ENG 5380.002: Teaching First-year Composition

Stephen F. Austin State University
Department of English and Creative Writing

Mondays 6:00 – 8:30; Ferguson 292 / ZOOM
Spring 2024 (3 Credits)

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SFASU Course Catalog Description
Introduction to the field of composition and to first-year composition pedagogical practices. Instruction in preparing syllabi, grading student papers and addressing the daily concerns of administering a freshman writing course. Required of all GTAs prior to teaching for the first time.

Credit-hour Justification
ENGL 5380 "Teaching First-Year Composition" (3 credits) typically meets once every week for 150 minutes or twice each week in 75-minute segments for 15 weeks, and also meets for a 2-hour final teaching presentation. Students are expected to complete weekly reading assignments of primary, secondary, and tertiary materials and to schedule and attend at least two teaching observations. Completion of readings and observations is assessed regularly through seminar style discussions and a series of writing assignments, including response papers, critical summaries, and pedagogical analysis essays. Application of materials is also practiced in informal teaching demonstrations. Students are required to create a teaching portfolio, which typically includes a teaching philosophy, course syllabi, assignments, and lesson plans. Formal written work over the course of the semester ranges from 30-35 pages. These activities average at a minimum 10-12 hours of work each week to prepare outside of classroom hours.

English Department Program Learning Outcomes
1. Critical Analysis - Students will demonstrate the ability to apply critical and/or creative theories and methods in the analysis of primary works and in their own original work.
2. Research - Students will demonstrate the ability to effectively design and conduct comprehensive discipline-specific research.
3. Writing - Students will demonstrate the ability to plan and write sophisticated and discipline-specific documents using clear and appropriate stylistic and syntactic conventions.
Student Learning Outcomes

1. Create syllabi, assignments, assessment methodologies and other teaching resources that reflect research-based writing pedagogies for teaching first-year composition.
2. Develop habits to sustain professional learning in the teaching of writing.

Required Materials

- Readings posted on Brightspace.
- Blank spiral, journal, or notebook.
- ChatGPT free account recommended

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<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Grade %</th>
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<tbody>
<tr>
<td>Participation</td>
<td>Participate in class discussions informed by assigned readings, low-stakes journaling, and in-class writing activities.</td>
<td>20%</td>
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<tr>
<td>Three Learning Letters</td>
<td>2 – 3-page informal reflection about what you are learning in this class.</td>
<td>20%</td>
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<tr>
<td>Teaching Portfolio</td>
<td>Writing philosophy statement, 1301 &amp; 1302 syllabi, major essay prompts, supplemental handouts / resources, reflective letter.</td>
<td>30%</td>
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<tr>
<td>Observation / Reflection</td>
<td>Two classroom observations with a 2-3-page observation reflection.</td>
<td>10%</td>
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<tr>
<td>Inquiry Project and Presentation</td>
<td>TBD: Annotated bibliography, I-Search Paper, English fest poster, et al.</td>
<td>20%</td>
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Attendance

I expect all of us to attend every class meeting prepared to faithfully participate in the planned activities. Let me know if you need to miss a class meeting so that I can send you a brief update. More than two absences will negatively affect your grade.
Graduate Teaching Assistants – Required Paperwork
You are required to submit a letter of intent, updated CV, three letters of recommendation, and official transcripts before you can teach next fall. I put an unofficial due date of 3/16 on our class schedule. Make sure that you give professors at least a week’s notice for letter requests. See the graduate student handbook for instructions.

Academic Integrity
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

ADA Notice
It is the policy of Stephen F. Austin State University to comply with the fundamental principles of nondiscrimination and accommodation in academic programs set forth in the implementing regulations for Section504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), as amended by the Americans with Disabilities Act Amendments Act of 2008 (ADAAA).

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
**Statement as a Responsible Employee / Lumberjacks Care**

SFA strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, intimate partner and dating violence, and stalking. Please be aware that all SFA employees (other than those designated as confidential resources, such as advocates, counselors and health care providers employed in these capacities by the university and as listed in section 4.5 of Policy 2.13) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of gender-based discrimination, sexual harassment, and/or sexual violence or other related misconduct as outlined in Policy 2.13, the faculty member must share that information with the university’s Title IX coordinator. If you would like to speak to a confidential resource who does not have this reporting responsibility, you can find a list of resources at [www.sfasu.edu/Lumberjacks-care](http://www.sfasu.edu/Lumberjacks-care).
Reading Schedule and Due Dates

Note: This reading schedule includes major due dates and the chapters we will read in John Bean’s *Engaging Ideas*. There will be additional readings selected each week posted on Brightspace. These readings will be selected from your inquiry projects, new research on large-language models and writing, and themes that emerge from our coursework.

- **Week 1**: 01/22/2024 - Course introductions
- **Week 2**: 01/29/2024
- **Week 3**: 02/05/2024
- **Week 4**: 02/12/2024 - Bean – Chapters 2 & 3, Learning Letter 1 Due by Friday night
- **Week 5**: 02/19/2024 - Bean – Chapters 2 & 3
- **Week 6**: 02/26/2024 - Bean – Chapters 6 & 12
- **Week 7**: 03/04/2024 - Bean – Chapter 8 & 9, Learning Letter 2 Due by Friday night
- **Week 8**: 03/11/2024 - Spring break
- **Week 9**: 03/18/2024 - Bean – Chapter 10, Portfolio drafts due
- **Week 10**: 03/25/2024 - Bean – Chapters 11 & 13
- **Week 11**: 04/01/2024 - Bean – Chapters 14 & 15
- **Week 12**: 04/08/2024 - Bean – Chapters 16 & 7
- **Week 13**: 04/15/2024 - Learning Letter 3 Due by Friday night
- **Week 14**: 04/22/2024
- **Week 15**: 04/29/2024 – Final portfolio due
- **Week 16**: Final exam schedule, Inquiry Project Presentations