

TRAINING HIGH SCHOOL TEACHERS IN COLLEGE COMPOSITION

The Advance College Project
Indiana University Bloomington



NECESSARY CONDITIONS

- ▶ Budget that Permits
 - ▶ Training, travel, & materials stipend for approved new CEP instructors
 - ▶ 3-5 day discipline and course-specific training
 - ▶ Requirement of retraining every X number of years
 - ▶ Liaison leadership of on-campus English faculty
 - ▶ Annual faculty site visits
 - ▶ Annual all-day professional development workshops for continuing CEP instructors to address best practices, changes in course content/structure, issues that CEP instructors and/or program identify

PREPARING NEW INSTRUCTORS

- ▶ Aims
 - ▶ Ensure quality and rigor consistent with on-campus course
 - ▶ Give new CEP instructors sense of expectations, readiness, & ownership
 - ▶ Familiarize new CEP instructors with course structure, assignments, textbook requirements, etc.
 - ▶ Encourage camaraderie and idea sharing between CEP instructors

WELCOME LETTER



INDIANA UNIVERSITY

ADVANCE COLLEGE PROJECT

TO: ACP W131 Participants
FROM: Professor Christine Farris, Seminar Director
DATE: May 2012
RE: Preparation for the June 18th – 22nd Seminar

Welcome to the ACP Composition program. I look forward to meeting you at the one-week seminar June 18th – 22nd. The primary goals of the seminar will be to introduce you to the aims of English W131, Elementary Composition, and to help you develop a syllabus for teaching the course at your school next year. Although we have a lot to accomplish in a short period of time, I believe you will find the seminar stimulating and profitable.

The W131 course is based on the notion that first-year English plays an important role in preparing students for the thinking, reading, and writing tasks they will face in college. Because college courses in many disciplines require that students analyze ideas and evidence, i.e., do things with texts, our W131 assignments are designed to provide extensive practice in writing with secondary sources. For each assignment, students are asked to undertake a particular type of writing task (summary, critique, comparative analysis, inquiry driven research, etc.). Strategies for completing these writing tasks are addressed in *Writing Analytically*, 6th edition (WA), the required rhetoric for this course. The topical units of study will come from the textbook, *Writing and Reading Across the Curriculum*, 11th edition (WRAC). Please note that this is not the brief custom reader previously used, but the most current edition of WRAC.

Many of our seminar sessions are organized around the sequence of assignments in the course plan. Much of the week's work will involve your reading, writing, and responding to the readings from the textbooks, sample student papers, and ideas as part of imagining what is at stake for your students in W131.

I have enclosed all the materials you will need to study in preparation for Monday, June 18th. You will receive the rest of the materials during the seminar. Handouts for day one, as well as the WA and WRAC texts are enclosed. You need to be familiar with these texts before the seminar, but your specific assignment for Day One follows.

To be prepared for the work to be done the first day, please complete the following before you arrive for the training seminar.

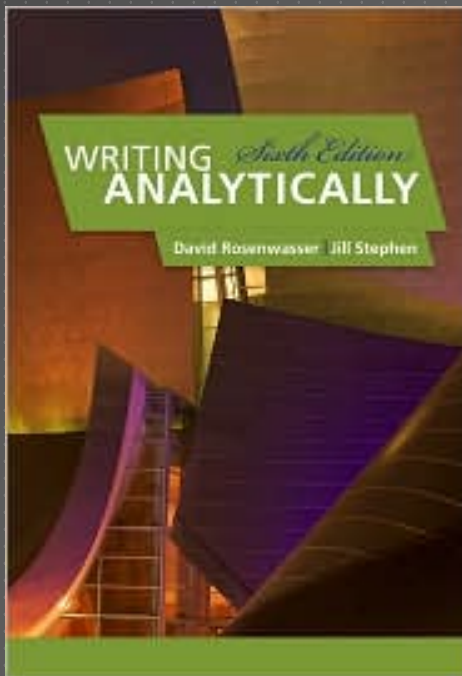
1. In order to better understand our course goals and prepare for the discussion the first morning, study the following:
 - *Writing Analytically* (WA), chapters 1, 2, 3, 4, 5
 - Ed White, "My Five-Paragraph-Theme Theme" handout
 - Robert Scholes, "The Transition to College Reading" handout
 - Jack Meiland, "The Difference Between High School and College" handout
 - Stanley Milgram, "The Perils of Obedience" (WRAC), pp. 692-704
 - Solomon E. Asch, "Opinions and Social Pressure" (WRAC), pp. 726-30
 - Double Entry worksheets enclosed
2. After you read Scholes' essay, complete a double entry notebook response (worksheets enclosed). Do the same for the Meiland article.
3. After you read Asch's essay, write a summary of no more than 250-300 words. Others in the seminar will be reading your summary. We will also be analyzing several student summaries on the Milgram essay.
4. Because you will be using the film *A Few Good Men* as a test object for the comparative analysis writing assignment on obedience, please view the film at your convenience. Other films often used as objects for the comparative analysis are *Cool Hand Luke*, *The Experiment* (based on the Zimbardo obedience prison experiment), *Ella Enchanted*, *Maid in Manhattan*, and *Ever After*. The latter three films are for the Cinderella

TRAINING

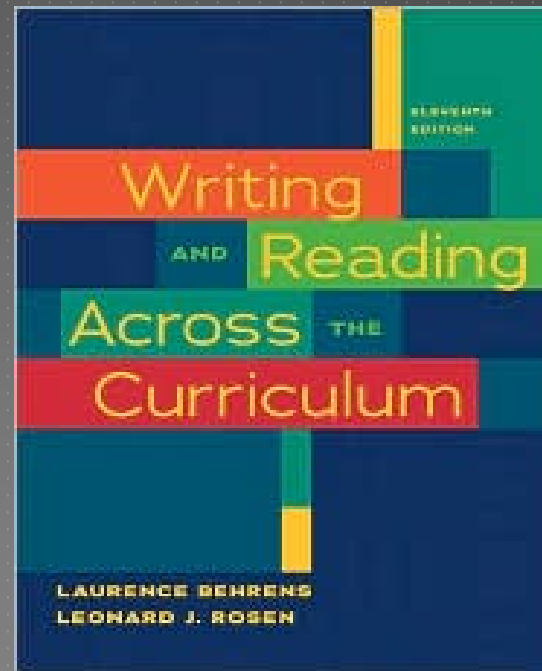
- ▶ Agenda
 - ▶ Difference between high school & college writing (college composition, not college prep)
 - ▶ Attention to analytical work with information and ideas in fields other than English
 - ▶ Rationale for required textbooks & standard syllabus

REQUIRED TEXTBOOKS

Writing Analytically



Writing and Reading Across the Curriculum



TRAINING

- ▶ Agenda Cont.
 - ▶ Day-by-day work with common sequence of academic writing moves & assignments
 - ▶ Work directly with inquiry & materials for several reading/writing unit options (e.g. right to privacy, obesity, obedience to authority)
 - ▶ Group work & written response to actual assignments
 - ▶ Comment & grade sample student papers
 - ▶ Collaborative & individual work to select units & construct syllabi

COURSE SEQUENCE

- ▶ Paper Assignments
 - ▶ Summary
 - ▶ Critique
 - ▶ Comparative Critique
 - ▶ Comparative Analysis
 - ▶ Research-based Analysis

Skill Skeleton for ACP W131: Elementary Composition

Summary (closed source – one WRAC article)

Develops from a close reading of one article that elicits key ideas, concepts, &/or arguments. The summary is independent of the author's exact words, reporting what the author said, not evaluating or offering an opinion. The goal of summary is to help the reader learn the essential information and line of argument contained in the source text in a brief, objective, and accurate re-writing.

Critique (closed source – one WRAC article)

Written analysis of one article that focuses on the logic, evidence, underlying assumptions, and reasons given for a position advanced in one article, incorporating summary of the source article, but with the summary serving to advance understanding of the source text through a consideration of the significance and/or implications of the argument made in the article, not to persuade the reader to any particular belief or action.

Comparative Critique (closed source – two WRAC articles)

Written analysis of two source articles that address a common issue, concern, or "object." The paper provides a brief summary of the sources while identifying and analyzing the common position(s) addressed by both writers as well as significant differences. The summary and comparison should be combined as a synthesis of the two sources that precedes point-by-point rather than source-by-source. The analysis considers the source articles arguments, evidence, logic, reasons, and underlying assumptions; it analyzes how each author establishes his/her position on the issue.

Comparative Analysis (closed source – two WRAC articles & one outside "object")

Written analysis of "something out there" through the theoretical lens provided by two source texts that analyze similar objects. The paper focuses on the object of analysis, not the sources; it engages the reader in a deeper sense of discovery about the object of analysis. The paper establishes how these sources view their "object," what arguments or positions are advanced, and in what ways the sources relate to each other. The paper then goes on to an analysis of a different object in the same class of objects testing the approaches taken by the source articles.

Research-based Analysis (partially open)

Building on the "object" discussed in the comparative analysis, the paper requires a continuation of research in an effort to deepen the understanding of the object, providing a larger context for analysis. By synthesizing and applying the most useful sources from the comparative analysis with new research and further inquiry, the author is able to support and extend his/her analysis. The thesis statement/major claim should evolve throughout as sources are put into conversation with one another, complicating and expanding the object/issue being analyzed.

Papers	Focus	# of Sources	Control of Sources
Summary	Text	One	Controlled
Critique	Text	One	Controlled
Comparative Critique	Object	Two	Controlled
Comparative Analysis	Object	Two-Three	Controlled
Research-based Analysis	Text & Object	Multiple	Partially Open

COMMON SYLLABUS



ACP English W131: Elementary Composition
Fall 2012 Syllabus
Indiana University/-- High School

Instructor: --
E-mail: --
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Required Texts:

Writing Analytically, 6th edition, Rosenwasser and Stephen
Writing and Reading Across the Curriculum, 11th edition, Behrens and Rosen

Other required materials: Use of Oncourse/Moodle and/or disk(s) or USB storage device for saving and/or submitting writing.

Course Description:

ENG W131: Elementary Composition is a one-semester course that offers instruction and practice in the critical reading and writing skills required for college-level work, with an emphasis on written assignments that call for summary, critique, analysis, and argument based on sources.

This is a college course. The purpose of this course is to prepare students for the rigor of writing throughout college. The focus is on scholarly investigation of sources, critical thinking and reading, learning how to recognize and utilize specific writing strategies, skills and fluency. Each unit will include preliminary work and assignments leading to a major essay to conclude. Points will be accumulated from homework, in-class assignments, participation, and final written assignments. Since much work and discussion will be carried on in class, impeccable attendance and assignment submission is imperative.

Course Learning Outcomes:

Students proficient in English composition will demonstrate the ability to

1. employ strategies of pre-writing, drafting, and revising, taking into consideration rhetorical purpose, the knowledge and needs of different audiences, and the feedback of instructors and peers;
2. engage in substantial revision of drafts, as distinguished from editing and proofreading;
3. read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual sources as the basis for developing their own ideas and claims;
4. engage in inquiry-driven research, making use of appropriate data repositories and indexes, and properly attributing and citing the language and ideas of others to avoid plagiarism;
5. develop a focused thesis and link it to appropriate reasons and adequate evidence;
6. use genre conventions and structure (e.g., introductions, paragraphing, transitions) in ways that serve the development and communication of information and ideas;
7. edit such that choices in style, grammar, spelling, and punctuation contribute to the clear communication of information and ideas.

Q & A

