

# ENG 600: Teaching Practicum in Composition

Fall 2021: Section 2

9:30-10:45 am in RB 106

Instructor: Jennifer Grouling ([jgrouling@bsu.edu](mailto:jgrouling@bsu.edu))

Office Hours & Appointments

There are two ways to meet with me this semester:

**1: Open Office Hours are Mon & Weds from 4:00-5:00 pm**

Join me in my personal room at [bsu.zoom.us/my/jgrouling](https://bsu.zoom.us/my/jgrouling) ([Links to an external site.](#))

Note: If someone else is in the room already, you may need to wait in the waiting room or I will go ahead and join you in if that student is okay with it.

## 2. Make an Appointment

My availability changes week-to-week, but I often have a lot more time than just the scheduled office hour. And I'm happy to meet with you in-person or on Zoom by appointment.

To schedule an individual appointment, please email me:

Email: [jgrouling@bsu.edu](mailto:jgrouling@bsu.edu)

## What is ENG 600?

### Course Description

The course has been designed to introduce you to best practices for teaching first-year composition. We will discuss very practical aspects of teaching at the college-level to prepare you for the hundreds of little decisions you have to make when you craft your own syllabi and courses. This class also introduces you to teaching and learning theories in order for you to begin to see the context, implications, and consequences of the practical decisions made while teaching. By the end of the course, you will have completed both assignments that expand your knowledge of Composition and Rhetoric and your knowledge of teaching. You will also have the teaching documents—and an educated rationale for the contents of those documents—ready for your class the following term. ENG 600 is a required course for new teaching assistants in the English Department.

### Why this Course is Important

You may be excited or terrified, but either way you are entering not only an academic community at Ball State but also a *teaching* community. You will be a teacher during your time here, and perhaps well beyond. This course is all about joining that community. It's about learning the lingo, the lore, and the learning theory that you need to be a reflective practitioner within this very important professional community.

### How this Class Fits with your Assistantship

This class is training for your assistantship, but it is not the same as your assistantship. The hours spent in here are class hours not assistantship hours.

Also, any evaluation you receive as a TA--such as a teaching observation--has no bearing on this course. You are being graded here on how well you learn the material, not on your teaching. However, you must pass this course with a **B** or better to keep your assistantship.

For information on how our course schedule fits with what you'll be doing in your mentor's class see the document on 1<sup>st</sup> Semester Mentoring on Canvas.

### Course Goals

By the end of this course, I hope you can:

- Identify threshold concepts for composition as a field of study
- Discuss the advantages and disadvantages to different pedagogical approaches to composition
- Articulate the goals of the Ball State Writing Program and how they fit with the field of composition as a whole
- Become a reflective teacher
- Develop materials for teaching first-year writing that fit with your own philosophy as well as the goals of the Ball State Writing Program
- Develop your ability to create and teach multimodal texts.

### Expectations

While this is a practical course, it is also a full-graded graduate seminar. So, expect a rigorous course with difficult readings and thoughtful assignments. As in-coming members of a professional community, you'll be treated as professionals, and I expect you to treat each other as professionals. We may have different ideas on how things should be handled, but we'll negotiate and discuss those ideas and why they exist.

**Readings:** Readings combine some composition theory with general pedagogy. Some "readings" maybe videos, podcasts, or blogs, while others are academic research. You'll also be assigned readings that challenge you to push beyond current practice and experiment with teaching. We'll even have a few readings that are ones you might use in your classroom. I'll provide an intro each week on what to expect.

**In-Class Activities:** In-class workshops and discussions are key to this course. We will do lots of collaboration, so be sure to let us know if you can't make it or need to join on Zoom. These activities will count for participation grades.

**Scaffolding Assignments:** Teaching involves a lot of scaffolding. You, too, will have smaller tasks throughout the semester that you will turn in for feedback. These will be graded only for completion but will influence the work you do in your portfolio. Any weekly assignments that are due on Canvas fall in this category.

**Final Portfolio:** The final portfolio is your chance to show off everything you've learned this semester! It's also all your teaching material for next semester and some even for next fall. It's a

lot of work, but the scaffolding assignments lead up to it, and you will also receive feedback from me in the form of a one-on-one conference. It's due finals week.

#### Assignments & Grading

##### **Weekly Participation (25%)**

Class participation will include discussion of readings and class material as well as workshops for your own classroom materials. You may contact me for a Zoom link if you wish to participate but need to quarantine or stay home. There are multiple ways to participate! We will discuss them on the first day and agree together how to grade this part of the course.

##### **Scaffolded Assignments (25%)**

Scaffolded assignments are smaller assignments to help you practice skills and develop materials that will go into your portfolio. These include small group assignments, individual self-reflection, and drafts of materials for the classroom. There will be a total of 15 of these small, scaffolded assignments.

It is important that you do them in a timely manner in order to receive the feedback you need to revise and learn for your final portfolio. You will have a 1 week grace period on these assignments. A *missing* assignment is one that has not been turned in after 1 week.

In addition, I will mark this work as *complete* or *incomplete*, based on the criteria for that assignment, and will leave you feedback. If I mark something *incomplete*, I want to see your revisions. You may make revisions within 2 weeks of my feedback to receive a complete marking. After that, the assignment will remain *incomplete*. If an assignment is marked *complete*, you may still need revisions for your portfolio, but I am satisfied with your assignment for this portion of your grade. (Note: These show as zero points on Canvas because they are not graded with points but are marked complete/incomplete.)

Letter Grade	Total Incomplete Allowed	Total Missing Allowed
A	1	1
B	2	1
C	2	2
D	3	2
F	More than 3	More the 2

##### **Portfolio (50%)**

Although work throughout the course will be graded on completeness, the final portfolio essentially certifies that you are ready to teach ENG 103 & 104 at Ball State. Therefore, I will be looking for certain elements of quality that demonstrate your readiness as well as your learning from this course. You will conference with me about your portfolio and have a chance to make revisions before turning in the final copy, which is due during finals week. A full description of the portfolio elements and grading criteria is listed on Canvas.

## Required Books

Adler-Kassner, L., & Wardle, E. (2015). *Naming What We Know: Threshold Concepts of Writing Studies* (1 edition). Logan: Utah State University Press.

Coxwell-Teague, D., & Lunsford, R. F. (Eds.). (2014). *First-Year Composition: From Theory to Practice*. Anderson, South Carolina: Parlor Press.

Gannon, K. M. (2020) *Radical Hope: A Teaching Manifesto*. 1st edition, West Virginia University Press.

## Readings On Canvas

All other readings are linked on Canvas under modules. Some are links; pdfs also appear under "Files."

## Course Policies

### Attendance & Participation

I invite you to collaborate with and learn from your classmates by attending every class meeting. If you are feeling ill, you should take precautions and not attend in person. To get a Zoom link, please contact me before 9:00 am on the day of class. If I need to conduct class via Zoom, I will contact *you* using the **announcements** feature by 9:00 am.

Even with options, I recognize that there may be times when attendance and/or participation is not possible due to everything happening in the world. Should an emergency arise that prevents you from participating in class, I invite you to schedule an appointment with me, attend a virtual office hour, or make a Writing Center appointment with an experienced TA in order to cover the material.

### Late Work & Feedback

Submitting work on time allows me to provide you with timely feedback on your work. The feedback on smaller scaffolded assignments is vital to success on your final portfolio. I will aim to respond within a week. Thus, you are allowed a 1 week grace period on scaffolded assignments. After that, they will be counted as *missing*, unless we collaborate on a special circumstance.

### Plagiarism/Academic Misconduct

As teachers, we all get ideas from one another. I promise not to use your ideas without your permission or without giving you credit. I expect that you will do the same for your classmates, your mentors, the authors of our readings, and anyone else whose work you use when designing your own.

As we will discuss in class, adapting materials from other teachers and working collaboratively to create teaching materials, is 100% acceptable practice! But you need to know *why* you are doing it and make the necessary changes so that the material fits with the rest of your class. All of your rationales for teaching materials should be written independently and should address how and why you adapted others' materials or created your own.

Please keep a list of where you got teacher materials throughout the semester. In the final portfolio, you will have an "Acknowledgements" page that gives credit where credit is due. If you are concerned about how and when to credit others, please see me for assistance.

Also, please familiarize yourself with the [Student Academic Ethics Policy](#)

#### University Face Mask Policy

Based on current CDC guidance recommending the wearing of face masks for all people—regardless of vaccination status—in public indoor settings in communities where the rate of coronavirus transmission is substantial, **all employees, students, and campus visitors are required to wear a mask while inside any University building.**

#### Land Acknowledgement

(Generated by the [Student Antiracism and Intersectionality Advisory Council \(SAIAC\)](#))

We acknowledge and honor the Indigenous communities native to this region, particularly the [Myaamiaki](#) (Miami) and [Lenape](#) (Delaware) peoples. We also recognize that a land acknowledgment statement is not enough on its own and must be coupled with action. We are dedicated to amplifying Indigenous voices and perspectives, improving community relationships, correcting the narrative, and making the Ball State campus a more supportive and inclusive place for Native and Indigenous students, faculty, and staff. We urge everyone to engage with contemporary communities, to learn the [complex histories of this land](#), to look at who has and does not have access to its resources, and to examine your own obligations within this reparative work that is key to realizing Ball State's commitment to [Inclusive Excellence](#).

#### BSU's Commitment to Diversity

Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our [Beneficence Pledge](#) and through university resources found at <http://cms.bsu.edu/campuslife/multiculturalcenter>. For Bias Incident Response information, go to <http://cms.bsu.edu/campuslife/multiculturalcenter/bias-incident-reporting> or e-mail: [mc2@bsu.edu](mailto:mc2@bsu.edu).

## Resources & Rights

#### Student Rights & Responsibilities

I invite you to become familiar with the Ball State [Code of Student Rights and Responsibilities](#) document in its entirety.

#### Accommodations & Disability Services

If you need course adaptations or accommodations because of a disability or you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment to discuss these issues with me as soon

as possible. [\*Ball State's Disability Services\*](#) office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at [765-285-5293](tel:765-285-5293) or [dsd@bsu.edu](mailto:dsd@bsu.edu).

#### Canvas Accessibility Statement

Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen-readable. The Rich Content Editor encourages users to create accessible content pages (i.e. text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted Canvas the Gold Level Web Certification in 2010.

Find more information by visiting the [Canvas Voluntary Product Accessibility Template \(VPAT\)](#).

#### FERPA and Privacy Statement

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading [Ball State's FERPA and Privacy and Protection](#).

#### Writing Center

[The Writing Center](#) gives one-on-one feedback on any projects, even those that don't involve traditional prose. Visit them for help brainstorming, drafting, or polishing your work. The Writing Center is a comfortable, supportive environment for writers from all communities and backgrounds. In addition to helping with papers, the writing center can help you will finding and documenting sources, getting started with brainstorming, and even visual design. To make an appointment go to [ballstate.mywconline.com](http://ballstate.mywconline.com). All appointments are online this semester.

#### Bracken Library

[The library](#) is one of the most important resources for graduate students. Although we will not be conducting intensive library research in this class, you will want to be familiar with all of the library's services so that you can teach your own students how to use the library systems on campus.

### Other Important Resources

It's hard to learn when your basic needs aren't taken care of. If at any point you need assistance or would like me to direct you to resources on or off campus, do not hesitate to reach out. Some of the most commonly used resources are listed below.

#### Counseling Center

Grad school is hard, even when we aren't in a pandemic. Please plan ahead and take care of your mental health needs. Every year, hundreds of students, faculty, and staff members use the

services of the [Counseling Center \(Links to an external site.\)](#). This comprehensive services office provides free and confidential psychological and career resources to students. The primary mission of the agency is to assist students in reaching their educational goals, as well as to improve their quality of life. The staff is diverse, professional, warm, and receptive to students who seek services. To make your first appointment with the Counseling Center, call our office at **(765) 285-1736** or stop into **Lucina Hall, Room 320**.

#### Health Center

The Health Center is covered in your student fees. The Health Center is located at 1500 W. Neely Avenue. To make an appointment, please call the Health Center at 765-285-8431.

#### Cardinal Kitchen

If you are facing food insecurity, Ball State provides a student food pantry, [Cardinal Kitchen \(Links to an external site.\)](#).

#### Emergency Loans

Ball State has an [emergency loan option \(Links to an external site.\)](#) for students who need it.

#### Office of Victim Services

As an instructor, I am a mandatory reporter. However, Ball State has a confidential [Victim Advocate \(Links to an external site.\)](#) to help survivors of domestic or gender-based violence.

## Schedule

See Modules on Canvas for full info and updates

Date	Topic	Reading	Assignments
Aug 24	Welcome to Teaching Composition		
Aug 26	Teaching in 2021	<p><b>Intro to Radical Hope &amp; Ch. 1</b> Looking Forward, Looking Back: Reflections on Values and Pedagogical Choices During COVID-19_</p> <p>The Gift of Offering Nothing</p> <p>"Why Keisha Can't Write"</p> <p><a href="#">CCCCs Statement on White Language Supremacy</a></p> <p><a href="#">Read about Being new to Graduate School</a></p>	First Reflection

Aug 31	What is Comp?	FYC "Setting the Table"  "Writing in the 21 <sup>st</sup> Century"  "Rethinking Composition: Five-hundred Years Later"  <a href="#">Frameworks for Success in Postsecondary Writing Instruction</a>	
Sept 2	Threshold Concepts	Threshold Intro, Concepts 1-2	Group Presentation/Share out on Concept
Sept 7	Threshold Concepts	Threshold Concepts 3- 5	Group Presentation/Share out on Concept
Sept 9	Analyzing Existing Materials (BSU)	Naming What We Know Ch. 6&7  <a href="#">Webpages</a> (Links to an external site.) (pay particular attention to course information and evaluation criteria)  Writing Program Instructor Handbook  <a href="#">Writing Program Faculty Resources</a> (Links to an external site.)password: chirp19  <i>Writing Program Custom texts for 103 &amp; 104:</i> <a href="https://digitalresearch.bsu.edu/ballpoint1/">https://digitalresearch.bsu.edu/ballpoint1/</a> password: chirp103  <a href="https://digitalresearch.bsu.edu/ballpoint2/">https://digitalresearch.bsu.edu/ballpoint2/</a> password: chirp104	
Sept 14	Analyzing Existing Materials (Mentor)	Threshold Concepts in Assignments Bring mentor materials to class	
Sept 16	Analyzing Existing Materials (Mentor)	Radical Hope, Ch. 2	Analyze Mentor Materials



Sept 21	Analyzing & Adapting Existing Materials (FYC)	Read FYC book Ch. 1-4 p. 3-110	Adapt Assignment from FYC book due
Sept 23	Analyzing & Adapting Existing Materials (FYC)	Read FYC book Ch. 5-8 p. 111-235	Adapt Assignment from FYC book due
Sept 28	Analyzing & Adapting Existing Materials (FYC)	Read FYC book Ch. 10-13 p. 257-376	Adapt Assignment from FYC book due
Sept 30	Daily Planning	<p><b>From your textbook read</b>  Radical Hope Ch. 3 &amp; 6  <a href="#">Read Timekeeping as Feminist Pedagogy</a>  <a href="#">Read "Against Cop Shit"</a>  <a href="#">Teaching Tips for a UDL Friendly Classroom</a>  <a href="#">Why Some International Students are Silent in the US Classroom</a>  <a href="#">Watch video on Microaggressions in the Classroom</a></p>	Time Journal Exercise from RH p. 51
Oct 5	Daily Implementation	Radical Hope Ch. 4  “The Myth of the Colorblind Classroom”  “The Myth of Linguistic Homogeneity”  Trans* Affirmative Classrooms	Daily Plan worksheet & reflection
Oct 7	Unit Planning	<b>Read:</b> <a href="#">Syllabus &amp; Assignment Design</a>  <b>Watch Jennifer’s course design videos 1-4</b>	
Oct 12	FALL BREAK!		
Oct 14	Unit Planning	Watch Jennifer’s Course Design Video 5	Unit Plan Worksheet
Oct 19	Response	“Grounding Peer Review in Rhetorical Situation and Genre”  “Responding—Really Responding”	Analysis of Response

		Engaging in Resistant Genres as Antiracist Teacher Response <i>Listen to <a href="#">Pedagogue Episode 25: Chris Anson</a> (Links to an external site.)</i> <i>Transcript</i> (Links to an external site.)).	
Oct 21	Grading	<a href="#">Ball State Writing Program Criteria</a>  Where Does Grading Come From  On the Use of Rubrics: Reframing the Great Rubric Debate  Why Writing Rubrics Fail: Toward a Multicultural Model  <a href="#">Rewarding Risk: Designing Aspirational Assessment Processes for Digital Writing Projects</a>	
Oct 26	Grading	<a href="#">A Simple Alternative to Grading</a>  <a href="#">What Labor Based Grading Contracts Look Like</a> <a href="#">What is a Labor-Based Grading System</a> <a href="#">What Does a Labor-Based Grading System Afford You</a>	Grading Plan
Oct 28	Teaching Rhetoric	<a href="#">Rhetorical Genre Approach</a>  <a href="#">Understanding Discourse Communities</a>  <a href="#">Assessing the Efficacy of the Rhetorical Situation with FYC Students as Advanced Social Media Practitioners</a>  <a href="#">Invitational Rhetoric &amp; Narrative</a>	
Nov 2	Teaching Rhetoric		Rhetoric ENG 103 Assignment Sheet

Nov 4	Teaching Research	<a href="#">Introduction to Primary Research</a> <a href="#">Teaching Research in the Digital Age</a> <a href="#">Selections from Teaching Research &amp; Research Proposals</a> <a href="#">An Annotated Bibliography for a Post-Truth Age</a>	
Nov 9	Teaching Research		Research Assignment Sheet
Nov 11	Teaching Multimodality	Strategies for Multimodal Composing  Defining Terms of Modality and Language  Multimodal Task-Based Framework  Multimodality in Motion	
Nov 16	Teaching Multimodality	"Teaching Document Design, Not Formatting Requirements"	Multimodality Assignment Sheet
Nov 18	Syllabi/Policies	Radical Hope, Ch. 5 & 7  <a href="#">Syllabus as a Genre</a> <a href="#">"Your Syllabus Doesn't Have to Look Like a Contract"</a>	
Nov 23	Syllabi/Policies	<a href="#">Accessible Syllabus Website</a> <a href="#">Preparing to Decolonize your Syllabus</a> <a href="#">BSU Writing Program Syllabus Checklist</a>	Draft of Syllabi/Polices
THANKS GIVING			
Nov 30	Portfolio Planning Workshop		Portfolio Worksheet
Dec 2	Conferences		
Dec 7	Teacher Embodiment	Excerpts from <i>The Teacher's Body</i>  "Coming Out Pedagogy"  A Pedagogy of Kindness	

Dec 9	Teaching Philosophy	Radical Hope Ch. 8-Coda p. 109-152	
Dec 17	FINAL		Portfolio Due