Writing Foundations Faculty Seminar

Fall 2014

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| Dir. of Composition: Dr. Tracy Ann Morse | Asst. Dir. of Comp.: Chris Bethel, PhD Student |
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| **Office Hours:** TR 10:30am-12:30pm,  W 11am-12pm, and by appointment | Office Hours: MW 1:30-3:30pm, R 2-3pm, and by appointment |

I entered the classrooms with the conviction that it was crucial for me and every

other student to be an active participant, not a passive consumer.

—bell hooks, *Teaching to Transgress*

**PURPOSE AND OBJECTIVES**

From the QEP:

Faculty Learning Communities will establish connections and set the stage for another important faculty support initiative of the QEP: **Writing Foundations Faculty Seminars**. To be prepared to teach English 2201, with its new sophomore population and writing-about-the-disciplines themes, Writing Foundations faculty will need time and venues for relevant professional development. It is important to note that, although teaching assignments each semester will be based in part on faculty members’ preferences for and past experience with particular versions of English 2201, Writing Foundations instructors will need to be prepared to teach any of the versions of English 2201 due to shifting needs. Prior to the first offerings of the course, Writing Foundations faculty will need the opportunity to

* become familiar with types of research questions, common research methods, professional resources, and scholarly databases in different disciplinary areas so that they, in collaboration with instructional librarians at Joyner Library, can help students with the research tasks that are necessary to meet English 2201 course outcomes;
* explore the ways in which different disciplinary discourses are “translated” for broader audiences;
* review various citation systems used in different disciplinary areas;
* identify teaching strategies that will help students gain competence in common writing tasks within different disciplinary areas;
* plan assignments and classroom activities that will help students recognize and explain differences and similarities in purposes, genres, styles, and audiences within and across disciplinary communities;
* develop strategies for promoting metacognitive awareness in student writers (pages 42-43).

It is suggested that you become familiar with the many periodicals in Composition: *College English*, *College Composition and Communication*, *Composition Studies*, *Computers and Composition*, *The Journal of Teaching Writing*, *Basic Writing*, *Reflections*, *JAC*, *Rhetoric Review*, *Rhetoric Society Quarterly*, *WPA: Writing Program Administration,* etc.

**SEMINAR PARTICIPATION**

This seminar relies on you so participation is essential; therefore attendance is mandatory for the seminar to be productive. Attendance will be recorded and submitted to Dr. Jeffrey Johnson. Please do not miss more than *three* meetings, whether it be for emergencies, illness, conferences, etc. Missing more than three meetings will jeopardize your chances of renewal.

Being tardy or leaving early from the meetings is disruptive and rude; missing any part of the meeting may result in missing work and discussions—valuable opportunities to have input in creation of teaching materials.

Be respectful to your peers and seminar leaders and speakers: arrive to the meeting on time, prepared, and use technology only when applicable to the work of the seminar.

***This is not time you should be grading your students’ work or planning your next class meeting.***

**PARTICIPANTS’ ROLES**

**Director of Composition/Writing Foundations:** As a facilitator, the Director will provide opportunities for Writing Foundations faculty to read, discuss, and create material that will better prepare you to teach Writing Foundations curriculum. The Director will offer on-going support for teaching and the creation of teaching material.

**Assistant Director of Composition/Writing Foundations:** To offer an additional layer of on-going support, the Assistant Director will provide additional reading, discussion, and material creation both within and outside the seminar. The Assistant Director will be available to observe classroom practices for feedback—NOT assessment—purposes.

**Fixed Term Faculty:** It is expected that you will be *active* participants in this seminar.Please come to meetings prepared to discuss readings, raise questions, explore new approaches, share ideas and material, and collaborate with your colleagues. We have a clear expectation that you will read and take notes on the texts we use this semester.

**JOURNALS**

For this semester, you are asked to keep a journal to record your reflections on readings, discussion, or work that we do. In addition, you will be asked to make connections between your teaching and the ideas we share in our seminar. Journal entries should be kept in one place, whether that is using electronic options such as Google Drive, Evernote, or simply Word. Or, you may select to use a notebook. Think of your journal as a way to record evidence of your work this semester and its application to your teaching. You may find some journal entries serve you well as evidence of your teaching to include in your annual review.

You may be asked to share your reflections with us.

**ACADEMIC FREEDOM**

We anticipate some of you may have concerns regarding Academic Freedom. While standard curriculum, rubrics, and goals for assignments are not violations of Academic Freedom, we hope to balance some prescriptiveness with instructor personalization. Please refer to AAUP’s tenets of Academic Freedom:

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution (from http://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure).

Another source for information is the AAUP’s *Journal of Academic Freedom*: http://www.aaup.org/reports-publications/publications/journal-academic-freedom.

**Seminar Schedule**

Please come with the texts listed read for that particular day and ready to discuss them.

Weeks 1-4

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|  | Tuesdays | Thursdays |
| Week 1 | 8/26: **Let’s Write:** “A Semester in the Life: How I Teach, and Why;” Intro to each other; Hanstedt “Reforming General Education” | 8/28: **What are we doing here?**  Discuss the QEP  <http://www.ecu.edu/cs-acad/qep/>  Hendengren “Why (and How) We Teach Writing” |
| Week 2 | 9/02: **No Seminar Meeting**  Monday classes meet | 9/04: **iWebfolio:** University Writing Portfolio (bring your own devices to access)  Hall, Fry & Villagomez (on Blog) |
| Week 3 | 9/09: **Kerri Flinchbaugh** (WAC)  Selected Readings on WAC/WID:  Pobywajlo, Flaten, Chanock | 9/1: **Selected Readings on WAC/WID:**  Linton et al |
| Week 4 | 9/16: **Selected Readings on WAC/WID:**  Amicucci, Negretti\*, Downs & Wardle (both), Young\*  \*Both of these are to SKIM | 9/18: **Selected Readings on WAC/WID:**  Luthy, McLaren & Webber, Flesher |

A Glance at the Rest of the Semester

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| Week 5 | 9/23: Selected Readings on WAC/WID | 9/25: Selected Readings on WAC/WID |
| Week 6 | 9/30: What is English 2201?  Review Course Goals | 10/02: What types/genres of assignments can help meet course goals? |
| Week 7 | 10/07: Assignment Goals | 10/09: Assignment Goals |
| Week 8 | 10/14: **No Seminar Meeting**  Fall Break | 10/16: Sharing and Discussing Assignment Goals |
| Week 9 | 10/21: Rubrics  *Wes Moore in Wright @7pm* | 10/23: **No Seminar Meeting**  ECU Home Football Game @7pm |
| Week 10 | 10/28: Rubrics | 10/30: Rubrics |
| Week 11 | 11/04: Creating Assignments | 11/06: Creating Assignments |
| Week 12 | 11/11: Creating Assignments | 11/13: Creating Assignments |
| Week 13 | 11/18: Creating Assignments | 11/20: Creating Assignments |
| Week 14 | 11/25: Syllabus | 11/27: **No Seminar Meeting**  Thanksgiving Break |
| Week 15 | 12/02: Meta-Day | 12/04: **No Seminar Meeting**  ECU Home Football Game @7:30pm |
| Week 16 | 12/09: Meta-Day | 12/11 – 12/18: Final Exams |