

ENGLISH 509-01

Teaching Colloquium

Fall 2024 | Northern Michigan University | Jamrich Hall 3101
Pre-Semester: MTWRF 9:00 AM – 4:00 PM | Fall Semester: TR 4:00 – 5:40 PM

Instructor: Dr. Ben Wetherbee **Office:** Jamrich Hall 3236
Email: bwetherb@nmu.edu **Office Phone:** (906) 227-2801
Fall Semester Office Hours: TR: 10:00-11:55 AM; 1:45-2:45 PM
by appointment

IMAGINE THAT YOU enter a parlor. You come late. When you arrive, others have long preceded you, and they are engaged in a heated discussion, a discussion too heated for them to pause and tell you exactly what it is about. In fact, the discussion had already begun long before any of them got there, so that no one present is qualified to retrace for you all the steps that had gone before. You listen for a while, until you decide that you have caught the tenor of the argument; then you put in your oar. Someone answers; you answer him; another comes to your defense; another aligns himself against you, to either the embarrassment or gratification of your opponent, depending upon the quality of your ally's assistance. However, the discussion is interminable. The hour grows late, you must depart. And you do depart, with the discussion still vigorously in progress.

Kenneth Burke, *The Philosophy of Literary Form*

EVERY TIME A student sits down to write for us, he has to invent the university for the occasion. . . . He has to learn to speak our language, to speak as we do, to try on the peculiar ways of knowing, selecting, evaluating, reporting, concluding, and arguing that define the discourse of our community.

David Bartholomae, "Inventing the University"

Course Description and Outcomes

This course is a colloquium – from the Latin: a weighty, elevated conversation – on the teaching of college-level writing, required for all new graduate assistants teaching in NMU's first-year composition unit. Accordingly, we'll split our time between (1) pragmatic discussions of teaching and course design and (2) big-picture, theoretical discussion of the purposes, controversies, and theories behind composition pedagogy – in sum, *why* we teach college writing the way we do.

Class will meet twice a week during the semester, preceded by an intensive two-week pre-semester unit geared toward syllabus design, curriculum design, and beginning the Fall term on solid footing. Coursework will include weekly writing and discussion about teaching and pedagogical theory, individual and collaborative design of pedagogical materials, and the assembly of a reflective teaching portfolio.

Upon completing this course, students will:

- articulate the outcomes of NMU's composition unit and design materials suited to NMU's composition unit.
- develop syllabi and other pedagogical materials informed by scholarship in rhetoric and writing studies.
- articulate key concepts, theories, and controversies that inform composition pedagogy.
- reflect on their own emerging identities as teachers of writing.

Required Texts and Materials

- Linda Alder-Kassner and Elizabeth Wardle, editors, *Naming What We Know: Threshold Concepts of Writing Studies*, 2015. (**Available free through Olson Library.**)
- Cheryl E. Ball and Drew M. Loewe, editors, *Bad Ideas about Writing*, West Virginia U

Libraries, 2017. (**Open textbook – available free.**)

- Stephen E. Neaderhiser, editor, *Writing the Classroom: Pedagogical Documents as Rhetorical Genres*, Utah State UP, 2022. (**Available free through Olson Library.**)
- Numerous other readings and resources accessible on EduCat; please bring paper or e-copies (on your laptop, tablet, etc.) of assigned online readings to class.

Overview of Required Work

Major assignments. Major assignments – pre-semester teaching materials, a textbook analysis, a presentation on one of your EN 111 assignments, and a summative teaching portfolio – will generate usable teaching materials for EN 111 and prompt theoretically engaged reflection on teaching practices. Separate prompts will detail the purpose and scope of each major assignment. Extensions are negotiable on a case-by-case basis.

Short weekly responses. Periodic reading responses (typically ~300-400 words each) will pose questions about readings and teaching. These should be short, sweet, *specific* responses. **You can skip two responses over the course of the semester.** Alternately, I'll throw out the two lowest grades.

Other work. Other work will include presenting your ideas and classroom activities, participating in class conversations, and, of course, keeping up with assigned readings, which will never exceed 100 pages per week. Unless otherwise specified, all readings are mandatory.

There are **no exams** in this course.

Attendance

Graduate seminars thrive upon, and only upon, energetic and consistent in-class contribution from all participants – so please come to class if you're healthy and able. However, because of the ongoing pandemic and its associated complications, there will be **no punitive attendance policy**. Students who have to miss four or more class periods should contact me to negotiate a way to make up participation credit.

Grading Distribution

Major assignments

Teaching portfolio	20%
EN 111 Syllabus	10%
Unit 1 Curriculum Design	10%
Textbook Analysis	10%
Assignment Design/Presentation	5%

Other

Weekly responses	20%
Term-long participation	25%

A	≥ 93%	B-	80-82%	D+	67-69%
A-	90-92%	C+	77-79%	D	63-66%
B+	87-89%	C	73-76%	D-	60-62%
B	83-86%	C-	70-72%	F	≤ 59%

Disabilities Resources

If you have a need for disability-related accommodations or services, please inform the Coordinators of Disability Services in the Dean of Students Office at 2001 C. B. Hedgcock Building (906-227-1737 or disability@nmu.edu). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and university guidelines.

Academic Honesty

Graduate students have an obligation to abide by accepted standards of academic honesty, which dictate that all scholastic work shall be original in nature. Documented violation of the Academic Integrity Policy will result in immediate dismissal from all graduate level programs and courses. Specific regulations pertaining to academic dishonesty are outlined in the Northern Michigan University Student Handbook.

Inclement Weather

If inclement weather affects a class meeting, we will meet online over Zoom instead. In such a case, I'll be in touch with specific instructions.





Important Note

Pestilence! Weather! Tech problems! Locusts! Life happens; things change. I reserve the right to alter the content of this syllabus as the term progresses. You reserve the right to contact me with questions or concerns about the syllabus. I will take such queries seriously.

In the event of significant changes to the syllabus and/or schedule, a revised version will be available on EduCat.













Teaching Colloquium Term Schedule












EN 509-01 | Fall 2024 | Jamrich Hall 3101
 Pre-Semester: MTWRF 9:00 AM – 4:00 PM
 Fall Semester: T/R 4:00 – 5:40 PM
 Dr. Ben Wetherbee | bwetherb@nmu.edu

-  Reading due
-  Assignment due
-  Student-led discussion in class
-  Guest speaker / class visit
- BIW* Ball & Loewe, eds., *Bad Ideas about Writing*
- NWK* Alder-Kassner & Wardle, eds., *Naming What We Know*
- WTC* Neaderhiser, ed., *Writing the Classroom*

• Pre-Semester Unit: August 12-23 •




9:00 AM – 4:00 PM (1-hr. lunch break, 12:00-1:00, unless otherwise noted)

Pre-Sem. Wk. 1	M	12	<p>First Day: Introductions</p> <p>In class:</p> <ul style="list-style-type: none">  Teller, “Are We Teaching Composition All Wrong?” (PDF)  Hesse, “We Know What Works in Teaching Composition” (PDF) <p>Discussion topics: What do we value in writing instruction? NMU’s first-year composition outcomes</p>
	T	13	<ul style="list-style-type: none">  Neiderhiser, “Shedding Light on Genres in the Service of Pedagogy” (<i>WTC</i> 4-20)  Albright, “The Syllabus: A Gateway or a Gatekeeper of the Profession” (<i>WTC</i> 23-38) <p>Discussion topics: Syllabus design Curriculum design First day of class Classroom management & using class time</p> <p>Introduce Syllabus Assignment</p>
	W	14	<ul style="list-style-type: none">  Various authors, “Naming What We Know,” “Writing Is a Social and Rhetorical Activity” (<i>NWK</i> 1-34)  Mauk et al., “Seek Complexity,” “Seek Tension” (PDFs) <p>In class:</p> <ul style="list-style-type: none">  Orwell, “Shooting an Elephant” (PDF) <p>Discussion topics: Using readings in class Facilitating discussion</p> <p>Introduce Unit 1 Course Design Assignment</p> <ul style="list-style-type: none">  Guest speaker: Emera Bridger Wilson (Collection Management Librarian), 1-2 PM
	R	15	<ul style="list-style-type: none">  Baldwin, “A Stranger in Town” (PDF)  Peruse OER databases <ul style="list-style-type: none">  Guest speaker: Taylor Greene (OER repository director), 9-10 AM <p>Discussion topics: Selecting and implementing readings OER resources</p> <ul style="list-style-type: none">  Visit University Writing Center; guest speakers: Z.Z. Lehmborg (Director of the Writing Center) & Adam Nesbitt (Asst. Director of the Writing Center), 1:30-3:30 PM; LUNCH PROVIDED

	F	16	<ul style="list-style-type: none">  Morris & Clark, "Occlusion in a Classroom Genre Set: Assessing Assignment Sheets and Grading Rubrics" (<i>WTC</i> 93-112)  Sample literacy narrative assignment prompts (DOCXs)  Amherst College Guidelines for Designing Writing Assignments (link) <p>Discussion topics: Assessment practices Peer review and feedback AI policy</p> <ul style="list-style-type: none">  Guest speaker: David Wood (Engl. Dept. Head), 9:00-9:30 AM  Guest speakers: Patricia Killelea (MFA director) & Caroline Krzakowski (MA Director), 1-2 PM  Meet with Randi Clemens (Executive Admin. Asst.) for dept. photos, payroll, laptop setup, 2-4 PM
	M	19	<p>No meeting in Jamrich 3103!</p> <p>GA Orientation, 8 AM – 12 PM</p> <p>Teaching Fair and Lunch, 12:00 – 1:30 PM</p> <p>Attend professional development sessions after teaching fair, including 2:45-3:45 session on OER</p>
	T	20	<p>No meeting in Jamrich 3103!</p> <p>GA Orientation, 8 AM – 3:30 PM</p>
Pre-Sem. Wk. 2	W	21	<p>No official meeting in Jamrich 3103 – but feel free to use classroom as workspace!</p> <p>Convocation breakfast, Northern Center Ballrooms, 7:45-8:30 AM (optional)</p> <p>Convocation, Northern Center Ballrooms, 8:45-10:00 AM (optional)</p> <p>Work time until 1:30 PM (Dr. Wetherbee will be attending AAUP and A&S meetings); again, feel free to use Jamrich 3101 if you'd like!</p> <p>English Dept. Meeting, Jamrich 1318, 1:30-3:30 PM (REQUIRED)</p>
	R	22	<p>Work time, group & individual conferences; touch base about lingering course design issues and questions</p> <ul style="list-style-type: none">  Guest speaker: Stacey Marie (Center for Teaching and Learning Liaison), 9-10 AM  Meet and greet with other GAs, 12-1 PM; LUNCH PROVIDED
	F	23	<ul style="list-style-type: none">  Presentations on Unit 1 Course Designs  Syllabi due  Unit 1 Course Designs due <p>** End of pre-semester unit **</p>

• Fall Semester Schedule •

AUGUST

Wk. 1	T	27	<p>Picking back up ...</p> <ul style="list-style-type: none">  Taggert et al., "What Is Composition Pedagogy?" (PDF)  Bartholomae, "Inventing the University" (PDF)  Robillard, "It's Time for Class: Toward a More Complex Pedagogy of Narrative" (PDF) <p>No reading response due this week</p>
-------	---	----	--







	R	29	<p>👤 Guest speakers: Jen Howard (Editor, <i>Passages North</i>) and Selah Tay-Song (Managing Editor, <i>Passages North</i>), 4:00-4:45 PM</p> <p>Continue discussion – How is week 1 of EN 111 going?</p>
--	---	----	---

SEPTEMBER





Wk. 2	T	3	<p>What is <i>rhetoric</i>, anyway?</p> <ul style="list-style-type: none"> 📖 Selzer, “Rhetorical Analysis” (PDF) 📖 Aristotle, from <i>Rhetoric</i> (PDF) 📖 Gorgias, <i>Encomium of Helen</i> (PDF) 📖 Bitzer, “The Rhetorical Situation” (PDF) 📖 Burke, “The Rhetorical Situation” (PDF) <p>✍ Reading response (1 of 11)</p>
	R	5	Continue discussion
Wk. 3	T	10	<p>Thinking about genre, playing with style</p> <ul style="list-style-type: none"> 📖 Miller, “Genre as Social Action” (PDF) 📖 Various, “Writing Speaks to Situations through Recognizable Forms” (<i>NWK</i> 35-47) 📖 Theune, “Excellent Academic Writing Must Be Serious” (<i>BIW</i> 181-86) 📖 Alexis, “Creative Writing Is a Unique Category” (<i>BIW</i> 187-93) 📖 Lanham, “Who’s Kicking Who?” (PDF) <p>✍ Reading response (2 of 11)</p>
	R	12	Continue discussion
Wk. 4	T	17	<p>Assessment</p> <ul style="list-style-type: none"> 📖 Schwarz, “Patterns, Negotiations, and Ideologies: Contract Grading as Genre” (<i>WTC</i> 60-76) 📖 Rivera-Mueller, “Evaluative Feedback Genres” (<i>WTC</i> 77-92) 📖 Various, “Bad Ideas about Assessing Writing” (<i>BIW</i> 255-98) <p>✍ Reading response (3 of 11)</p>
	R	19	<p>👤 Guest speaker: Emera Bridger Wilson</p> <p>Grade-norming exercise</p>
Wk. 5	T	24	<p>“Good writing,” grammar & correctness</p> <ul style="list-style-type: none"> 📖 Various, “Bad Ideas about What Good Writing Is” (<i>BIW</i> 7-50) 📖 Various, “Bad Ideas about Style, Usage, and Grammar” (<i>BIW</i> 117-59) <p>✍ Reading response (4 of 11)</p>
	R	26	Continue discussion – How is Unit 2 going?








OCTOBER

Wk. 6	T	1	<p>Thinking about research</p> <ul style="list-style-type: none"> 📖 <i>BIW</i> essays about research and citation (<i>BIW</i> 226-46) 📖 Sutton, “Writing in the Disciplines, FYC, and the Research Paper” (PDF) 📖 Burke, “Ritual Drama as ‘Hub,’” from <i>The Philosophy of Literary Form</i> (PDF) <p>✍ Reading response (5 of 11)</p>
-------	---	---	---


	R	3	Continue discussion
Wk. 7	T	8	A detour into expressivism  Berlin, "Rhetoric and Ideology in the Writing Class" (PDF)  Elbow, from <i>Writing without Teachers</i> (PDF)  Sirc, "Composition as an A & P Parking Lot" (PDF)  Reading response (6 of 11)
	R	10	Continue discussion
Wk. 8	T	15	 Symposium on textbook reviews  Textbook reviews due (No reading response due this week)
	R	17	Continue discussion/presentations
Wk. 9	T	22	Thinking about multimodality  Yancey, "Made Not Only in Words: Composition in a New Key" (PDF)  George, "From Analysis to Design: Visual Communication in the Teaching of Writing" (PDF)  Alley & Neeley, "Rethinking the Design of Presentation Slides" (PDF)  Reading response (7 of 11)
	R	24	 Guest speaker: Emera Bridger Wilson Continue discussion
Wk. 10	T	29	Thinking about reflection  Bartlett, "Performing Reflection in Institutional Contexts" (<i>WTC</i> 212-28)  Beaufort, "Reflection: The Metacognitive Move toward the Transfer of Learning" (PDF)  Hesse, "Reflection and the Essay" (PDF)  Reading response (8 of 11)
	R	31	Continue discussion

NOVEMBER

Wk. 11	T	5	Thinking about threshold concepts, thinking ahead to EN 211  Various, "Writing Enacts and Creates Identities and Ideologies," "All Writers Have More to Learn," "Writing Is (Also Always) a Cognitive Activity" (<i>NWK</i> 48-81)  Estrem, "Threshold Concepts and Student Learning Outcomes" (<i>NWK</i> 89-104)  Reading response (9 of 11)
	R	7	 Guest speaker: Emera Bridger Wilson Continue discussion

Wk. 12	T	12	Reflecting further on teaching genres  Hannah & Saidy, “Examining the ‘Work’ of Policy Documents in the First-Year Course” (<i>WTC</i> 154-72)  Dowell, “Recommendation, Requirement, and Reproduction: Sanction and Uptake in Classroom Accessibility Statements” (<i>WTC</i> 173-92)  Schoen et al., “Written in a Homely Discourse: A Case Study of ... Teaching Genres” (<i>WTC</i> 193-211)  Reading response (10 of 11)
	R	14	TBD
Wk. 13	T	19	Winding down ...  Knight & Nesbit, “Toward the Learning to Teach Statement” (<i>WTC</i> 263-76)  Other readings TBD  Reading response (11 of 11)
	R	21	TBD
Wk. 14	T	26	NO CLASS – Thanksgiving recess
	R	28	

DECEMBER

Wk. 15	T	3	TBD
	R	5	Workshop teaching philosophies
Exam Week	T	10	Final exam period: 4:00-5:50 PM  Final portfolio due