that help you learn, communicate, and collaborate. So bring a laptop or other device that you can use to compose, create, share, revise, research, learn, and backup all of your hard work and good thinking.

I also understand that we are all adult humans with complex lives that don't stop for academic calendars. So I certainly don't mind you stepping out into the hallway to take or make important calls during class.

Please note: I mean it when I say I used to teach high school and have excellent hearing. Please silence your phones, or place them on vibrate if you need to do so. Thank you in advance!

My Availability

Email

I will try to continue to check my email frequently. You should receive an email reply back from me within 48 hours. Keep in mind that I do not always check email regularly on the weekends or after 9 p.m.

Phone

If you have a need or question that demands more immediate attention, I encourage you to text or call my mobile phone number. I'll reply as soon as possible, and please feel free to leave a voicemail if you'd like a call back.

Face-to-face

I highly encourage you to drop into my office hours any time during the week if you'd like to talk about your teaching. You can also email me to set up an appointment to meet on or off campus outside of regularly scheduled office hours.

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Services for You

Counseling and Psychological Services (CAPS)
I highly encourage you to seek out counseling services as a graduate student while they are free for you as a student and because graduate school is a particularly compressed time of great change and tremendous growth.

Counseling and Psychological Services (CAPS) is dedicated to addressing EMU students' personal and academic issues, including adjusting to graduate student life, dealing with stress, anxiety, or depression, or coping with substance abuse, sexual assault, or relationship violence. Free face-to-face counseling is available from Monday to Friday, from 8 a.m. to 5 p.m. Call 734-487-1118 to schedule an appointment.

After hours, if you need help, call the National Suicide Prevention Lifeline at 1-800-273-8255; or text the word HELLO to 741-741 to be connected to the Crisis Text Line.

Halle Library
Graduate-level research is likely not a familiar, comfortable process for any of you/us. When you need support in finding, searching for, or sorting through resources and research practices available to you online and on our campus, visit Halle Library and ask for librarian support! In addition to electronic resources available online on their website, Halle Library also houses archival collections, provides quiet study space and not-so-quiet group work areas, and has knowledgeable staff who can support you as a graduate student in your research and writing practices. Visit the library o campus, online at http://www.emich.edu/library/, or call 734-487-0020.

Halle Library houses course reserves and also offers access to laptop and equipment borrowing. Visit http://www.emich.edu/library/services/laptops.php for a list of available equipment.

University Writing Center (UWC)
As many of you know, the University Writing Center (115 Halle Library; 734-487-0694) offers one-on-one consultations for EMU graduate students. If you need accountability and support in getting a writing project started or getting one closer to finished, please use the free support of talking and thinking about your writing and the particular challenges of graduate-level writing.

You can make appointments or drop in to the main location in Halle Library Mondays through Thursdays from 10 a.m. to 6 p.m. and Fridays from 11 a.m. to 4 p.m. The Pray-Harrold UWC satellite (211 Pray-Harrold) is open Mondays through Thursdays from 11 a.m. to 4 p.m. For more information, visit https://www.emich.edu/uwc/.

Diversity and Community Involvement (DCI)
The Department of Diversity and Community Involvement (DCI) offers many opportunities for all EMU students to learn, develop, and find a place to belong. They assist students with

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educational transitions, engage them in meaningful dialogue, help them develop leadership potential, and equip them with the tools to become responsible global citizens. They also encourage all EMU students to ask difficult questions, challenge the status quo, and broaden the way they view themselves, the world, and our campus community.

The Department of Diversity and Community Involvement is comprised of four campus centers:

The Center for Multicultural Affairs (CMA)
358 EMU Student Center
734-487-2377

The Lesbian, Gay, Bisexual, and Transgender Resource Center (LGBTRC)
354 EMU Student Center
734-487-4149

The VISION Volunteer Center
346 EMU Student Center
734-487-1313

The Women's Resource Center (WRC)
356 EMU Student Center
734-487-4282

Disability Resource Center (DRC)
If you have a documented disability that affects your work in this (or any other) class, the Disability Resource Center can provide support for you. I hope that this class will be an accessible, welcoming experience for all students, including those with disabilities that may impact learning. If you believe you may have trouble participating or effectively demonstrating learning in this course, I hope that you will feel comfortable meeting with me (with or without a Disability Resource Center accommodation letter) to discuss options for adjustments, and contacting the DRC (240 Student Center; 734-487-2470; swd_office@emich.edu) to talk about academic accommodations. I welcome this discussion at any point in the semester; it is best if we can talk at least one week prior to your need for any modifications.

University Policies

Sexual Misconduct and Interpersonal Violence Policy
Eastern Michigan University is committed to supporting students and upholding the University's Sexual Misconduct and Interpersonal Violence policy. Under Title IX, discrimination on the basis of sex is prohibited. If you experience an incident of sex discrimination (such as sexual assault, sex- or gender-based harassment, intimate-partner violence or stalking), we encourage you to report it. You may obtain confidential support from the Title IX Coordinator Melody Werner (100B Boone Hall; 734-487-3617). As an EMU faculty member, I serve as a Title IX Responsible Employee and thus must report any incidents of sexual misconduct and interpersonal violence

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involving EMU students, faculty and staff to the Title IX Coordinator regardless of whether the incident occurs on or off campus.

If you wish to discuss an incident confidentially without notifying the Title IX Coordinator, you may contact Counseling and Psychological Services (CAPS) at 734.487.1118. For more information, see the Sexual Misconduct and Interpersonal Violence Policy at https://www.emich.edu/policies/policy.php?id=238, or visit the Title IX Coordinator site to report an incident at https://www.emich.edu/title-nine/.

Academic Integrity/Plagiarism
Plagiarism in writing occurs when a writer passes off another's words or ideas without acknowledging their source, whether intentionally or not. Because of the collaborative nature of teaching and, therefore, the design and collaborative nature of this course, the traditional definition of plagiarism used for academic writing is not an appropriate fit. I assume that you are here to improve and gain confidence as a teacher, so I assume that you will do two things: (1) compose your own teaching logs, reading responses, and teaching philosophies; and (2) borrow, use, and adapt others' good teaching materials as often as you can, especially for WRTG120 Projects 2 and 3 and for WRTG121.

If you plagiarize graduate-level writing at EMU, it can affect your grade for the entire project and for the course, and your case may be passed to the university for additional disciplinary action. I don't anticipate this to be a problem in this course, but please let me know as soon as possible if you have any questions or concerns.

Grievances
If you have questions or concerns about your progress in this course, please see me during office hours or email me to set up an appointment. If you are not satisfied with our discussion, you may see Joe Csicsila as the English Department Chair in our department office in Pray Harrold 612, or call to schedule a meeting at 734-483-9744.

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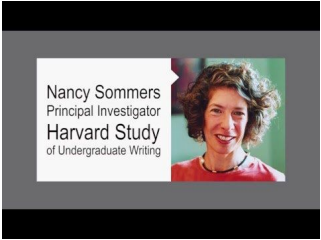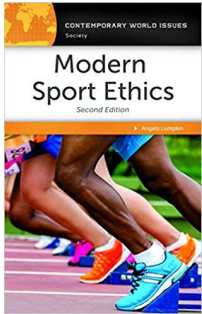
Week 1 Introductions and Universal Design

[WRTG120: Project 1 intro]

Tues. 9/11	Introduction to the course: class structure, projects, support, revising this schedule
	Universal design for learning
	Aimi Hamraie "Designing Collective Access: A Feminist Disability Theory of Universal Design" *Disability Studies Quarterly* 33.4 (2013)
	Read: Intro, Introducing Universal Design, Part 1: Why design matters
	Looking for: working definitions of UD, examples of what UD is, critiques of UD and why they matter
	Jay Dolmage "Universal Design: Places to Start" *Disability Studies Quarterly* 35.2 (2015)
	Read: whole thing
	Looking for: anything useful in Dolmage's playfulness, possible applications for teaching FYW

Fri. 9/14 Last date for 100% tuition refund (individual or total withdraw from term)
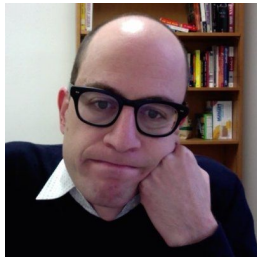
Week 2 Responding to Student Writing + Active Learning

[WRTG120: Project 1]

Tues. 9/18	**Responding to Student Writing [focus: Project 1]** Read ONE of these 2 articles on responding to student writing Nancy Sommers "Responding to Student Writing" *College Composition and Communication* 33.2 (1982): 148–156 OR Dana R. Ferris "Responding to student writing: Teachers' philosophies and practices" *Assessing Writing* 19 (2014): 6-23 Looking for: research-based frameworks and perspectives on responding to student writing (RSW) upon which you might want to build your own stance toward RSW **Active learning [focus: Project 2 activities]** Skim this article on active learning Angela Lumpkin, Rebecca M. Achen, and Regan K. Dodd "Student perceptions of active learning" *College Student Journal* 49.1 (2015): 121-133. Looking for: what seems to "count" as active learning, how researchers studied student perceptions of active learning, and what stands out to you as surprising, unexpected, or curious

Week 3 Teaching Process + Grading and Evaluating Student Writing

[WRTG120: Project 1 due]

Tues. 9/25	**You Teach: Teaching Process** No homework readings for the Process part of our conversation today; the Process group will supply a scholarly reading, a popular reading, and a teaching resource for you to use as desired or needed **Grading and Evaluating Student Writing [focus: Project 1]** Read/skim this scholarly article on self-grading Vicki L. Reitenauer "'A Practice of Freedom': Self-Grading for Liberatory Learning" *Radical Teacher* 107 (2017) Looking for: how Adrienne Rich and Audre Lorde influenced Reitenauer's perspectives on grading and evaluating student work Read ONE of these 2 articles on grading/rubrics David Gooblar "I'm not ready to quit grading" The Chronicle of Higher Education, March 21, 2018 OR Denise Krane "What Students See in Rubrics" Inside Higher Ed, August 30, 2018 Looking for: statements, concepts, or practices that you have strong thoughts/feelings about; and how these writing teachers have thought about grading in ways that might align (or not align) with your own experiences and perspectives ==Project 2 prompt workshop==

Week 4 Teaching Reflection + Project 2 materials workshop
[WRTG120: conferences]

Tues. 10/2	**You Teach: Teaching Reflection** No homework readings for the Reflection part of our conversation today; the Reflection group will supply a scholarly reading, a popular reading, and a teaching resource for you to use as desired or needed **Project 2 materials workshop** No readings for the Project 2 materials workshop part of our day today, unless you have things you'd like to read that you might use in your section of WRTG120 with Project 2 (see curriculum map for Project 2) Before you go today, let's make sure we chat briefly about choosing a "type" of student for you to do a little research on for next week's conversation about Student Diversity

Week 5 Teaching Rhetoric + College Student Diversity

[WRTG120: Project 2 intro]

Tues. 10/9	**You Teach: Teaching Rhetoric [focus: Project 2]**
	No homework readings for the Rhetoric part of our conversation today; the Rhetoric group will supply a scholarly reading, a popular reading, and a teaching resource for you to use as desired or needed
	College Student Diversity
	----->Your EMU student type slide(s) due
	Read both of these articles on diversity in order to consider any potential relationships or connections that you see between them:
	Anne Haas Dyson "Diversity as a 'Handful': Toward Retheorizing the Basics" *Research in the Teaching of English* 39.2 (Nov. 2004): 210-14.
	AND
	Maxine Hairston "Diversity, Ideology, and Teaching Writing" *College Composition and Communication* 43.2 (May 1992): 179-93.
	Looking for: cultural contradictions and educational paradoxes that Dyson and Hairston lay out for readers; relationships between conversations about diversity in K12 (Dyson) and at the college level (Hairston); and how how see conversations about diversity changing (or not changing enough) over time
	Project 2 materials "due" for "evaluation"

Week 6 Teaching Conventions + Access

[WRTG120: Project 2]

Tues. 10/16	**You Teach: Teaching Conventions** No homework readings for the Conventions part of our conversation today; I (as the Conventions "group") will supply a scholarly reading, a popular reading, and a teaching resource for you to use as desired or needed **Access** 2 REQUIRED READINGS Tara Wood, Jay Dolmage, Margaret Price, Cynthia Lewiecki-Wilson Moving Beyond Disability 2.0 in Composition Studies *Composition Studies* 42.2 (Fall 2014) AND Elizabeth Brewer, Cynthia L. Selfe, Melanie Yergeau Creating a Culture of Access in Composition Studies *Composition Studies* 42.2 (Fall 2014) RECOMMENDED READING Melanie Yergeau "Creating a Culture of Access in Writing Program Administration" *WPA: Writing Program Administration* 40.1 (Fall 2016): 155-165.

Week 7 Teaching Multimodality + Project 3 materials workshop
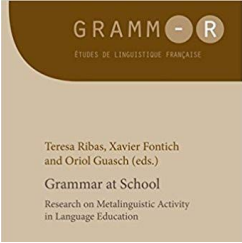
[WRTG120: Project 2 due]

Tues. 10/23	**You Teach: Teaching Multimodality [focus: Project 3]** No homework readings for the Multimodality part of our conversation today; the Multimodality group will supply a scholarly reading, a popular reading, and a teaching resource for you to use as desired or needed **Project 3 materials workshop** No readings for the Project 3 materials workshop part of our day today, unless you have things you'd like to read that you might use in your section of WRTG120 with Project 3 (see curriculum map for Project 3)
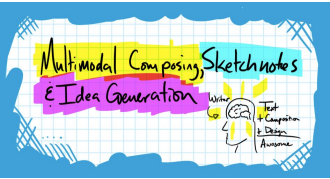
Week 8 "Scary" Things + Talk in the Writing Classroom

[WRTG120: Project 3 intro]

| Tues. 10/30 | **"Scary" Things**
No homework readings for the "Scary" Things part of our conversation today. We will have extended storytime talk and/or other writing instructors as guests to share classroom scenarios.

Talk in the Writing Classroom

Read these 2 articles, paying special attention to the importance of talk:
Mark Panek
"Active Reading in the Multicultural Composition Classroom"
Composition Studies 32.1 (Spring 2004): 49-72.

AND

Rebecca Jesson, Xavier Fontich, and Debra Myhill
"Creating Dialogic Spaces: Talk as a Mediational Tool in Becoming a Writer"
International Journal of Educational Research 80 (2016): 155-163.

Looking for: Concrete examples of the importance of talk; how the strategies, terms, or frameworks introduced in research on talk might help you support FYW students and improve their opportunities for success

RECOMMENDED READING
Brooks, Catherine F.
"Role, Power, Ritual, and Resistance: A Critical Discourse Analysis of College Classroom Talk"
Western Journal of Communication 80.3 (2016): 348-369.

Project 3 materials "due" for "evaluation" |

Week 9 Composing Technologies + Teaching Philosophies

[WRTG120: Project 3]

Tues. 11/6	**Composing technologies** Navigate and engage with these digital multimodal compositions (video and web article) until you find a couple of ideas that you think might be useful for teaching using digital technologies and/or multimodality Kendra L. Andrews, illustrated by T. Mark Bentley "Multimodal Composing, Sketchnotes, and Idea Generation" *Kairos: A Journal of Rhetoric, Technology, and Pedagogy* 22.2 (Spring 2018) AND Erin Brock Carlson "Navigating shifting social media networks: An ecological approach to anonymous mobile applications" Kairos: A Journal of Rhetoric, Technology, and Pedagogy 22.2 (Spring 2018) Looking for: not just what they say about multimodal composing and social media, but also how they say it; how their ideas, forms, and choices might inform your teaching of multimodality in FYW **Teaching philosophies** Read this article as a reader and teacher, who is about to be a writer of a teaching statement, too Stephen Neaderhiser "Conceiving of a Teacherly Identity: Metaphors of Composition in Teaching Statements" *Pedagogy* 16.3 (2016): 413-443. Looking for: metaphors of/about writing (and teaching writing) that align (and don't align) with your desired teaching identities

Tues., 11/13 Last date for individual class withdrawal (with W grades) - No Refund

Week 10 Assessment and Portfolios + Teaching statement workshop

[WRTG120: Project 3]

| Tues. 11/13 | **Assessment and Portfolios [focus: Project 4]**

Read BOTH of these perspectives on assessment, looking for how they might speak back to each other AND how they suggest assessment has (or hasn't) changed over time (and WHY).

Staci Perryman-Clark
"Who We Are(n't) Assessing: Racializing Language and Writing Assessment in Writing Program Administration"
College English 79.2 (2016): 206-211.

Staci Perryman-Clark has agreed to be our guest scholar for the Winter Colloquium event on Friday, March 29. She will lead a pedagogy workshop on linguistic diversity, Students' Right to their Own Languages (SRTOL), and teaching first-year writing. So please take some time to get to know her work now, by reading her piece carefully.

Kathleen Blake Yancey
"Looking Back as We Look Forward: Historicizing Writing Assessment"
College Composition and Communication 50.3 (1999): 483-503.

Kathy Yancey was one of Logan's mentors at Florida State. This piece shares some of the history of writing assessment. Skim her sections (and paragraphs of particular interest) looking for issues with writing assessment (cultural, institutional, ideological, and/or all of the above).

Teaching philosophy statement workshop

No readings for the Teaching philosophy statement workshop part of our day today, just a draft! |

Week 11 No Class in lieu of CSW

[WRTG120: Project 3]

Tues. 11/20	**No class in lieu of attending the Celebration of Student Writing with students in your section next week on Thursday, 11/29, from 3:30 to 5:30 p.m.**

<u>Wed. 11/21 – Sun. 11/25 Thanksgiving Break</u>

Week 12 "Teaching Research in FYW" Workshop

[WRTG120: Project 3 due, attending CSW]

Tues. 11/27	**Contributions to Doc Gallery (or its future iteration) workshop** **"How + Why": Different Approaches to Teaching Research in FYW** Guest speakers and WRTG121 instructors: Logan Bearden and Laura Kovick Teaching Research Workshop Prep: 1. Download WRTG121 model syllabus 2. Read through WRTG121 Curriculum Map 3. Read *Understanding Rhetoric* Issue 6 Research (pp. 219-258) 4. Read James Purdy and Joyce Walker's "Liminal Spaces and Research Identity: The Construction of Introductory Composition Students as Researchers" from Pedagogy 13.1 (2013): 9-41.

Thurs. 11/29, 3:30-5:30 p.m.
35th Semiannual Celebration of Student Writing
Student Center Grand Ballroom

Week 13 Research Methods + Source Work

[WRTG120: Portfolio + Reflection]

Tues. 12/4	**Methods**
	Everybody read this piece about primary research (from the Curriculum Map):
	"Introduction to Primary Research: Observations, Surveys, and Interviews," by Dana Driscoll from *Writing Spaces*
	Source work
	Then choose ONE of these to read about source work (all from the Curriculum Map--read the abstracts and the articles to see which you might like to use for WRTG121 and read that one more closely):
	"Walk, Talk, Cook, Eat: A Guide to Using Sources" by Cynthis Haller from *Writing Spaces* OR
	"Reading Games: Strategies for Reading Scholarly Sources" by Karen Rosenberg from *Writing Spaces* OR
	"Googlepedia: Turning Information Behaviors into Research Skills" by Randall McClure from *Writing Spaces*
	Looking for: specific strategies that you might use for teaching primary research and methods for approaching scholarly sources for WRTG121
	Teaching philosophy revision due for "evaluation"

Tues. 12/11 Last date for total withdrawal from term (with W grades) - No Refund

Week 14 Educational equity + WRTG121 materials workshop

[WRTG120: Portfolio + Reflection due]

Tues. 12/11	**Educational equity: a return**
	I think all of these texts, together, pose a final question for us: Do enough people really want more equitable education for all, in order to make concrete moves toward equity?
	Dawn A. Davis
	"American Education: Still Separate, Still Unequal"
	Ebony, August 7, 2012
	Dan Ariely
	"How equal do we want the world to be?"
	TED talk, March 2015
	Nina Chordas
	"Classroom, Pedagogies, and the Rhetoric of Equality"
	College Composition and Communication 43.2 (May 1992): 214-24.
	WRTG121 starter kit workshop

Week 15 The End! No class

[WRTG120: DONE]

Tues. 12/18	**NO CLASS** <mark>WRTG121 starter kit due by the beginning of regular class time at 3:30 p.m.</mark>

Other official dates

Tues., 12/11	Last Day of Fall 2018 Classes
Wed. 12/12 – Tues. 12/18	Final exams
Thurs. 12/20, 11 p.m.	Grade submission deadline

For a full academic calendar for Fall 2018, visit http://www.emich.edu/registrar/calendars/.