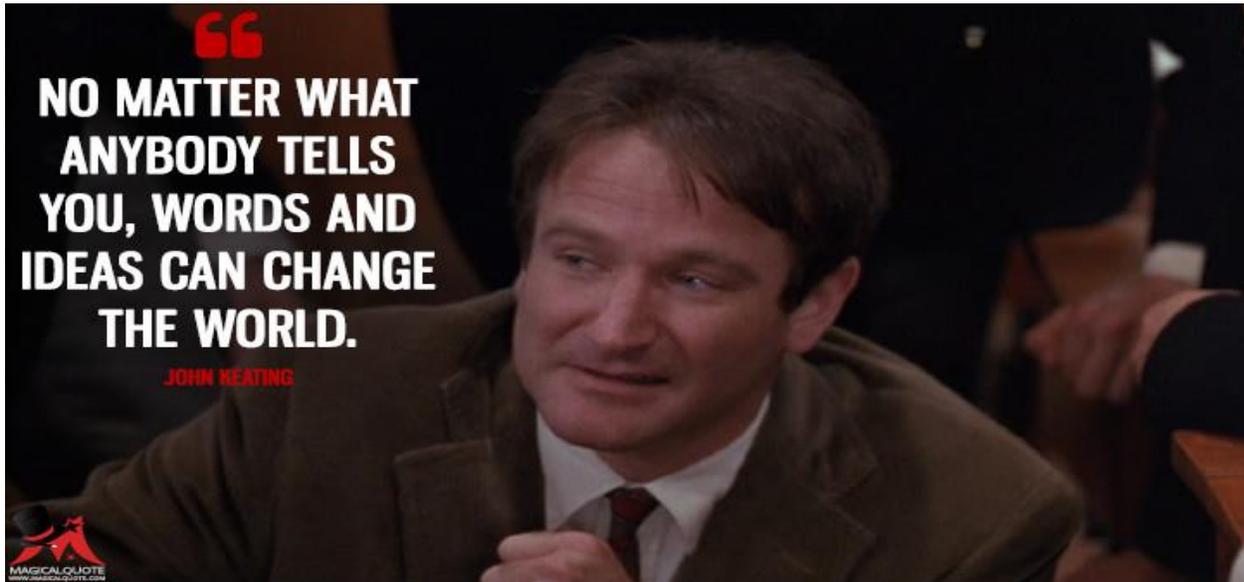


ENGL 5380: Studies in Teaching Composition



Spring 2020, Wednesdays 6:00 to 8:45 p.m., Heritage Hall 219

Instructor: Dr. Bruce Bowles Jr.

E-mail: bruce.bowles@tamuct.edu

Office: Warrior Hall 420A or University Writing Center

Office Hours: Walk-in or Email for an Appointment

Course Description: This course introduces students to prominent contemporary composition pedagogies along with best practices in the field. Students engage with the history, theory, and practice of teaching composition in higher education in order to develop their pedagogical practices and form their own philosophy of teaching writing.

Course Outcomes:

By the end of the semester, students who successfully complete this course will be able to:

- Comprehend, and articulate the epistemological and ideological rationales behind, various prominent and/or contemporary composition pedagogies
- Engage in scholarly conversations pertaining to the teaching of composition across a multitude of topics
- Develop, and become reflective in regard to, a set of pedagogical philosophies and strategies for addressing various elements of the composition classroom, including

developing assignments, conducting workshops, teaching revision, grading, responding to student writing, etc.

- Design an extensive, instructive syllabus (and calendar) for a composition course that articulates cohesive and clear policies, expectations, and outcomes for students
- Plan an effective lesson for a composition course that has clear learning objectives, a plan for ensuring engagement of students, and a method for assessing student learning outcomes (as part of a larger unit)
- Articulate a comprehensive and pedagogically sound philosophy of teaching that is reflective and open to revision

Required Textbooks and Materials:

- *Rhetoric and Reality: Writing Instruction in American Colleges, 1900-1985*, James Berlin, ISBN (13) #9780809313600
- *The Norton Book of Composition Studies*, edited by Susan Miller, ISBN (13) #9780393931358
- Various .pdf articles and selections from texts (available through Canvas)
- Access to a Computer (the university provides a number of computer labs)

This course will use the TAMUCT Instructure Canvas learning management system.

Logon to [TAMUCT Canvas \[https://tamuct.instructure.com\]](https://tamuct.instructure.com)

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Grading Scheme: Four major projects along with Summarize, Respond, Reflect (SRR) and Professorial Q&As assignments will comprise students' grades. The weights for each component are as follows:

SRRs and Professorial Q&As= 20%

"You're the Professor! *First-Year Composition: From Theory to Practice Lesson*"= 10%

"What Composition Teachers Really Do on Their Summer 'Break!' Planning and Designing an Effective Syllabus, Course Calendar, and Lesson"= 30%

"Accepted! Composing a Proposal and Conference Paper for a Composition Conference"= 30%

"The Most Dangerous Genre! Inventing—and Writing—Your Teaching Philosophy"= 10%

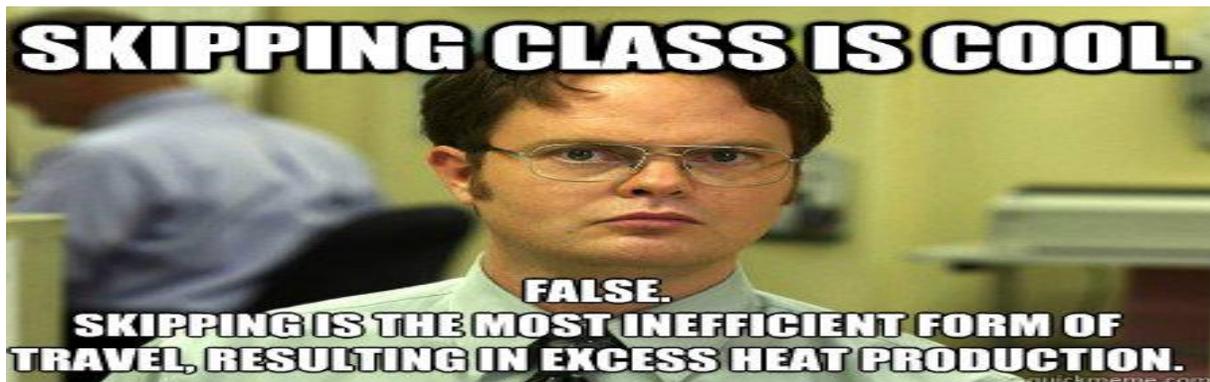
Summarize, Respond, Reflect (SRR): SRRs require students to engage with readings from class in a structured—yet fluid—fashion. For certain classes, you will be assigned (or choose) one of the readings and provide an SRR for that reading. SRRs ask students to first summarize the reading, then provide a response to what they have read, and—finally—to reflect on the reading by connecting it to the class, other readings, prior experiences, and/or raising questions.

SRRs should be approximately one page single-spaced (writing slightly onto a second page is acceptable, however). Part of the skill of composing in such a genre is brevity, so avoid being overly verbose and rely on concision and clarity. SRRs will receive either a ✓+ (100), ✓ (90), ✓- (70), or 0.

Professorial Q&As: Professorial Q&As will provide a more guided form of engaging with certain readings from the class. These assignments will require students to respond to predetermined questions pertaining to specific readings. Students are advised to read and review the questions **before engaging with the reading** in order to gain a clear sense of certain facets of the text they should pay particular attention to.

While Professorial Q&As will vary in the number of questions asked and the depth of answers required, they will usually range between three to five questions and require roughly three to five solid paragraphs for each answer. You will want to provide sufficient, detailed answers, yet be careful not to become too tangential or indirect. You want answer these questions in a direct and intellectual fashion. Professorial Q&As will receive either a ✓+ (100), ✓ (90), ✓- (70), or 0.

Class Attendance Policy: Attending class is vital if you are to get the most out of this course and to build a productive community in the classroom. As a result, I do require that you have **no more than two uninformed absences** throughout the semester. If you have more than two uninformed absences, this will be grounds for possible failure.



The distinction between uninformed and informed absences is critical here. An uninformed absence occurs when you do not contact me ahead of class (or immediately after) to alert me to your absence and discuss how you will engage with the material from the class that day. If you inform me of your absence, though, and discuss with me how you will engage with the material you missed, your absence will not be counted against you. I am more than willing to work with you if you miss class. **However, these issues cannot be dealt with retroactively at the end of the semester. This is your one and only warning.**

Lastly, incompletes should be reserved for unexpected, life altering situations that develop after the drop deadline. Students should drop a course should something happen that prevents them from completing the course ahead of the drop deadline. Failure to do so may result in failing grades on assignments or the course if missing work is not completed and submitted before the last day of the semester. Please let me know immediately if serious health or life issues prevent you from attending class or submitting assignments.

Class Civility Policy: This class will tolerate neither disruptive language nor disruptive behavior. Disruptive language includes, but is not limited to, violent and/or belligerent and/or insulting remarks, including sexist, racist, homophobic or anti-ethnic slurs, bigotry, and disparaging commentary, either spoken or written (offensive slang is included in this category). While each of you have a right to your own opinions, inflammatory language founded in ignorance or hate is unacceptable and will be dealt with immediately.

Disruptive behavior includes the use of cell phones or any other form of electronic communication during the class session (email, web-browsing, etc.). Disruptive behavior also includes whispering or talking when another member of the class is speaking or engaged in relevant conversation (remember that I am a member of this class as well). This classroom functions on the premise of respect, and you will be asked to leave the classroom if you violate any part of this statement on civility.

However, please do feel free to engage in constructive criticism and debates. This policy is not meant to discourage disagreement or passionate conversation. We will be engaging in discussions and/or debates about a host of potentially controversial topics; it is not my intention to censor your opinions. Yet, I do feel it is important to foster an environment conducive to learning where no one feels threatened and/or not entitled to their opinion.

Remember, if you disagree with someone (including myself), always remember to argue against the **IDEA** the person is presenting—not the individual.

Late Work: While I understand that circumstances may arise that could prevent you from turning an assignment in on time, **I do not accept late work—period!** However, **I am always willing to discuss extensions ahead of time.** If you have a reasonable reason why you believe you should be entitled to an extension, either come see me after class, arrange to visit me in my office or the UWC, or e-mail me.

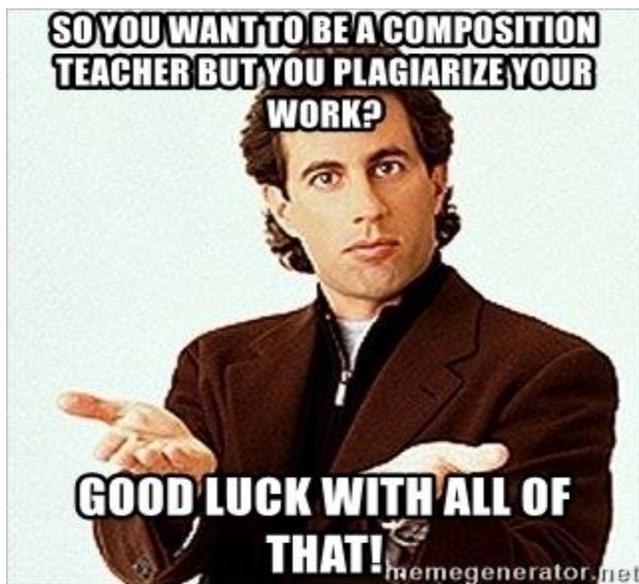
Academic Integrity: Texas A&M University–Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M–Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of



sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Class Plagiarism Policy: As an instructor, I operate by the CWPA (Council of Writing Program Administrators) definition of plagiarism: "In an instructional setting, plagiarism occurs when a writer **deliberately** uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source." The key here is deliberate—I do not want you to be so paranoid about plagiarism that it inhibits your creativity.

To that extent, any instance of "plagiarism" that **does not appear to be deliberate in intent** will be dealt with "in house." You may be asked to revise; I may even deduct from your grade if this was a result of negligence. However, unless intentional, you will not fail merely as a result of plagiarism nor will you be brought up on plagiarism charges.



That being said, **deliberate plagiarism will not be tolerated in any manner.** If you willfully steal someone else's language, ideas, or other original (not common-knowledge) material without acknowledgment, or submit an assignment for this class that you submitted for another (without previously discussing it with me), **be forewarned—you will receive a 0 for the assignment, and I will pursue plagiarism charges with the utmost zeal!** Such behavior hinders your learning, is unfair to your classmates, is a violation of my trust, and—above all else—is highly unethical. **This is your one and only warning—you would be wise to heed it!**

911 Cellular: Emergency Warning System for Texas A&M University – Central Texas 911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at 911Cellular [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

Technology Support: For technology issues, students should contact Help Desk Central. 24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

Web Chat: <http://hdc.tamu.edu>

When calling for support please let your support technician know you are a TAMUCT student. For issues related to course content and requirements, contact your instructor.

Drop Policy: If you discover that you need to drop this class, you must complete a Drop Request Form:

https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed, and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

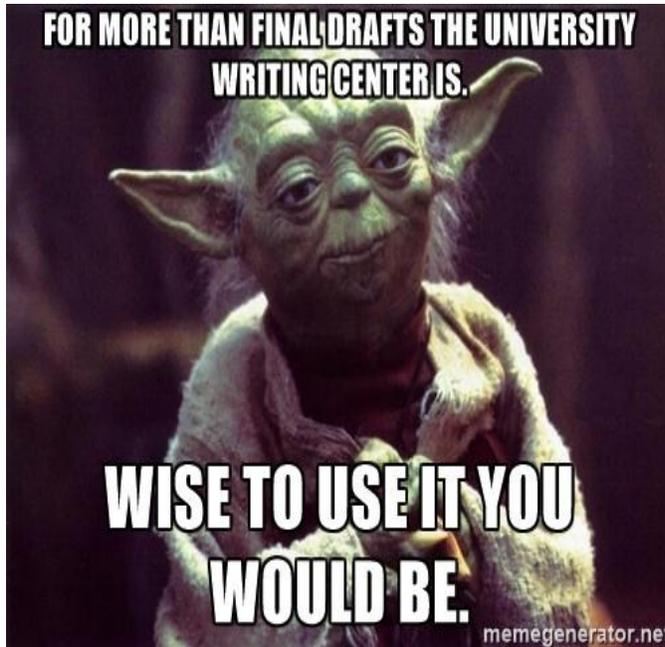
Academic Accommodations: At Texas A&M University–Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](#) Canvas page (log-in required): <https://tamuct.instructure.com/courses/717>

Important information for Pregnant and/or Parenting Students: Texas A&M University–Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](#) web page: <https://www.tamuct.edu/student-affairs/index.html>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these

[requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website:
<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>.

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.



University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. The UWC also offers online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a

practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

Tutoring: Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Library: The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders. Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index): <http://tamuct.libguides.com/index>.

A Note about Sexual Violence at A&M-Central Texas: Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](http://www.tamuct.edu/departments/compliance/titleix.php): <http://www.tamuct.edu/departments/compliance/titleix.php>.

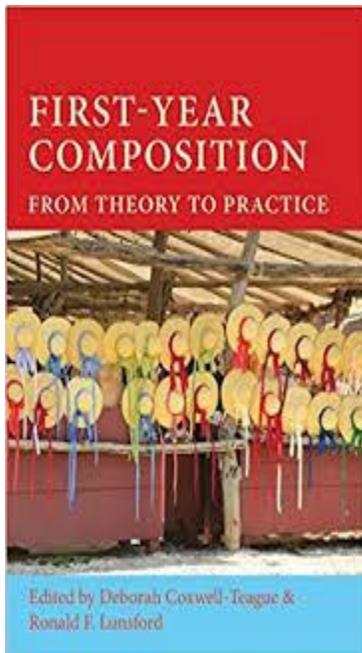
Syllabus Change Policy: Except for changes that substantially affect implementation of the grading scheme, this syllabus is a guide for the course and is subject to change with advance notice.

ENGL 5380: Studies in Teaching Composition

Major Projects

“You’re the Professor! *First-Year Composition: From Theory to Practice Lesson*”

For this project, Dr. Bowles (Yes, I refer to myself in the third person—I’m that cool!) is turning the class over to you! For some of the class sessions where we cover *First-Year Composition: From Theory to Practice*, edited by Deborah Cowell-Teague and Ronald Lunsford, each of you is going to teach and lead discussion on one particular chapter from the book. Essentially, you will be responsible for presenting the material to your classmates and leading discussion.



To get started, you will need to select which chapter you are interested in presenting. Take your time and make sure to have several options. We will be selecting in a random order, so you need to have more than one chapter you are interested in presenting.

After you have selected—and been approved for—your chapter, you will want to read, read again, and then read again this chapter. What pedagogical idea and/or concept is this author’s proposed chapter centered around? What types of arguments do they make in order to promote this pedagogical approach? Why do they believe these ideas and/or concepts are so important to the teaching of composition? How do they suggest the class be approached in regard to a variety of facets of the composition classroom (e.g. assignment design, topics covered, workshops, response, grading, etc.)? What are the strengths of this pedagogical approach? Conversely, what are some potential weaknesses you see?

Once you have thoroughly read and contemplated your chapter, you will want to design a 20 minute lesson for your classmates. As far as the content and delivery of the lesson is concerned, as with all teaching, I am rather wide open to a host of pedagogical approaches and strategies. However, I do have a few basic requirements. First, you should have a visual aid of some sort. This can be anything from writing on the board all the way to a thorough PowerPoint, whatever suits your pedagogical intentions. Second, at least half of your 20 minute lesson should involve either an activity and/or discussion for your classmates. There will be no “sage on the stage” for the entirety of the lesson. Make sure to engage your classmates with the material.

Assessment for your presentation will primarily involve the quality of your presentation materials (including your visual aid), how well you present the material to your classmates, the learning experience you provide for your peers, and the level of engagement your presentation offers the class. In the end, I will ask myself: *Did this student create an engaging and intriguing*

experience for the class which would enable them to comprehend and apply the theories, concepts, and pedagogical strategies this particular chapter offered?

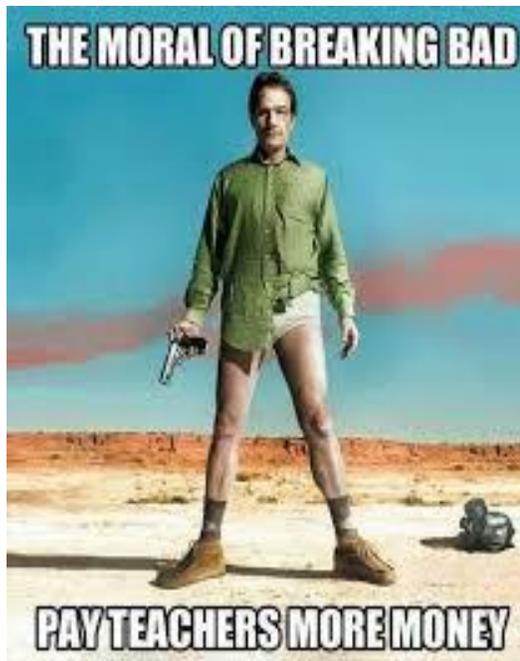
“What Composition Teachers Really Do on Their Summer ‘Break!’ Planning and Designing an Effective Syllabus, Course Calendar, and Lesson”

As a teacher, when school is out and summer is here, that’s when the fun begins—right? Wrong! Some of the most arduous tasks composition teachers undertake are designing an effective syllabus, course calendar, and lessons. While the end result is not usually overly impressive (when compared to works of scholarship), a tremendous amount of time and thought go into crafting these documents and materials, especially if you are a dedicated and talented teacher.

This project asks you to design a syllabus for a first-year composition class along with a detailed course calendar and sample lesson. First off, I realize that Texas A&M University–Central Texas (A&M–Central Texas) does not have a first-year composition program. However, for this assignment, we are going to pretend that A&M–Central Texas has downward expanded (i.e. Dr. Bowles’ wildest dreams have come true!), and I am the Director of First-Year Composition for our newly downward expanded university. I have hired all of you wonderful students as composition teachers for the program. Since I am a rather laid-back boss, you can take any approach to your composition classroom as long as it is pedagogically sound and rigorous.

Now, here is where the fun begins! Constructing a syllabus is difficult and—to be honest—there are numerous ways one can go about doing so. What works for me, though, is to contemplate and compose the course outcomes first and foremost. This will give you a great sense of where you are headed. Next, I usually create a rough idea of the main projects I wish to include. This covers the assessment angle. Afterwards, developing the overall grading scheme is quite helpful. Moving on from there, I then establish my policies, write detailed assignment descriptions, and then review my document. That being said, please take any approach that you feel comfortable with and which works for you.

While your syllabus can take any approach you wish, you are required to have the main policy statements and descriptions of services that A&M–Central Texas requires. Please refer to the Provost’s Resources for Faculty on Canvas for these policies and descriptions contained in the syllabus template available. You will also need to include a course description, course outcomes, required text books, a grading scheme (which must be numerically valid and comprehensible), an attendance policy, a plagiarism policy, and any other policies you believe are relevant for students to be aware of. I also ask that you include your assignment descriptions either in the syllabus or directly after your syllabus (if you plan to distribute them separately) along with any scoring guides and/or rubrics you will employ.



For your course calendar, you are required to have brief overviews for daily activities, the homework and/or readings assigned for each class, and your due dates for major assignments. For the purposes of calendaring, please rely on the Fall 2020 semester calendar provided by A&M–Central Texas.

Your syllabus and calendar should be accompanied by a three to four page reflection explaining the rationale behind your overall pedagogical approach, articulating why you composed certain policies in the manner that you did, providing a justification for your assignments and their sequence, and offering me any other insights you believe will be pertinent to my assessment of your course materials.

As far as your lesson is concerned, this element of the project is much more open-ended. Essentially, you are to choose one day from your calendar and create a lesson for that day. When you submit your assignment, you should include an outline of the lesson (including objectives, main points to cover, and activities) as well as any supporting materials you will use for the lesson (e.g. PowerPoint slides, videos, peer-review forms, activities, etc.). Along with your lesson outline and materials, you will also compose a two to three page reflection detailing your objectives for this lesson, articulating the rationale behind your lesson design, explaining the choices you made when designing your materials, and providing me with any other information or insights you believe I need to accurately assess your lesson.

When I assess your syllabus, calendar, and lesson, I will mainly focus on your inclusion of all of the relevant and required elements for your syllabus, the quality of your policies and descriptions (with a specific focus on clarity and comprehension), how well you enact your pedagogical philosophy through your materials, the accuracy and precision of your grading scheme and calendar, the instructional effectiveness of your lesson plan and materials, and the overall polish (e.g. logical consistency, grammar, proofreading, etc.) of your documents. The main question I will ask myself will be: *Based on this student's documents, materials, and reflections, how effective of a teacher do I believe they will be, and—furthermore—how effective do I believe this class will be?*

“Accepted! Composing a Proposal and Conference Paper for a Composition Conference”

Across the field of Rhetoric and Composition, there is a bevy of conferences that composition teachers attend in order to improve their pedagogy, network with peers, and—most importantly—share their experiences, research, and scholarship. These conferences can range from large scale conferences such as the National Council of Teachers of English (NCTE) Annual Convention and the Conference on College Composition and Communication (CCCC) to smaller, more intimate conferences such as the Association of Rhetoric and Writing Studies (ARWS) Conference and the South Central Writing Centers Association (SCWCA) Conference. For this project, you are going to compose both a proposal and a conference paper tailored to a specific Rhetoric and Composition conference.

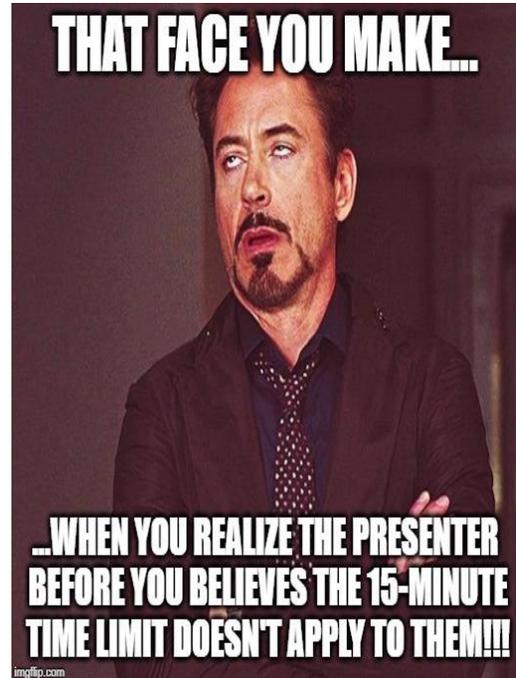
Your first step will be to select a topic of interest that you wish to explore and research. One of the most intriguing aspects of Rhetoric and Composition as a field is it is quite capacious in regard to the types of research and scholarship which it allows and encourages. You might wish to explore responding and/or grading student writing. Some of you might be more inclined to investigate working with underrepresented and/or marginalized populations in academia. Others might be more intrigued by the connections between technology and the teaching of writing. Essentially, the possibilities are endless.

After you have chosen your topic, you will want to conduct research. Investigate what the top scholars in the field have to say on the issue. Read across a wide range of sources. Take advantage of the multitude of databases and journals I have provided and/or suggested for you. As you progress in your readings about this topic, pay particular attention to the main voices in the conversation. Actively sift through the works cited or reference pages of the sources you read. Overall, make sure you explore the topic with depth and interact with a variety of sources.

Now that you have conducted your research and become an expert on your topic, you will need to select the conference for which you wish to submit. Make sure to explore a multitude of possibilities and be careful to read the Call for Proposals (CFP) and guidelines thoroughly. Conferences generally have an over-arching topic and style, yet the specific CFPs can be rather precise in what they are looking for in any given year. Tailoring your proposal to the conference’s CFP is vital. Also, be leery of “taking the easy way out” and choosing a conference with a short proposal requirement. Short proposals are oftentimes rather difficult to compose; to be honest, I personally prefer the longer proposal requirements.

With your conference selected, you will need to compose both your proposal and your conference paper. In regard to the proposal, beyond meeting the requirements and tailoring it to the CFP, you will also want to follow a few basic rhetorical moves, generally speaking. First you will want to introduce the topic and catch the reviewers’ attention while providing any pertinent background information. (Remember, not all reviewers will be experts on your particular topic.) After, summarize the main claim your presentation will make and/or the contribution it will offer. Then, you can offer a brief breakdown of what your presentation will consist of and how it will play out. Finally, you will want to conclude with the main take-away—what insights and knowledge will your audience gain as a result of having viewed your presentation.

Once you have finished your proposal, you will next want to write your conference paper. Generally speaking, it takes about two minutes to read one double-spaced page. Since most conferences allow for a 15 minute presentation, you will want to aim for seven to eight pages double-spaced. This conference paper will be similar to a traditional essay you would compose for class (including a works cited or references page, even if you do not read it, per se); however, you do want to be alert to a few distinct differences. First and foremost, your conference paper is intended to be read aloud. Thus, you will want to make sure that your writing translates to speech, including avoiding long, complex sentences as well as providing distinct markers for when you are using other people's words. You will also want to make sure you keep your conference paper intriguing and engaging to avoid losing your audience's attention.

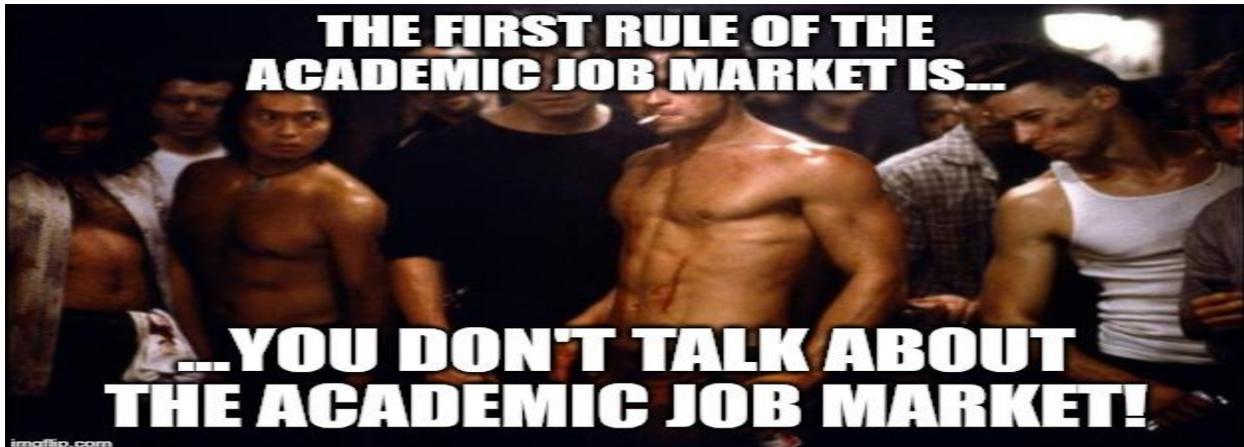


When you submit your assignment, you will need to include a .pdf and/or URL for the CFP for your conference. You will also submit both your proposal and your conference paper. Your proposal needs to adhere to the guidelines the CFP establishes. (Further guidelines might be included in the submission portal for the conference. Be sure to check for this.) Your conference paper should be seven to eight pages long and include a proper works cited or references page.

Assessment for this project will be predicated upon how well you follow the guidelines of the CFP and adhere to the rhetorical situation it creates, the overall quality of your proposal, the manner in which you make your presentation intriguing and engaging, how effective your overall organizational structure is, the extent and depth of your research, and the polish of your proposal and conference paper (e.g. grammar, proofreading, MLA or APA format, etc.). When I assess your proposal and conference paper, the primary questions I will ask myself are: *If I were a reviewer for this conference, would I accept this proposal? As an audience member for this presentation, would I be engaged with—and impressed by—this conference paper?*

“The Most Dangerous Genre! Inventing—and Writing—Your Teaching Philosophy”

Your final assignment—your teaching philosophy—will only be one to two pages single-spaced. Are you excited? You shouldn't be! While not extensive in nature, teaching philosophies are one of the most difficult genres to master. These texts need to articulate the theories and values that drive your teaching practices in a scholarly yet concise fashion. Essentially, this genre is used when someone is on the job market. Along with a cover letter and CV, this document can frequently decide whether you get an initial interview for a teaching position.



Your task will be to articulate your vision for the composition classroom. The first step is paradoxically both simple and complicated—determine what theories, values, practices, etc. establish the foundation by which you teach. Take time to reflect about who you are, what you believe, and how you wish to teach your students. More importantly, truly examine the crucial question for your teaching—why? Why do you (or will you) do what you do in the classroom? What are the rationales behind your work as a teacher?

Once you have spent sufficient time in reflection, you will want to begin composing your teaching philosophy. This is a tricky genre, so you will want to examine several examples before you get started. Ask professors for their teaching philosophies. Look at exemplars from various reputable organizations. Then, decide on the best method for approaching your teaching philosophy.

As you compose, make sure to integrate theories and scholarship into your teaching philosophy. These aid in establishing your ethos and demonstrate that you are capable of making informed, nuanced decisions. However, do not become too reliant on them—they should merely supplement your vision. You will also want to be attentive to whether your teaching philosophy has a cohesive vision. Too often, beginning scholars address a myriad of issues in these types of texts without ever establishing any connections between them. Remember, once someone is finished reading this teaching philosophy, they should be able to summarize the manner in which you approach your teaching in a concise fashion.

Your teaching philosophy should be one to two pages single-spaced but preferably closer to one page. Potential employers in academia read a host of these at once; you do not want to overwhelm your audience.

Assessment for your teaching philosophy will rely on evaluating the rhetorical effectiveness of your teaching philosophy, how well you integrate theories and scholarship to support your vision, the manner in which you organize your teaching philosophy in a logical and cohesive fashion, the impression you make on your audience, and the overall polish of your work (e.g. logical consistency, accurate representation of theories and scholarship, grammar, etc.). The main question I will ask myself is simple: *If I were a member of a search committee, how inclined would I be to give this candidate an interview for a teaching position?*