

English 495B, Fall 2011
Supervised Teacher Preparation
Thursday 2-5, Humanities A48

TAC Office: Humanities A82

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Jacquelyn Ardam, TA Consultant (jardam@ucla.edu; OH: T 1.30-3.30)

Course Objectives:

We aim to provide practical instruction to prepare you to teach English 4w, the department's introduction to literature and composition course (Critical Reading and Writing). We hope you will leave the course able to select appropriate texts, design a ten-week course of study that reflects the department's commitment to literary historical knowledge, close reading skills and university-level writing, create effective activities and analytical exercises, and employ fair and helpful assessment strategies. In addition, the course will provide a forum for discussing current teaching experiences to provide support and solutions for problems and encouragement through success stories.

Occasionally, we will briefly introduce a topic under the rubric of "Professionalism and Graduate Teaching." Each PGT topic will be designed to get you thinking about the relationship between your teaching and your scholarship, and will direct you to questions you can begin asking now about developing a teaching philosophy and portfolio that will prepare you for a job search. We hope that exploring the correlation between effective and well-articulated teaching strategies will enrich your syllabi and your students' experiences.

Course Requirements:

1. Attendance in 495B is mandatory, and we expect regular and thoughtful participation from everyone. The class will be run as a workshop and practicum.
2. Everyone will visit an English 4w section chosen from the syllabi distributed in the first week and turn in a one-page observation. **Due on or before November 3.**
3. Everyone will compose a syllabus (complete with texts, assignments, policies and grade breakdown). **First draft due Oct. 13; final draft due Dec. 1 (see Chris if you're teaching 4w in winter). Your final draft should also include a one-page sample lesson plan.**

Week 0, September 22

Text Selection, Curriculum for 4w and departmental guidelines, syllabus review

QUESTION: How do you assess students' needs and design the course around their different skills and learning styles? How do you introduce your students to the shift in standards between AP English essays and college-level analytical writing?

Week 1, September 29

Strategies for Teaching The Thesis, Prompts [Grad Speaker #1]

QUESTION: What are the goals of 4W? How do you balance instruction about the text at hand (literary history, close reading of passages, and so forth) with writing instruction, especially when there's no lecture to pair your discussions with? How do you teach the rationale and practice of literary criticism to non-majors?

Week 2, October 6

Teaching 4: the net [Grad Speaker #2]

QUESTION: How can you organically integrate technology into the classroom? What are some ways you can use it to enhance writing instruction or teach research methods, or introduce multimedia historical/cultural material to your students?

Week 3, October 13

First Syllabus workshop

QUESTION: What are strategies for teaching literary terminology? How do you teach explication, and do students have to know literary vocabulary in order to close read and/or explicate effectively?

Week 4, October 20

Close reading activities & exercises: Fiction [Grad Speaker #3]

PGT: Evaluations

QUESTION: What are strategies for increasing student investment and involvement? How can you engage students who might be standing in the way of their own learning?

Week 5, October 27

Close reading activities & exercises: Drama [Grad Speaker #4]

QUESTION: How do you alter the class's direction based on graded work? How do you incorporate and reinforce evaluation standards into the course even before the papers are due?

Week 6, November 3

Close reading activities & exercises: Poetry [Grad Speaker #5]

QUESTION: How do you involve students in assessing their own work? What are the best strategies for helping students develop a reflective writing practice? What kinds of revision or pre/post paper assignments can you do?

Week 7, November 10

Service Learning [Grad Speaker #6]
Second Syllabus (and lesson plan) Workshop

QUESTION: How do you assess your own progress as an instructor? In what ways do you incorporate the feedback from student evaluations and observations by faculty members? How can you participate in and contribute to the departmental teaching community? How do your scholarship and pedagogy inform each other?

Week 8, November 17

Teaching Composition [Sonia Maasik]
Grad Panel: Teaching and/as Scholarship [Grad Speakers #7,8,9,10]