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English 607 is a practicum course, but most importantly it's a community of teachers. We will work together to reflect critically about our current and future teaching. This reflection will be used to both revise and expand plans and prompts for teaching English 225, as well as to start developing a more concrete understanding of what your pedagogy is and is not. A key part of this will be the sharing of our joys, our struggles, our fears, our insights, and our challenges as new teachers at Miami. We'll work together to adapt our individual and collective 225 plans to the needs of the individual students we find in our classes. We will observe, analyze, and discuss our pedagogies with one another in order to work toward some sense of your pedagogy. We'll research diverse pedagogical theories and share them with our fellow teachers. And, as we keep talking and keep writing and (dare we say it) keep reflecting, we'll ultimately end up transforming the 225 curricula.

Grading

Practicum is graded on a pass fail basis. Do all the work, and you will pass. Don't do the work and you will fail. If you ever turn in something that doesn't meet the "passing" standard, we'll contact you privately and give you a chance to revise.

Policies

Basically, come to class every day, work hard, be trustworthy, be kind, and let us know how we can best help you learn. (See legalese below)

- Access / Accommodations. We are committed to maximizing your learning potential and making this course as accessible as possible. If there is any way that we can adapt this course to better meet your unique needs as a learner, please let us know! If you have a documented disability, we are especially interested in providing any accommodations that have been best determined by you and the office of disability resources (Links to an external site.) in advance.
- Attendance. If you miss more than two classes, you will not pass the practicum course. Please attend every day and contact us in advance if you ever need to miss.
- Lateness. Please be on time. Two days late equals one absence. Talk to us if you have a scheduling problem.
- Respect. As we are clearly aware of by now, this is a lively group with a lot to say. In order to make sure that everyone has a space to talk, let's all maintain the respectful atmosphere that we have already established and keep this a place where we all feel welcome to contribute.
- Evaluation of Student Work. All assignments must be completed satisfactorily in order to pass the practicum. If your work is ever not meeting the "satisfactory standard," Jason will let you know and give you a chance to revise. While you may turn in two

assignments up to a week late, excessive lateness (more than one week or more than two times) will result in failure for the practicum.

- Confidentiality of Student Work. When sharing student work in class, please remove the student names. While you may refer to particular students in your teaching blog, please refrain from using their full names (and you might also choose a pseudonym if their first name is unusual).

Assignments

English 225 Theme Proposal, Syllabus and Schedule

These materials will detail your plans for teaching ENG 225, your theme, and potential readings/writing assignment.

English 225 Teaching Observation

Similar to the observation you completed for ENG 111, you will observe a 225 section and write a reflection about how it has evolved your thinking about teaching specific to advanced composition.

Pedagogy Presentation

In pairs, you will develop a handout and present/lead discussion on a pedagogical practice.

Pedagogy Integration Reflection

This final reflection asks you to synthesize multiple readings from 607 in relation to your own developing pedagogical practices.

Teaching Philosophy

You will compose a philosophy that details your core beliefs and practices as a writing teacher.

Teaching Portfolio

You will design a portfolio that showcases your strengths as a teacher. All portfolios will include a teaching philosophy and sample teaching materials. We also will ask you to gather other possible “evidence of teaching effectiveness” such as sample student work, reflective self evaluations, peer observation reports, student evaluations. You’ll accompany the portfolio with a reflective memo in which you explain the rhetorical choices you made in representing your teaching.

Discussion Questions for Readings

To demonstrate your thinking about the assigned readings, you will come up with discussion questions and post them to Canvas.