Meeting Time: M 8:30-9:45 am
Instructor: Dr. Christopher Ervin
E-mail: cervin@usd.edu

Class Location: Old Main 215
Office Phone: 677-6502
Office Hours: Mon 8:00-8:30 and 10-11:30
Office: Dakota 204

Course Overview
Continuation of English 795: Composition Practicum, with weekly meetings about teaching literature.

Learning Objectives and Assessments
To succeed in this course, you will:
• develop a repertoire of effective strategies for classroom teaching, conferencing, and responding to student writing, specifically for English 210: Introduction to Literature. Assessment: Class observation; evaluation of graded student writing; teaching portfolio.
• further understand theories of writing pedagogy. Assessment: teaching philosophy and teaching portfolio.
• begin to formulate your own theories of writing pedagogy. Assessment: teaching philosophy and teaching portfolio.
• explore reflective practice and develop the habit of reflective teaching. Assessment: teaching philosophy and teaching portfolio.

Required Texts

Various articles/chapters on e-reserve or WebCT

Attendance & Participation
English 795 is a graduate level course that relies heavily on discussion among peer teachers; therefore, you are expected to attend all class meetings, workshops, and individualized conferences. Get in touch with me beforehand if you must miss a class. Final course grades will be reduced by 5% for each absence after the first (we meet only once each week, so attendance is crucial).

Consistent late arrivals/early departures will be treated as an absence for the purposes of final grading. Consistently arriving late to 795 suggests that you might be consistently late for the classes you teach; thus, punctuality serves you well in both 795 and on your teaching evaluations.

Late Work
All assigned work (lesson plans, observation reports, teaching philosophy, teaching portfolio) must be completed on time for you to remain in good standing in this course.

Assessment & Grades
Your final grade for this course will be based on these criteria:

Teaching portfolio, including philosophy of teaching stmt): 60%
Participation (attendance, discussion, observations, mini-lessons, submission of example papers): 40%

Failure to include all of the work in the portfolio and to meet deadlines throughout the semester will reduce the final course grade significantly.
Course Assignments and Activities
Because English 795 is a practicum rather than a seminar, your work will consist primarily of assignments that facilitate your daily preparation for English 210 and your daily teaching activities. Specifically, you will complete the following assignments:

Statement of Teaching Philosophy
600-1200 word statement in which you reflect on the practices and theories that inform your classroom teaching.

Share sample student drafts/graded student essays
Share examples of student papers throughout the semester (problematic papers, papers that serve as exemplary models, etc.)

Mini-lesson
Prepare and teach one mini-lesson during the January 14 workshop.

Your Teaching Portfolio will consist of the following materials:

- Table of Contents
- Philosophy of Teaching Writing and Literature
- Course Syllabus for English 210
- Original Writing Assignments for English 210 (2)
- Sample Lesson Plans from English 210 (2)
- Sample student papers with your response (2)
- Self-observation report from Fall 2008, peer observations from Fall 2008 and Spring 2009
- My observation reports of your teaching from Fall 2008 and Spring 2009 (2)
- Statement of future teaching goals
- Optional Appendices (activities, original handouts, other teaching materials)

Observation reports (requirement of ALL TAs, whether in 795 or not)
- You will observe one other TA and complete an observation report, which you will submit to me and that TA. The deadline for this observation is Friday, February 27 at midnight.
- One other TA will observe your class and write an observation report, submitted to you and me. You will include this observation report in your teaching portfolio.
- I will observe one of your classes and discuss that class with you in a follow-up conference. You will include that observation report in your teaching portfolio.

My Open Door Policy
My door is always open for you to discuss any matters pertaining to English 795, your responsibilities as a graduate teaching assistant, and professional development activities such as presenting at conferences and submitting your work to professional journals. I especially encourage you to visit me in my office, e-mail me, or call me when you are having trouble with your English 210 classes or individual students, when you find yourself reading an especially problematic student essay, or when you want to discuss classroom activities or talk about something that went especially well in your English 101 classes.
The Fine Print

Academic Integrity
The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook.

No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

-- Adopted by vote of the faculty of the College, April 12, 2005

Students who have engaged in academic dishonesty may be referred to the USD Office of Rights and Responsibilities for violation of the Student Code of Conduct.

Fair Evaluation
Each student is entitled to a fair grade in each course in which he or she is enrolled. It is the right and the responsibility of an instructor to establish criteria for evaluation for each course which he or she teaches, and to determine the degree to which an individual student has fulfilled the standards set for the course.

Students should be apprised that extraneous factors, such as eligibility for sorority or fraternity membership, for scholarship or financial aid awards, for athletics, for timely graduation, or for admission to graduate or professional schools, have no bearing on the determination of grades. The quality of the student’s overall performance with respect to standards for evaluation will be the only basis for judgment.

Resolving Complaints about Grades
The first step in resolving a complaint about grades is ordinarily for the student to attempt to resolve the problem directly with the course instructor. If that attempt is unsuccessful, the student may bring the matter to the Department Chair, who will assist the instructor and the student in reaching a resolution. Grade appeals not resolved with the assistance of the Department Chair may be directed to the Office of the Dean of the College of Arts and Sciences (for undergraduates) or to the Dean of the Graduate School (for graduate students), provided that the grading decision at issue would affect the student’s final course grade. The student initiating the grade appeal should be prepared to show that the grade was decided unfairly. According to South Dakota Board of Regents Policy 2:9, any academic appeal must be initiated within thirty calendar days from the date that the student received notification of the grade, unless the grade is assigned within fifteen calendar days of the end of the term. In that case, any appeal must be initiated within fifteen calendar days after the start of the next term (fall, spring, or summer).

Statement on Freedom in Learning
The following statement is required by the South Dakota Board of Regents.

Freedom in Learning: Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

Assessment Disclaimer
Any written work submitted for this course may be used for purposes of program review and/or faculty development.

Disabilities
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. For information contact:

Ermetta L. Fox, Director
Disability Services
Room 119 Service Center
(605) 677-6389
www.usd.edu/ds; dservices@usd.edu
**Course Schedule**

**Week 1: Jan. 19:**
No class. Martin Luther King, Jr. Holiday.

**Week 2: Jan. 26:**
Review of first week+ of teaching English 210 and discussion of Blau’s *The Literature Workshop*, chapters 1 and 2.

**Week 3: Feb. 2:**
Reading: Blau, chapters 3 and 4 and “‘This Wooden Shack Place’: The Logic of an Unconventional Reading,” by Glynda Hull and Mike Rose (e-mailed to you).
Guest teacher: Melanie Wood, Department of English.

**Week 4: Feb. 9:**
At least one TA should bring a student paper to discuss (e-mail beforehand if possible)
Reading: Blau, chapters 5 and 6
Guest teacher: Jason Murray.

**Week 5: Feb. 16:**
No class. President’s Day Holiday.

**Week 6: Feb. 23:**
At least one TA should bring a student paper to discuss (e-mail beforehand if possible)
Reading Blau, chapters 7-10
Guest teacher: Marcella Remund.

**Observation reflection due, e-mailed to TA you observed and copied to Chris, no later than Friday, February 27 at midnight.**

**Week 7: March 2:**
1. Edward White, *Assigning, Responding, Evaluating*, chapter on essay exams (e-reserves), and bring a draft of your midterm exam to class for feedback.
2. First draft of philosophy of teaching writing due this week to Chris (e-mailed) and to peer review group. Peer review groups:
   - Group 1: Rachel, Stephanie, and Katie G.
   - Group 2: Josh, Sara, and Katie O.
   - Group 3: Darin and Sean

E-mail draft to Chris and to group no later than 8:00 am on Monday, March 2. Provide feedback no later than Monday, March 16 in class or via e-mail. (We might be unable to use class time for peer review, so take notes if you’re not providing feedback via e-mail.)

**Week 8: March 9:**
No class. Spring Break.
Course Schedule, March 16 through the end of the semester

Monday, March 16 begins midterm week for your 210 classes.

Week 9: March 16:
Read these two articles:
Lane, Derek R. “Teaching Skills for Facilitating Team-Based Learning.” New Directions for Teaching and Learning 116 (2008): 55-68. PDF e-mailed to you.
Guest teacher: Dani Johanessen to discuss team and group projects and presentations.

Week 10: March 23:
One TA may e-mail a student paper to discuss in class
Guest teacher: Jason Murray

Week 11: March 30:
Read Yancey’s Teaching Literature as Reflective Practice. Discussion in class.
One TA may e-mail a student paper to discuss in class

Week 12: April 6:
Continue discussing Yancey’s Teaching Literature as Reflective Practice.
One TA may e-mail a student paper to discuss in class

Week 13: April 13:
No class. Easter Recess.

Week 14: April 20:
Discussion of teaching portfolios and job search process.
Review Mues and Sorcinelli’s Teaching Portfolio guide
Read “The Job Search: Observations of a Reader of 177 Letters of Application” at http://www.mla.org/bulletin_113050

Week 15: April 27:
Wrap up the semester and year.