

COMPOSITION THEORY & PRAXIS

Columbia College Chicago

Fall 2013 - Thursdays 12:30-3:20pm

Congress 316 (52-6150-01) and 314 (52-6150-02)

Week 1 - September 5

Teaching to
Transgress

New Activity

Week 2 - September 12

Comp/Rhet:
The Larger Field

New Activity

Week 3 - September 19

First-year
Writing at CCC

New Activity

Week 4 - September 26

Literacies and
Literacy Narratives

New Activity

Week 5 - October 3

Learning Theories

New Activity

Week 6 - October 10

Multi-modal
Composition

New Activity

Week 7 - October 17

Professionalism

New Activity

Week 8 - October 24

Drafting/
Modeling Revision

New Activity

Week 9 - October 31

Strategies for the
Classroom

New Activity

Week 10 - November 7

Assignment
Design

New Activity

Week 11 - November 14

Responding and
Assessing

New Activity

Week 12 - November 21

The Teaching
Portfolio

New Activity

Week 13 - November 28

Happy
Thanksgiving

New Activity

Week 14 - December 5

More
Teaching Portfolio

New Activity

Week 15 - December 12

Onward!

New Activity

The CTP syllabus with
detailed course
information is in
Moodle

Ames Hawkins, PhD

52-6150-01

Director of GSI Program

33 E. Congress, Office 506

ahawkins@colum.edu

312-369-8149

Suzanne Blum Malley, PhD

52-6150-02

Director of Professional Writing

33 E. Congress, Suite 300, Office H

sbmalley@colum.edu

312-369-8111

COURSE GOALS, ASSIGNMENTS, AND EVALUATION

Course Goals

By the end of this course, students will:

- be familiar with the research program and theoretical agenda of the field of Composition Studies
- understand the nature, organization and potential goals of the First-year Writing Program at Columbia College
- have developed syllabi for teaching Writing and Rhetoric I or II
- have materials for a working teaching portfolio
- be prepared to teach writing at the college level

Evaluation

Students are evaluated on a range of assignments that engage with both the theory and practice of composition studies.

Additionally, students are

expected to be prepared to participate fully in every class meeting, with readings and online postings complete prior to class. Attendance is mandatory.

Major Assignments

1. Online Response Posts (weekly)
2. Online Prompt and Moderating (once a semester as assigned)
3. Two classroom Observations and Reflection Essay (due December 12)
4. Assignment Design Presentation, Rationale, and Reflection (due November 7 & 14)
5. Multimodal Literacy Narrative (due December 12)
6. Inquiry Module Redesign (due December 12)
7. Teaching Portfolio (cover letter, statement of teaching philosophy, syllabi for WRI and WR II, two essay assignments

with evaluation criteria/ rubrics) (due December 12)

Grades

Final grades are calculated as a percentage of the total **775 points** available for the course. The breakdown in points is as follows:

1. 10 Online Postings, 25 points each, **225**
2. Online Moderating **50**
3. Literacy Narrative **100**
4. Inquiry Module **100**
5. Classroom Observation and Reflection Essay **100**
6. Assignment Design Presentation and Reflection **100**
7. Teaching Portfolio **100**

Required Materials:

- *Teaching to Transgress* by bell hooks
- *Exploring Composition Studies*, eds. Kelly Ritter and Paul Kei Matsuda
- Additional reading and viewing materials posted in Moodle

Reminder:

This is a graduate seminar. As such, it requires your full participation and engagement with course materials and discussions. It is also a semester-long interview process in which you will demonstrate your preparation

for teaching in first-year writing classrooms at Columbia College Chicago. Successful completion of the CTP course and assignments **does not** automatically result in classroom teaching opportunities.

BRIEF ASSIGNMENT DESCRIPTIONS

Online Postings

Online Postings are due on a nearly weekly basis during the semester and require you to write well-crafted responses to prompts written by instructors or other students in the class. Considered “low stakes” (but not no stakes) writing, Online Postings are each worth 25 points. You’ll receive all 25 points for posting a conscientious, on-time bit of prose that illustrates a following of directions. If a posting seems lame, or half-assed, it’ll earn 15 points; a late posting submitted within the week will be docked the same amount of points. Over a week late and the posting becomes a 0. There are 10 online postings in total and they will be graded in terms of clarity, consciousness, creativity and concision. You will respond to 10 prompts written by others and be responsible for writing one prompt and moderating the responses (see online moderating).

Online Moderating

Suzanne and Ames, your instructors, will post prompts, read and actively respond to the first two weeks of Online Postings. Beginning in week 3, each of you will, in teams of two or three, be assigned a week in which you will provide your classmates a prompt in Moodle within 24 hours of the class meeting for which you are assigned online moderating duties. All CTP students will respond to your prompt by Tuesday of the following week. The team that writes the prompt is also responsible for reading and responding to all of the responses posted by classmates by the time class begins. For example, if you are assigned to moderate for Week 3 (class meeting Sept. 19), your team will post a prompt by 12:30pm on Friday, September 20, your classmates will respond by Tuesday, September 24, and your team will post responses to their posts by the time class begins on Thursday, September 26.

Online Moderators will be graded based upon the quality of their collaboratively written prompt and individual timely and thoughtful responses to the class. Ames and Suzanne will then, likely in coordination with groups comprised of our own students, read all posts and prompts and assign point values to the work.

Multimodal Literacy Narrative

As a way to get you thinking about your own relationship with learning to read/write and with “writing about writing” as a potential frame for WRI, you are required to craft and post your own literacy narrative in the Digital Archive of Literacy Narratives (from this point forward referred to as DALN) <http://daln.osu.edu/>. You are encouraged to focus on a particular aspect of literacy in a particular setting and employ new media technologies in order to present their narratives. Creativity, care and craft all count in this assignment.

Inquiry Module Redesign

In small groups you will revise/remix/re-present an ethnographic inquiry module for Writing and Rhetoric II and present it to the class for critique. Students are encouraged to focus on a particular aspect of the ethnographic inquiry model employ new media technologies in order to present the course material. Creativity, care and craft all count in this assignment.

Assignment Design, Presentation, Reflection

Over the course of the semester, you will be required to bring to class one well-conceived, consciously crafted

assignment for Writing and Rhetoric I or II. You will present the assignment to the class AS IF you were presenting it in your own class. You will have fifteen minutes to present your assignment and need to fill the time by providing intellectual framing and pre-writing exercises to get us started. We will follow presentations with class discussion and critique.

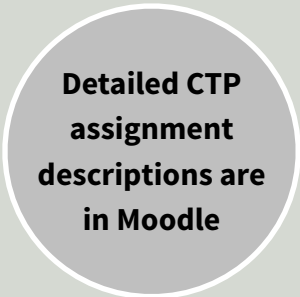
The week following your assignment presentation, you need to submit an essay of between 800 and 1000 words that describes the assignment, explains its origins, provides a rationale for the assignment within the context of an imagined syllabus, in connection with at least one learning outcome for the course and, most importantly, reflects upon changes you would make made as a result of the assignment roundtable discussion.

Classroom Observation Essay

Over the course of the semester you will be required to observe the classrooms of two other instructors at CCC, one of whom must be experienced (at least two- semesters of teaching at CCC) in the classroom. You are to write an essay of 800-1000 words focusing on a particular observation/argument that came out of your classroom observations and discussions with the instructors, one that illustrates connection to materials from our class.

Teaching Portfolio

In order to successfully complete the course, you will submit the beginnings of teaching portfolio, including: a statement of teaching philosophy, syllabi for WRI and WRII, two written assignments for the classroom, and a cover letter in which you argue why you believe you’re prepared and why you believe you’ll be successful with these materials in a first year writing classroom.



Detailed CTP assignment descriptions are in Moodle