

English 602-001: Supervised Experience in Teaching English 015  
 Spring 2020, Thursdays 12:05-1:20 PM, Huck Life Sciences 013  
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**Course Description:** The second semester of 602 moves beyond the day-to-day specifics of the English 015 syllabus in order to prepare instructors for creating and directing their own composition courses in the future. The aim of 602 is to introduce PWR instructors to a variety of pedagogical practices and concepts through assigned readings, discussions, and guest speaker panels assessing issues of pedagogy and course design. Spring 602 will also provide instructors opportunities to develop their own courses, units, assignments, and lessons.

At the end of this course, instructors will be able to

- assess and accommodate students' needs and institutional demands in designing a course;
- evaluate digital technologies, textbooks, classroom activities, and assessment mechanisms in terms of their impact on student learning;
- facilitate students' rhetorical development through unit and assignment design, lesson planning, and constructive evaluation and feedback;
- and, recognize their own skill sets as educators in order to develop best practices suited to their teaching styles.

Spring 602 Course Schedule				
Date	Topic	Reading	Bring to Class	Guest Speakers
January 16	What's in store for the spring semester of English 15; Introduction to composition theory	English 15 Spring Syllabus; PSU Outcomes Statement	Your copy of the English 15 Syllabus	
January 23	Transfer and threshold concepts; Introduction to the eportfolio	<i>Naming What We Know: Threshold Concepts in Writing Studies:</i> "Writing is an Activity and Subject of Study," Elizabeth Wardle and Linda Adler-Kassner, 15-16 and "Threshold Concepts in First Year Composition,"	Questions about the reading	Media Commons Representative: Nicole Cingolani

		Doug Downs and Lianne Robertson, 105-121		
January 30	Facilitating student engagement	<i>The Meaningful Writing Project</i> : “The Meaning,” Michele Eodice, Anne Geller, and Neal Leaner, 3-8 and “Some Conclusions,” 130-140; <i>Teaching with Tenderness</i> : “Thatched Roof, No Walls,” Becky Thompson, 27-38	Questions about the reading	
February 6	Lesson planning for the evaluation argument unit: Weeks 5-6	Passages under “Reading Due” for Week 5-6 on English 15 syllabus	Your copy of English 15 syllabus	
February 13	Lesson planning for the evaluation argument unit: Weeks 7-8	Passages under “Reading Due” for Week 7-8 on English 15 syllabus	Your copy of English 15 syllabus	
February 20	Responding to language variety and multilingual writers	“Students’ Right to Their Own Language: A Retrospective,” Geneva Smitherman, 21-27; “‘It’s Beautiful’: Language Difference as a New Norm in College Writing Instruction,” Brian Ray, 88-94	Questions for the panelists	Multilingual Writers Research Group Panelists: TBA
February 27	Assessment practices in composition	“Toward Writing as Social Justice: An Idea Whose Time Has Come,” Mya Poe and Asao Inoue, 119–126	Questions about the reading	Assessment Panelists: TBA
March 5	Multimodal composition and teaching with technology	“Technology and Literacy: A Story about the Perils of Not Paying Attention,” Cynthia Selfe, 411-435	Questions about the reading	Teaching with Technology Certificate and Digital English Studio guest speakers: Leslie Mateer and John Seabloom-Dunne
March 12	Spring Break!			

March 19	Accessibility in composition; Designing assignment sheets	<i>SM Guide to Teaching Writing</i> : “Successful Writing Assignments,” Cheryl Glenn and Melissa Goldthwaite, 95-102; “Teaching Is Accommodation: Universally Designing Composition Classrooms and Syllabi,” Anne-Marie Womack, 594-522	Draft of one original assignment sheet	Accessibility Guest Speakers: TBA
March 26	Choosing a textbook; Designing syllabi	PWR’s textbook list; <i>SM Guide to Teaching Writing</i> : “Choosing the Textbooks” and “Creating a Syllabus,” Cheryl Glenn and Melissa Goldthwaite, 6-7 and 10-14	Draft of a syllabus unit plan	Textbook Panelists: TBA
April 2	Textbook Fair	Meet in the Grucci Room (102 Burrowes Building)		Publisher representatives
April 9	Lesson planning for the eportfolio unit: Weeks 14-15	Passages under “Reading Due” for Week 15-16 on English 15 syllabus	Questions about the eportfolio	
April 16	Teaching opportunities in PWR; Writing in the disciplines and writing across the curriculum	<i>A Rhetoric for Writing Program Administrators</i> : “What Are Writing Across the Curriculum and Writing in the Disciplines?” Martha Townsend, 115-128	Questions about for the panelists	PWR Instructors: TBA
April 23	Course wrap up; Revisiting student engagement	<i>Teaching with Tenderness</i> , “Our Bodies in the World,” Becky Thompson, 105-112	Questions about the reading and the end of the semester	