CWL 581: Practicum in Teaching Writing
Teach What’s Teachable

CWL 581
Class #47849
Spring 2014

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Course Description:
This course provides hands-on experience and instruction in the basics of writing pedagogy, including designing writing assignments, sequencing assignments, motivating writing, writing skill development and evaluating writing. It is offered in combination with occasional visits to an undergraduate creative writing course, CWL 202, Introduction to Creative Writing, which meets Wednesdays 5:25-8:15. Students will also be given a preliminary overview of the major theories driving composition pedagogy. Permission of instructor and director and completion of at least 6 program credits required.

Required Texts:

Course Objectives:
• Formulate a personal pedagogy: a clear, practical set of teachable elements and strategies for covering them with various audiences and across genres
• Learn to design effective exercises and assignments—and to evaluate and grade the results
• Survey student populations and develop pedagogical adaptations for undergraduate creative writers, composition students, secondary school creative writers and continuing education/community writers

Requirements:
• Submit weekly reading and writing assignments
• Participate in undergraduate course, student teaching and classroom observation as assigned
• Submit a final portfolio, consisting of a cover letter, c.v., a pedagogy statement, three sample syllabi, and three lesson plans, with assignment sheet, handouts, and grading rubric.

Grading is based on the following:
• Writing/teaching assignments—40%
• Attendance and participation—20%
• Final portfolio—40%

I. Finding What’s Teachable

WEEK 1: The Basics: Pedagogy Statement, Course Objectives, Textbooks.
Guest: Joe Labriola, Instructor, CWL 202
1/29 Introductions, overview, scheduling CWL 202. In-class writing. Course objectives for creative writing. Textbooks and resources for designing writing exercises. Academic conferences (Binghamton, AWP, SCCC). Assignment due Week 2:
• Draft a pedagogy statement
• Read Guide Chapters 1-3.
• Draft a description, objectives and requirements for an introductory creative writing course
• Design an in-class writing exercise for one of your creative writing course objectives and prepare it to give to class (10” including time to collect at the end).
• Prepare a grading rubric for your exercise.
• Research textbooks; draft sample list for creative writing course

Observe CWL 202 (CH 234 Wed. 5:25-8:15 OR Frey Hall 226, T/Th 10-11:20) this week or next

II. Teaching Undergraduate Creative Writing and Comp

WEEK 2: Expository vs. Creative Writing
Guest: Sarah Azzara, Instructor, CWL 202 & WRT 101
2/5 Course Objectives, descriptions, and requirements for expository writing. In-class presentations of a creative writing exercise (10” time limit, collect results). Assignment due next week:
• Evaluate and grade in-class creative writing exercise results.
• Read Ponsot/Deen BNTPD Chapters 1-4.
• Draft a description, objectives and requirements for an expository writing course
• Design an in-class writing exercise for one of your expository writing course objectives and prepare it to give to class (10” including time to collect at the end).
• Prepare a grading rubric for your exercise.
• Research textbooks; draft sample list for creative writing course

Observe CWL 202 if you haven’t yet done so

WEEK 3: Bedford vs. Ponsot: Approaches to Teaching Writing
2/12 In class, finish presentations of creative writing exercises and begin expository writing exercises (10” time limit, collect results). Assignment due next week:
• Adjust and practice your creative writing exercise to give in CWL 202.
• Evaluate and grade in-class expository writing exercise results.
• Revise pedagogy statement
• Revise course objectives and textbook lists for creative writing and expository writing courses
• Read Guide Chapters 4-6.

CWL 202 Student teaching on 2/11, 2/12, 2/12, 2/13

WEEK 4: The Take-Home Assignment and the Joys of Grading
2/19 Designing take-home assignments; requirements, evaluation and grading. In class, finish presentations of expository writing exercises (10” time limit, collect results). Schedule YAWP class observations. Assignment:
• Create two take-home assignments with handouts, one expository, one creative writing, based on revised course objectives. Bring 4 copies to assign and one to hand in.
• Create in-class writing exercises/assignments for another of your remaining course objectives.
• Design a grading rubric for each of your exercises/assignments.
• Read YAWP curriculum, playwriting (on Blackboard).

CWL 202 Student teaching on 2/18, 2/19, 2/20

III. Teaching Kids

WEEK 5: What’s Teachable to kids?
Guest: Will Chandler, Director, YAWP & LAW?
2/26 Distribute take-home assignments; workshop in-class exercises. Discuss YAWP playwriting and essay retreat curriculac. Assignment due next week:
• Finish colleagues’ assignments; type up to hand in.
WEEK 6: Teaching Children
Guest: Kathryn Levy, NYC Ballet Poetry Project
3/5 What’s teachable, revised for kids. Hand in take-home assignments to student teacher who gave them. Discuss YAWP class visits; review essay retreat curriculum. Assignment:
• Evaluate and grade take-home assignments from colleagues.
• Revise pedagogy statement to incorporate any insights needed for teaching kids and make copies to distribute.
• Design your own writing class for K-6.
• Read BNTPD Ch 5-10.
3/7 & 3/10: YAWP essay retreat, student teaching

III. Teaching Undergraduate Research, Single Genres & Literature

WEEK 7: The Full Syllabus.
Guest: SCCC faculty Sarah Gutowski ???
3/12 Evaluating creative writing and the expository essay, revisited. Sequences of lesson plans and assignments. Workshop pedagogy statements, kid ideas. Discuss YAWP teaching. Discuss next round of student teaching. Assignment:
• Draft full syllabi, CWL 202 and WRT 101, incorporating course catalogue objectives. Make copies to distribute.
• Design a research essay assignment sequence for freshman comp.
• Read Guide Chapters 7-9.
• Read BNTPD Ch 11 Grammar & Graphics.

Resources: Adam Penna’s worksheet package, on Blackboard.

SPRING BREAK: 3/19

WEEK 8: Introductory vs. Advanced Course Syllabi.
Guest: SCCC faculty Adam Penna
3/26 Workshop 202 & 101 syllabi. Discuss the research essay. Assignment due next week:
• Draft full syllabus of single-genre, advanced creative writing course incorporating the Creative Writing Minor’s objectives/DEC requirements; make copies to distribute.
• Read Guide Ch 10-11.

4/2 Workshop single-genre syllabi. Assignment due next week:
• Design a revision exercise to give to CWL 202
• Design a take-home assignment and grading rubric for a compare/contrast essay in an introductory lit course.
• Read BNTPD Ch 12 & 13, Writing about Literature.

WEEK 10: What’s Teachable about Literature
4/9 Workshop/discuss lit assignment. In-class practice, revision exercises. What’s teachable about literature. Assignment due next week:
• Design a literature syllabus for CWL 190.
• Revise and prepare to give revision exercise to CWL 202
• Read any two of the essays in Part III of Guide.

IV. Practice and Pedagogy

WEEK 11: What’s Teachable about the Research Essay
Guest: Susan Kaufman, Stony Brook research librarian. MEET IN LIBRARY.
4/16 Attend library presentation. Class will end early. Assignment due next week:
• Revise comp research essay assignment sequence and full syllabus for CWL 190.
• Read another pair of essays in Part III of Guide.
CWL 202, Student Teaching 4/15

WEEK 12: Continuing Education/Writing in the Community
4/23 Workshop lit syllabi. In-class practice, revision exercises. Assignment due next week:
• Draft course description for community, with specific population in mind. Create flyer.
• Draft a cover letter for a search committee.
Resources:
• On cover letters: http://owl.english.purdue.edu/owl/resource/639/01/
• On pedagogy statements: http://chronicle.com/article/How-to-Write-a-Statement-of/45133/
• More on pedagogy: http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/posting.php?ID=193
CWL 202, Student Teaching 4/23

4/30 Workshop cover letters, continuing ed. In-class practice, revision exercises. Assignment due next week:
• Draft Portfolio to include: cover letter, pedagogy statement, three syllabi, and three take home assignments with assignment sheet, handouts and rubric.
• Bring copies to distribute.
CWL 202, Student Teaching *4/29 if needed, 4/30, 5/1

WEEK 14: The Job Market.
5/7 Workshop Portfolios. The academic job market. CWL 202 student reading to be held at 7 PM, Radio Lounge.
CWL 202, Student Teaching 5/6, 5/7, 5/8

5/9: FINAL PORTFOLIO DUE

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