# Table of Contents

<table>
<thead>
<tr>
<th>Chapter 1: Welcome</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>How To Use This Handbook</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 2: Basics</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Program Philosophy</td>
<td>6</td>
</tr>
<tr>
<td>English 101</td>
<td>7</td>
</tr>
<tr>
<td><em>The Course Guide</em></td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 3: Instructor Duties</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master Instructors</td>
<td>9</td>
</tr>
<tr>
<td>Doctoral Instructors</td>
<td>9</td>
</tr>
<tr>
<td>The Student and the Instructor</td>
<td>10</td>
</tr>
<tr>
<td>Instructor Attendance</td>
<td>10</td>
</tr>
<tr>
<td>Office Hours</td>
<td>11</td>
</tr>
<tr>
<td>Typing Pool</td>
<td>11</td>
</tr>
<tr>
<td>Audio/Visual Equipment</td>
<td>12</td>
</tr>
<tr>
<td>End of Term Grades</td>
<td>12</td>
</tr>
<tr>
<td>Portfolios</td>
<td>12</td>
</tr>
<tr>
<td>E-mail, Listservs, &amp; Web Pages</td>
<td>12</td>
</tr>
<tr>
<td><em>E-mail</em></td>
<td>13</td>
</tr>
<tr>
<td><em>Listservs</em></td>
<td>13</td>
</tr>
<tr>
<td><em>Web Pages</em></td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 4: Classroom Activities</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Activities</td>
<td>16</td>
</tr>
<tr>
<td>In-class Writing</td>
<td>16</td>
</tr>
<tr>
<td>Journals</td>
<td>17</td>
</tr>
<tr>
<td>Reading</td>
<td>18</td>
</tr>
<tr>
<td>Small Group Discussions</td>
<td>18</td>
</tr>
<tr>
<td>Large Group Discussions</td>
<td>20</td>
</tr>
<tr>
<td>Summaries</td>
<td>21</td>
</tr>
<tr>
<td>Responses</td>
<td>21</td>
</tr>
<tr>
<td>Longer Papers</td>
<td>21</td>
</tr>
<tr>
<td>Collaborative Papers</td>
<td>22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 5: Course Plans</th>
<th>23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabi</td>
<td>23</td>
</tr>
<tr>
<td>Day One</td>
<td>23</td>
</tr>
<tr>
<td><em>Before Class</em></td>
<td>23</td>
</tr>
<tr>
<td><em>Attendance</em></td>
<td>23</td>
</tr>
<tr>
<td><em>Introductions</em></td>
<td>23</td>
</tr>
<tr>
<td><em>Policies</em></td>
<td>24</td>
</tr>
<tr>
<td><em>Tips</em></td>
<td>24</td>
</tr>
<tr>
<td>Day Two</td>
<td>25</td>
</tr>
<tr>
<td>Day Three and Beyond</td>
<td>25</td>
</tr>
<tr>
<td><em>Sharing Responses</em></td>
<td>26</td>
</tr>
<tr>
<td><em>A Collaborative Response</em></td>
<td>26</td>
</tr>
<tr>
<td><em>Sharing Collaborative Responses</em></td>
<td>26</td>
</tr>
<tr>
<td><em>Collaborative Projects</em></td>
<td>27</td>
</tr>
<tr>
<td><em>Class Time and Management</em></td>
<td>28</td>
</tr>
</tbody>
</table>

| Chapter 6: Computer Use         | 29 |

<table>
<thead>
<tr>
<th>Chapter 7: Evaluation</th>
<th>31</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>31</td>
</tr>
<tr>
<td><em>Being a Thoughtful Reader</em></td>
<td>31</td>
</tr>
<tr>
<td><em>Your Purpose</em></td>
<td>31</td>
</tr>
<tr>
<td><em>Your Audience</em></td>
<td>32</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Examples</td>
<td>33</td>
</tr>
<tr>
<td>Grading</td>
<td>33</td>
</tr>
<tr>
<td>Chapter 8: Instructor Difficulties</td>
<td>34</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>34</td>
</tr>
<tr>
<td>Handling Problematic Students</td>
<td>35</td>
</tr>
<tr>
<td>Angry Students</td>
<td>35</td>
</tr>
<tr>
<td>Disruptive Students</td>
<td>35</td>
</tr>
<tr>
<td>Unprepared Students &amp; UCLA</td>
<td>35</td>
</tr>
<tr>
<td>Students with Attendance Problems</td>
<td>36</td>
</tr>
<tr>
<td>Chapter 9: Professional Guide</td>
<td>37</td>
</tr>
<tr>
<td>Curriculum Vita</td>
<td>37</td>
</tr>
<tr>
<td>Teaching Portfolio</td>
<td>37</td>
</tr>
<tr>
<td>Chapter 10: References</td>
<td>38</td>
</tr>
<tr>
<td>The Writing Program’s Who’s Who</td>
<td>38</td>
</tr>
<tr>
<td>The English Department’s Who’s Who</td>
<td>39</td>
</tr>
<tr>
<td>Bibliographical Sources</td>
<td>39</td>
</tr>
<tr>
<td>Appendix A: Responses</td>
<td>A.1</td>
</tr>
<tr>
<td>Appendix B: Curriculum Vita</td>
<td>B.1</td>
</tr>
<tr>
<td>Appendix C: Portfolio</td>
<td>C.1</td>
</tr>
</tbody>
</table>
Chapter 1: Welcome

The faculty and staff of the English Writing Program at Illinois State University would like to welcome you as a Graduate Instructor (GI). You have the opportunity to take part in one of the most innovative and exciting writing programs in the country, and we look forward to working with you.

We encourage you to read the Graduate Instructor Handbook during orientation week. Although we will go over everything that you need to know before you begin your duties, orientation is always a hectic week of activities and important issues may not get the attention they deserve. We encourage you to familiarize yourself with the text and ask any lingering questions that you may have.

The following is an overview of the chapters in the book and the information they contain:

- **Chapter 1** - “Welcome” introduces the Handbook and gives an overview of how it should be used.
- **Chapter 2** - “Basics” explains the philosophy behind the teaching of English 101, describes the course goals, and provides a summary of the information in the English 101 Course Guide.
- **Chapter 3** - “Instructor Duties” outlines the duties and expectations that both ISU and the Writing Program have regarding your position.
- **Chapter 4** - “Classroom Activities” provides an overview of the English 101 classroom and details tasks typically asked of students, such as sample assignments, class discussions, and workshops.
- **Chapter 5** - “Course Plans” offers ideas on creating a syllabus, and gives sample syllabi along with a schedule for how a typical English 101 course might be designed.
- **Chapter 6** - “Computers” details the computer classrooms and how the computers should be used in 101.
- **Chapter 7** - “Student Work Evaluation” discusses procedures for responding to and grading student work.
- **Chapter 8** - “Instructor Difficulties” how to handle challenging students, and what to do about plagiarism.
- **Chapter 9** - “Professional Guide” provides ideas for creating your own teaching portfolio and Curriculum Vita, with examples for each.
- **Chapter 10** - “References” gives resources for support and reference information regarding teaching composition.
- **Appendix A** - “Examples” offers examples of responses to student writing.
- **Appendix B** - “Curriculum Vita” offers examples of how to arrange your curriculum vita.
- **Appendix C** - “Teaching Portfolio” offers an example of a Graduate Instructor’s Teaching Portfolio.

The Handbook is only one of the resources to which you have access as a Graduate Instructor, and it is a good introduction into the focus of the Writing Program. You will also find information and sources for support within the English Department, and the “References” section of this book lists staff associated with the Writing Program for you to use at your disposal.
Chapter 2: Basics

Writing Program Philosophy

The following chapter will present some of the fundamentals regarding *English 101* and your position as a Graduate Instructor. The “Writing Program Philosophy” section will offer theoretical background behind the expectations of the course and the “*English 101*” section will give details about the instruction of the course and about the *Course Guide*.

The philosophy of the ISU Writing Program consists of two main principles: writing occurs in discourse communities, and writing involves multiple processes for particular writers in particular situations. As professional writers, we recognize that writing varies according to the purpose and context of the situation. We also recognize that we never turn out a polished paper in one sitting, and so, we rely on feedback from others to increase the clarity of our writing through multiple revisions. It is the function of *English 101* to instill these same concepts and practices in our students.

*English 101* is intended to foster students’ development as successful writers within various discourse communities, as a social practice. This has two implications. First, writers generate ideas, perspectives, and occasions for writing through the interaction of various individuals, groups, and communities. Second, writing is neither “right” nor “wrong;” but simply more or less successful within a particular context or purpose. A well written piece meets the conventions and expectations of a specific audience and community.

*English 101* attempts to teach students how to utilize various source materials in their writing as they would be required to do for discourse communities or for publications. Students learn to draw upon readings, personal experiences, and material gained from their own investigation, such as from surveys or interviews, to support their claims. Students also learn to change the focus of their writing to persuade, explain, critique, reflect, and narrate.

The portfolio system of *English 101* gives writers an opportunity to reflect on their writing experiences and collect and select drafts of texts. The Writing Program believes that the portfolio system reflects writing process of many professional writers, who often complete multiple drafts in response to editor or reader comments.

A portfolio emphasizes reflection and revision through discussions with peers, the instructor, and through personal examination. The portfolio aids students to see their work as a progression of ideas and strategies. The reflective essay, of the portfolio, asks writers to consider both individual and collected texts. Writers should review use of revision comments from draft to draft and consider personal growth from text to text.

Understanding how *Language and Composition I* should be taught is a continually evolving learning process. *English 101* is constantly changing to fulfill the needs of the program, the University, and the community. Each summer the *Course Guide* is revised as changes are made within the curriculum and polices of *English 101*. Even those of us who have taught for years continue to ask how we can improve our strategies. Striving to be a great instructor means always working to better your pedagogy.
English 101

*English 101: Language & Composition I* is one of four courses at ISU which all undergraduate students must pass before they may graduate. Graduate Instructors play a vital role in implementing the *English 101* course. Therefore, extensive training is provided to ensure GIs fulfill the role and expectations of both the University and the Writing Program. As a Graduate Instructor you will learn to teach an *English 101* course by co-teaching with an experienced GI.

The course, as with all other writing courses at ISU, is taught in a computer classroom. Computers are an integral part of *English 101* as they facilitate both writing and writing instruction. Research into composing with computers has shown that writers are more motivated to write on the screen than on paper. This motivation is augmented by new teaching possibilities and positive changes in classroom dynamics, where peer interaction can hardly be avoided. The Writing Program has developed the ISU writing courses accordingly, and the computers are meant to be used throughout the *English 101* course.

The *Handbook* will go over the nuts and bolts of teaching *English 101*, but the best place to find detailed information regarding the course itself is the *English 101 Course Guide*. The *Course Guide* will give you an overview of the class and various University, departmental, and programmatic policies that govern *English 101*.

**The Course Guide**

The policies covered in the *English 101 Course Guide* include attendance, plagiarism, late work, grades, free speech, nonsexist language, classroom civility, and computer software. It is important to understand and follow all of the Writing Program policies so that ISU may provide students with a unified education throughout individual *101* classrooms. Program policies aim to be fair to all students and create unity throughout the sections of *101*. If you are confused about a policy, or do not understand its implementation, please ask.

The following is an overview of the chapters in the *English 101 Course Guide* and the information they contain:

- **Chapter 1** - “What is English 101?” contains a brief history, a list of goals, minimal requirements and the organization of the course.

- **Chapter 2** - “Sample Assignments” offers some basic assignments that students might expect to receive. It also offers a sample syllabi to which you may want to refer.

- **Chapter 3** - “The Portfolio” explains the procedures for producing a portfolio and gives a sample for students to consult.

- **Chapter 4** - “Grading Standards” discusses the standards that the Writing Program uses to assign grades. You should read through this section thoroughly, so that you may accurately judge student work.

- **Chapter 5** - “Computers In *English 101*” offers information regarding the use of computers within the *English 101* classroom.

- **Chapter 6** - “Documentation” provides students with the basics procedures for documenting sources.

- **Chapter 7** - “The University Writing Exam” provides information about the University Writing Exam that students are required to pass before they may graduate. The chapter also gives sample questions and successful responses.
Chapter 8 - “Course Policies” addresses student concerns and provides a set of policies pertaining to the Writing Program’s expectations for the course.

The *Course Guide* for *English 101* is a text for both instructors and students, and is to be used in conjunction with the selected textbook during the semester. We do not expect you to memorize the *Course Guide*, but you should be familiar with its organization and content, and during the semester you should assign your students to read relevant portions of the *Course Guide*. 
Chapter 3: Instructor Duties

As a Graduate Instructor, the ISU Writing Program expects you to adhere to and enforce the policies outlined in the *English 101 Course Guide* while teaching. There are also specific guidelines and items of information regarding your position as a GI of which you should be aware. These are presented in the following sections: Master Instructors, Doctoral Instructors, The Student and the Instructor, Instructor Attendance, Office Hours, The Typing Pool, Audio/Visual Equipment, End of Term Grades, Portfolios, and Department E-mail, Listservs, and Web Pages.

Master Instructors

If you are a Master student, your responsibilities this semester will be to co-teach with an experienced Graduate Instructor in an *English 101.10 Language & Composition I* course. *English 101.10* is a developmental writing course that functions similarly to *English 101*, but meets five days a week to give students extra practice in their writing.

Typically, for the first few weeks both co-teachers attend all class sessions until you are comfortable in your role as a Graduate Instructor and new teacher. After this initial adjustment period, although the time is specific to your co-teaching situation, you will be asked to teach two of the five days, and then co-teach a third, thus completely sharing in the responsibility of class time.

You will have ample opportunity to plan class activities, to lead class sessions, to design assignments, and to respond to and evaluate student writing. Co-teachers share in all the responsibilities of the class. New GIs are asked to contribute approximately seven hours per week to the UCLA as part of your duties, and to reinforce pedagogical techniques.

Throughout the semester, you will also be asked to observe another instructor’s class, and also to be observed in your own class. This observation is to facilitate growth and understanding as an Instructor, and you should not feel intimidated by the prospect. Observation commentaries should be taken as a way to recognize both positive teaching skills and areas for improvement.

Sharing teaching responsibilities with an experienced 101 teacher is a relatively new concept at ISU. In the past, new Master GIs have taught classes by themselves their first semester. To help students’ transition into the responsibilities of their own graduate course work, and at the same time help them assimilate all the necessary duties and expectations of teaching *English 101*, we have introduced the New Teacher Program. Upon successful completion of the Program you will be assigned to teach your own section of *English 101* the next semester.

Doctoral Instructors

If you are a Doctoral student, you will be responsible for teaching two sections of *English 101: Language & Composition I* your first semester. All doctoral students enter the program with previous teaching experience, and input from you is greatly appreciated, as the Writing Program recognizes your valuable teaching experience. Since our Writing Program is a part of a required General Education curriculum, we think you will find the orientation useful in acclimating you to the philosophies of the General Education sequence, the department, and the program.
To help and support you during your first year as a GI, a Program Assistant, who is an experienced Ph.D. student, will act as your guide. You and your Program Assistant will observe each other’s classes, discuss assignments and papers, and keep a written log of your interactions. You will have the opportunity to meet your assigned Program Assistant during orientation.

As a GI both you and your students must understand that you are not a counselor or even a friend. As people, we often have the same interests in television and music that our students do, but as teachers, we must keep the boundaries between student and instructor well defined. That is not to say you can not be open and friendly towards your students, only that you should keep in mind and adhere to the formal relation defined by your position as a GI. Avoid getting involved in the lives of your students.

This formal relationship also applies to student confidentiality. At times, the types of writing that students produce in class relates intimate details about their private lives. This situation can be uncomfortable for both of you, and it can also be difficult to fairly evaluate work that reveals painful experiences. Remember your role as GI and evaluate according to the standards of the Course Guide. Also remember that a student’s work is confidential and any information gained must remain as such. The “Faculty Ethics and Grievance Committee Policies and Procedures” states the following:

VIII. Relationship with Students
D. “Faculty members should respect the confidential nature of their relationship with students. All information about student views, beliefs, activities, and political associations which is acquired through the teacher-student relationship, should be kept confidential. Written records are to be kept only to the extent that they are necessary in assisting students in achieving their education goals. When records are no longer relevant to this purpose, they should be destroyed. However, judgments of an individual student’s abilities and character which are requested by the student should be provided.”

All instructors must be in class or have clearance to attend a professional conference. No other absences are permissible. As a GI you must hold classes for a full period. Plan activities to fill the entire class time. If you find your students completing tasks in less time than you originally allocate, then you may need to re-think and adjust the activities accordingly. It is better to have more planned to do than think you can accomplish in one class period.

Do not cancel class. The department and college administrators expect you to be with your class when it is assigned to meet. We cannot emphasize enough the importance of having your students be in class during the allotted class time. If you will be away for a conference, it is a good idea to ask another instructor to take your place for the day, or speak with your Program Assistant (PA) about what to do.

The “Faculty Ethics and Grievance Committee Policies and Procedures” handbook states the following:
4) “Faculty Members should regularly meet their assigned classes as scheduled. Faculty members who are absent from their duties because of illness should report the fact immediately to their department chairperson. Faculty members who are absent for any reason other than illness, as for attending a professional meeting, should complete a Notice of Absence from Regular Duties form and file it with their department chairperson for prior approval.”

If you must miss class, please contact the department receptionist, Terri Mack, at: 438-3667.

**Office Hours**

It is important that you be available to your students outside of class. This means keeping set office hours each week and making yourself accessible for those students whose schedules conflict with your scheduled hours. You should keep available one hour for every unit of credit in a class you assist or teach. Since most of you will be teaching a three unit course, this means you should keep available three office hours per week.

You may use the Writing Program Office (Stevenson 351) or the Department Office (Stevenson 409) if you need to meet with a student in a more public place. However, office hours should normally be held in your own office. Announce office hours to your class and post them on your office door. The “Faculty Ethics and Grievance Committee Policies and Procedures” handbook states the following about office hours:

> “Resolution of Standards and Ethics Committee”:

6. “Faculty members are expected to post and observe a reasonable number of regular office hours, during which time they are available for student conferences. Faculty should announce office location and hours to their classes. Additional appointment time should be made available when mutually convenient to faculty and students in instances where student schedules conflict with regular office hours.”

Not all dealings with the students should take place in class. If an issue has to do with attendance, missed assignments, grades, or other problems, speak with the student during your office hours or by appointment.

**Typing Pool**

The Typing Pool is located in Stevenson 411 and Graduate Instructors may use the office to prepare materials for their classes. Information concerning copyright law is available in the “Typing Pool Guidelines” available in the office. Copies needed for teaching purposes must be made using a code, so Graduate Instructors who need it, must to ask Irene Taylor, the Typing Pool Coordinator, or a secretary to punch the code. For your own copies, you may use the copy machine in the Math Department on the third floor at $.05 per copy or you may have copies produced at Rapid Print in the Williams Hall Annex at $.03 per copy.
Equipment located at the back of the typing pool room is for staff use only. The computers, typewriter, ditto machine, and thermo-fax machine located in the front working area of STV 411 may be used by faculty and teaching assistants for classroom material. GIs may run their own dittos, but please ask for help if you do not understand how to use the equipment. These machines are only available during regular working hours (8:00 a.m. - 4:20 p.m., M-F).

After completing individual tasks, please clean up after yourself. Papers, used dittos, inked sheets, and any other kind of discarded material should not be left in the Typing Pool. Items such as tape, staplers, rulers, scissors, the three-hole punch, and the paper cutter must remain in the Typing Pool. (This does not include the Department Office or the Graduate Conference Area.)

Audio/Visual Equipment
Occasionally, you may need audio/visual equipment for your class. There is a TV/VCR available from the department, or you may also check out equipment from the Media Services’ satellite office in STV 233C. Be sure to contact the office a few days in advance to tell them what you will need. You must then pick up the equipment before your class.

End of Term Grades
Do not post grades. Students receive grades about one week after the semester ends. Never post grades with students’ names. It is illegal. If you are contacted by a student’s parents in regards to a grade, do discuss it with them. If there is a problem, the only person you may discuss a student’s grade with, beyond Writing Program Staff, is the student. You are legally bound to keep the matter of grades confidential.

Portfolios
Do not request completed portfolios to be placed outside of your office. In the past, portfolios have been stolen. Set a time when students can hand you their portfolios in person. The best times are on the last day of class, or during your class’ assigned final time. If you pick another time, make it perfectly clear that students are only to leave them with you and not in front of your office.

Students should not need to pick up their portfolios because they should have backup copies of what they wrote during the semester, and portfolios will have no comments on them. However, if a student does want his or her portfolio the following semester, make arrangements to meet and return the material.

E-mail, Listservs, & Web Pages
The following sections describe information regarding the internet capabilities of the English Department and the Writing Program, and how they apply to you personally. Chapter 6: “Computer Use” will discuss computer issues in relation to teaching English 101.
All ISU students and faculty are entitled to a free e-mail account. Getting one is simple. You can do this from any computer that has access to ISU’s home page on the World Wide Web (http://www.ilstu.edu) when linked to On-Line Resources. Once you have setup your account, it becomes active within one day.

E-mail is also an alternative way for your students to ask you questions, send responses, or “hand-in” daily exercise assignments. Students can cut and paste from Microsoft Word into an e-mail telnet session (or Eudora) or respond directly through their e-mail program. E-mail is a convenient and paper saving way for students to receive feedback on their work.

The Department has an “Announcements Only” mailbox that is allocated for Department members to receive minutes, announcements about meetings, colloquia, job openings and other information that does not require responses. When these minutes and announcements are sent to e-mail addresses, the subject line will appear in all caps with three asterisks before and after the subject title (e.g., ***COUNCIL MINUTES***).

To send information to the “Announcements Only” mailbox, follow these steps and refer to Figure 1:

1) Open your e-mail account  
2) Compose or send a new message  
3) Send the message to “telleng”  
4) Enter the title of the announcement in the subject area  
5) Enter your announcement in the message area  
6) Send the completed message

NOTE: The announcement will be sent to the Tell English mailbox and then forwarded by the Office Staff to all Department e-mail addresses.

A listserv is an on-line “discussion” list, where you can post messages, ask questions, and receive notices from other listserv participants. There are three important listservs to which you should subscribe as a GI: the English Department listserv, the English Graduate Student listserv, and the Writer-L listserv.

![E-mail](image-url)  
*Figure 1  
Announcement Only E-mail*
Web Pages

The English Department listserv, Eng-l, allows all faculty to interact regarding Departmental issues. Writer-l is the best place to address Writing Program matters—including teaching concerns—and Eng000ga is a place where graduate students can interact regarding Departmental issues.

You should keep in mind that listservs are public, and anyone subscribed to the listserv will get all messages you post to it. Keep private responses private. Before sending any message, double check that it is going to the right address; it is easy to misdirect messages.

To subscribe to any listserv at ISU, complete the following steps and refer to Figure 2:

1) Address the message to the listserv of choice (we recommend that you sign onto all three—so send a separate message to each)
   - English Department: eng-l@scribe.cmp.ilstu.edu
   - Writer-L: writer-l@scribe.cmp.ilstu.edu
   - English Graduate Students: eng000ga@scribe.cmp.ilstu.edu (zeros, not the letter “O”)
2) Leave the subject line blank
3) Type the following message:
   - Subscribe eng-l (or writer-l or eng000ga) YOUR FULL NAME
4) Send the message

Web Pages

The English Department has a page on the World Wide Web You that you can access at: http://www.cas.ilstu.edu/English/Welcome.html (see Figure 3). The Writing Program also has a web page that can be accessed through the Special Programs folder of the Department web page.

Several instructors also use a class web page as a resource for their students, where assignments, strategies, and examples can be displayed for access outside of class. This can be extremely helpful for students who are absent from class and for preventing misunderstood assignment criteria.
If you would like to create your own class web page, you can obtain directions from the ISU Online Resource pages, or you can contact either the Lilt Lab or CAT for help. The Lilt Lab is located on the first floor of Stevenson Hall, and is specifically for the use of faculty and instructors. The Center for the Advancement of Teaching (CAT) is located in rooms 107 and 114 of the Instructional Technology Services Building, or you can contact the office at: 438 - 3694. CAT also has an impressive site on the World Wide Web which you can access at: http://wolf.its.ilstu.edu/CAT/
Chapter 4:
Classroom Activities

Classroom Activities

Current composition research shows an interactive approach to be the most effective way of teaching writing. Interactive teaching simply means that both teachers and students regularly work with drafts in progress, giving honest and clear reactions to the work, often making suggestions for revision. Sometimes this is called workshopping or peer response. As the instructor, you must be the kind of facilitator that enables students to take control of their writing through peer response.

One of the most important concerns for an instructor of English 101 is designing effective assignments and classroom activities that facilitate interactive teaching and learning. The Seminar in Teaching (English 400) will talk extensively about class activities and designing assignments/sequences, but this section of the Handbook offers examples to get you thinking about assignments for English 101.

There are a variety of writing activities and assignments that generate ideas and discussion, these range from informal journals and responses to longer more formal persuasive pieces. Not every instructor incorporates all of types of writing into 101, but it is important to understand some of the differences in types of assignments, how each one works, and how students might use them for various purposes.

During any of these writing activities you will want to wander around the room and talk with students about what they are writing. Students may be initially nervous about sharing their work with you, but they will get used to it. They need to recognize that they are not writing in a vacuum, but that they are writing for others. Even with generative writing or freewriting, they need to be thinking about probable audiences for their ideas and arguments.

The following sections discuss In-class Writing, Journals, Reading, Small Group Discussions, Large Group Discussions, Summaries, Responses, Longer Papers, and Collaborative Group Papers in detail.

In-class Writing

There are a variety of types of writing that you might have your students do at the beginning of class. After students read assignments they can take 10 minutes to write a response, or you can simply have them do an in-class writing to generate ideas regarding an issue. The type of writing they do will depend on your purpose for the assignment; perhaps in preparation for a larger writing assignment.

There are several types of In-Class Writing assignments that you can have students do, these are listed as follows:

1) **Freewriting (unfocused):** Students write nonstop for the designated time period. They do not need to be concerned with accuracy, neatness, punctuation, etc. All they must do is write. Freewriting is never graded and students must feel free to write about whatever comes to mind.

2) **Freewriting (focused):** Students write nonstop for the designated time period in response to questions you write on the board, but the goal is exploratory writing rather than a refined response. Again, this is not to be graded; however, focused responses might lead into longer more formal responses and eventually drafts of papers.
3) **Brainstorming:** This can be an individual activity, a small group activity, or a class activity. This can involve listing, mapping, clustering, or cubing. Again, this would not be a graded assignment, but generative in nature.

4) **Playing Opposition:** Students take the opposite stand on a topic or in response to a reading and write about how this other side would respond. Students can even adopt personas in responding, as if they were a disagreeable or hostile reader, for example.

5) **Focused response:** Students respond more formally to a set of questions, or they may write an “open” response, but in this instance they would need to be conscious of structure and organization. You can look in the *Course Guide* for more on “open” responses.

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**Journals**

Another type of writing exercise is the journal. Journals vary in nature, so when two instructors say that they use journals, they may be talking about very different things. One type of journal is much like freewriting, and students may write about anything in any way. Other types of journals are more directed and ask students to write about specific topics in a more formal manner. Some instructors make comments in student journals, asking questions about topics or paper ideas, etc. The following list discusses some of the varying journal assignments and the purposes for which they are intended.

1. **Daily or weekly personal journals:** Students write frequently for a specified time or length about whatever they want. The instructor reads but makes no marks, and doesn’t read any folded over pages or pages marked “Don’t Read.”

2. **Daily or weekly directed exploratory journals:** Students write frequently for specified length about topics assigned by the teacher or negotiated by the class—either about writing-related topics or current events related to course materials being discussed in class.

3. **Process logs:** Students write frequently about their writing process, describing and analyzing texts, problems, blocks, possibilities, small group dynamics, etc. about any of the writing they are doing in college or at work.

4. **Writer’s notebooks:** Students write frequently about their writing process, begin texts, jot down ideas, paste in articles and pictures, draw maps, make lists—anything that assists the writer in keeping the ideas flowing. Entries can be assigned or student-generated or a combination of both.

5. **Paper-driven exploratory journals:** Students write extended entries (sometimes typed) on the topic they may or must write about formally at a later date.

6. **Collaborative journals:** Students work in pairs or small groups and keep one journal, each making individual responses to others’ entries in dialogue.

7. **Double-entry journal:** Student and teacher maintain a running dialogue between them. The student writes down one side of the paper, leaving the other blank for the instructor. Again, the topics can be student or teacher-generated.

Whichever type of journal you might use in your class, journals are not to be graded. Students should simply receive credit or no credit for their work. To grade this type of writing would inhibit students; and the purpose of freewriting and journals is to encourage the students to write down whatever comes to mind and not make them feel constrained by the formal aspects of writing.
Reading

*English 101* students are often surprised when they find out that there is so much reading for the course. For some reason, they are under the assumption that as a writing class, there shouldn’t be any reading. Your assignments and activities should make the reading vital to the writing. Students read a diverse variety of texts, both in terms of structure and content. Students should expect to read about 20-30 pages of text a week depending on what is happening in the course. The reading is a combination of assigned readings, outside reading for papers, and peer drafts during workshops.

The main thrust of reading theory and research in the past fifty years has been moving away from a notion of reading as a process of “extracting” information from a text. Instead, reading is now viewed as a constructive act. In other words, meaning isn’t lying dormant “in” a text, waiting to be exhumed. Meaning arises as a transaction between the reader and the text, and the nature of this transaction depends largely on what the reader brings to the text in terms of prior knowledge and experience. One always reads within a social situation, and the “appropriateness” of a constructed meaning (interpretation) is constrained by the targeted audience.

The implications for this theory in the *101* course are apparent. Students need to see the connections between what they read and what they write. By seeing the “appropriateness” of a specific text in relation to its audience and forum, students may begin to realize how their own texts work in this same way. What they say in a text is appropriate and effective only in light of who is reading it and where it is being published. This tenet of reading theory has an important consequence for our conception of the *English 101* class, for it unites reading and writing as constructive acts.

In a writing classroom, the writers read before and during the drafting phases, and active reading is a part of invention as well as a source of structure. We know that good writing comes from compelling ideas—those ideas that not only compel the writer but the reader as well. But how does the writer find those ideas? The interaction between the writer as reader in the classroom and the community of readers and the texts in which they are participating provides the base for the acquiring, thinking through, questioning, reshaping, and owning of compelling ideas which fuels the content of writing.

The writer not only imports ideas from texts and the classroom, but goes on to create new forms of those ideas which make those ideas his or her personal contribution to the conversation in any given discourse community. The process of writing gives shapes and form to those ideas incubated by reading, while reading provides the writer with many strategies for giving form to ideas while writing. Sensitivity to texts and their affective and effective qualities through reading can bring a textual consciousness to a writer that is fundamental in the production of text.

Your job as a teacher is to show students that reading is the peat-moss of creativity. You have to teach students to find openings in texts and to see that texts are just as much a part of themselves as they are words on the page.

Small Group Discussions

One of the keys to *English 101* is the interactive nature of the class as we’ve already discussed. The best way to facilitate this is to utilize group work and peer response at various times for various purposes. Consider the following before embarking on small group work:
1) Make sure that you have a purpose for students meeting in small groups that cannot be accomplished in other ways. Many peer revision tasks, for example, are better handled in pairs rather than groups, or by written rather than oral responses.

2) Model small group techniques for the class as a whole before you put students in groups. In other words, teach them how to work in groups by leading a whole group discussion of a student paper and then asking them to write afterwards about the types of questions you asked and the responses you made.

3) Don’t use small groups only for peer revision. Generating ideas should happen in groups. Students should have the group as a resource for the duration of the development of their papers so that they are invested in collaboration when it comes time to revise.

4) Give clear directions for the task(s) students should concentrate on in the groups, preferably in writing. You can use the board, or put the assignment on the class folder. You could also designate roles for each member of a group, and ask them to perform specific tasks. Be flexible and monitor the groups. You need to be an active group participant as well.

5) Take advantage of role playing. Students can then attribute their comments not to themselves but to this character they’ve been asked to play. (What happens when you require the anti-abortionist to play the pro-choice?)

6) Begin the semester by having students describe one another’s texts. Then, after several class meetings, have them react to or respond to texts. Finally, you may have students evaluate texts or make suggestions for revision.

One of the keys to any group activity is that you must be involved in what is going on in each group. Circulate and answer questions, give guidance, and make sure that the group is beneficial to all members. Students like to choose their own groups, however, often this allows a few students to dominate the conversation and the group. All students should be challenged by group work, so at times, you may need to intervene in group formations to capture a variety of abilities. Thus, the strong writers are challenged through responding to their peers, and other writers have positive models to draw from.

You want to provide structure for the groups, but do not control them too closely. It is okay if students wonder off topic a bit. As the work gets done, it is okay if students talk a little when they are done as long as it is not disruptive to other groups. Sometimes, seemingly unproductive discussions can lead back to the students’ written texts, offering insight and ideas into how to improve their writing. Make sure the group is responsible for producing something as a result of their group work. If students know that a two page response is due by the end of class, they won’t waste the whole time talking about the dorm food.

Here are some goals of group work to keep in mind and share with your students:

**Beginning of Term Goals:**

1) Getting acquainted.
2) Responding to texts about global issues rather than mechanics.
3) Relying on each other more than on the instructor.
4) True dialogue in each group where everyone has a chance to speak up. This means full participation where everyone gets a chance to do everything—speak, write, respond, record.
5) Making good and complete descriptions of texts, audiences, and the purposes in texts being discussed.
6) Beginning to see how and where revisions will need to be made. Beginning to make suggestions for revision to each other’s texts.
Large Group Discussions

You can place all of the papers from one assignment into the class folder on the computer and allow the class to simultaneously read one paper and then comment on it, discussing issues of problems or strengths that are characteristic of the class’s work overall.

By putting work in the class folder students are not only exposed to the material you are presenting, they are also exposed to the behavior that you are demonstrating or modeling for them. Students not only get more information about writing their own papers, they also gain insights into how to read a paper more closely. Students will be tremendously influenced by the attitudes you demonstrate toward the work. If you demonstrate a positive, honest, and helpful attitude while responding, students will follow suit and likely gain confidence in their evaluating and writing skills.

Ask students such things as “What are some of the changes you suggest and why?” Never ask a question that has a yes or no answer. Negative phrasing can be as subtle as saying, “What’s wrong with this paper?” Such phrasing automatically implies that there is a right and wrong answer to everything and that the objective is to find errors rather than to work through problem-solving issues as the class members encounter them.
Discussions of readings should be tied to writing projects or should directly develop writing and reading skills. Although both teachers and students may enjoy discussing ideas for the sake of discussing ideas, the true test of such discussions in the *English 101* class is whether they productively help meet course goals. Here are some things to keep in mind when having a large group discussion:

1) Avoid questions whose answers are simply “yes” or “no.”

2) Have a good reason for asking an “obvious” question; when you do ask an obvious question, you might be up front with the class, letting them know that the more quickly they respond, the more quickly you can move on.

3) Try to prevent allowing yourself to be center of discussions. Resist commenting on every student comment, which has the effect of turning a “discussion” into a series of one-to-one dialogues between you and individual members of the class.

4) Try to ask questions on which there is a legitimate range of opinion or which allows/forces students to take a position; such questions are often less about formal qualities of texts than about the ideas of a text.

5) Vary the purposes for which you use group discussion. Use it for invention, for discussions of professional readings, for student works in progress, for evaluation.

6) Start group discussions with a five-minute writing in response to the questions/issues you’d like to discuss. Students thus have a chance to come up with something to say and commit themselves on paper.

**Summaries**

Having students summarize articles they have read is a good way to begin getting them to relate information they have learned from an outside source in another way. It will be important that you talk a bit about what a summary is and how it differs from a critique or an analysis of an article. Summaries are usually early semester assignments, when students are just beginning to work with texts, including their own and each others. Summaries are also discussed in the *Course Guide*.

**Responses**

Responses generally fall into two categories—focused and open. These can take the form of a spontaneous response or can entail students offering an analysis or critique of an article where they focus on discussing the formal aspects of an article’s style or persuasive techniques. Responses are also discussed in the *Course Guide*.

**Longer Papers**

Your students will be writing between four to six longer papers with multiple drafts for each. It is important to see that these papers come from a sequence of smaller assignments that have preceded them. In *English 101* the most effective assignments build on each other.
Students need to do a lot of exploratory writing before beginning a longer assignment; this writing can be comprised of freewriting and journals, followed by summaries and responses both in and out of class. Some instructors structure their courses around thematic units, but this generally means that you will be reading 18-48 very similar papers about religion, or abortion, or education. It is better to allow students to focus on what interests them and engage in topics in which they have a vested interest.

It is important that writing assignments be kept straightforward and clear for the students. This doesn’t necessarily mean that writing assignments have to be a page long with intricate details. But be straightforward with directions and encourage students to ask questions about any assignments they don’t understand.

It is also important that students be given assignment schedules for their writing. This can be in a bi-weekly schedule that students are given at the beginning of each new unit/sequence, or a schedule on-line via a Web site, an e-mail listserv, or the classroom folder. How you give your students assignments will depend on your particular pedagogical approach.

As you are writing assignments, you might ask yourself the following questions:

1) What is the purpose of this assignment? What will the students get from it in terms of writing/reading skills? How does this assignment fit with course goals and how will it help the students reach those goals?

2) Are the students ready for this assignment? Do they have the skills necessary at this point to complete this assignment? Is it clear what has to be done in this assignment?

3) How much time do the students have to complete this assignment? Does this assignment fit in with the assignment before and after it, both in terms of skill development and in terms of the time it will take?

4) How does this assignment fit in with the sequence and the longer paper? What skill or strategy does this assignment offer students that they will need for the longer assignment, and how does is build on previous skills?

5) Does this assignment need to be done in class, outside of class, collaboratively, in parts or in multiple drafts? Is there adequate time for this?

6) What are the parameters of this assignment in terms of audience, rhetorical context, style, format, length? Or are these up to the students?

Collaborative writing is a task that students should work on occasionally. Collaborative writing can be extremely successful or it can be a huge disaster. How it works really depends on the attitude of the instructor. If you present collaborative writing as an exciting experience, then your students will probably see it in that way as well. If you present it as a drag and make excuses for it, then your students will most likely come to hate it too.

The best way to get students to work well on a longer collaborative project is to have them do smaller collaborative activities first. With a little practice and a lot of encouragement from you, students will come to see collaborative work as a valuable tool in their writing process. In the section of the Handbook called “Course Plans” there is an example unit of a collaborative project.
Chapter 5: Course Plans

The tone you set the first few weeks of class sets the stage for the entire semester. Students quickly learn what to expect of the class and of you as an instructor, so try to convey a positive and confident attitude towards your students. Model the type of behaviors that you want them to engage in for the semester as you explain the course, policies, and assignments. If you are working as co-teacher with a mentor, pay close attention to how they interact with students in the first class meetings.

Syllabi

There is a complete sample syllabus and course schedule in Chapter 2 “Sample Assignments” of the Course Guide. Master GIs will produce a mock syllabus in the Teaching Seminar (400) and receive feedback on it before the end of the term. A typical syllabus includes office and contact information, course information, an introduction, texts required, policies, course goals, and an initial assignment sequence.

Day One

The following section presents an example of some activities and strategies for planning your class the first day/first week.

Before Class

Plan on getting to class about five minutes early. Make sure you are in the right place! All Stevenson labs are designated with the number “250,” but each has a different letter (see Chapter 6 “Computer Use”). Make sure you have copies of any first-day handouts, or that they are in your class instructor folder so that students have access to them. It’s a good idea to write your name and the course information on the dry-erase board. If there is no dry-erase pen available, ask the lab monitor in the center of the lab area. They can provide one for you.

Attendance

You may not receive your course roster sheet until the second week of class, so don’t worry if you don’t have a list of students for the first day. You can have students sign a sheet of paper for you to keep attendance. When you do get the official roster from the Registrar call attendance at least once to make sure everyone in your class is on the list. If someone is present in your class that is not on the roster, refer to sheet attached to the list to tell students what they will need to do.

Introductions

Introduce yourself the first day and tell students what to call you. Many GIs use their first names, but you may want them to call you Ms./Mrs./Mr. You should also have your students introduce themselves and tell everyone what they prefer to be called. (Some teachers do introductions the second day of class because there is usually some flux in numbers.)
There are a variety of ways to involve the class in introductions and ‘break the ice.’ One way is to simply have each person introduce themselves and tell something about their interests, and another way is to have students pair up and interview each other, then introduce on another. Remember you might have to get the ball rolling through your own example.

You should get students writing on the first day. Some instructors have students write mini autobiographies or write a brief introduction of themselves. Having students write about themselves is a good way to get them writing about what they know, and a good way for them to get to know each other. As an Instructor you should participate in this (you may have to write by hand) and then have students share their profiles with the class.

It is also a good practice to have students fill out an information sheet with their e-mail, phone numbers, and addresses on them. This way if you need to send something to a student, or they fail to leave their phone number on a voice mail message, you can easily get back to them. You should list your office phone number, office number, and e-mail address on your syllabus for students to be able to contact you.

Some instructors hand out the syllabus on the first day and go over all class policies at that time. Others assign parts of the Course Guide to read for homework the first class and go over the policies the second class period. It is important that you do go over the policies with students so they clearly understand what is expected from them in English 101.

Also make sure students know that all of the writing they do in 101 is public and this means that anything students write may be read by you and other students. This will make some student nervous, so it’s important to explain the process of writing and the importance of receiving peer response. Students should be prepared to share what they have written.

Be prepared, but don’t worry if the first day doesn’t go perfectly. You might rehearse what you want to say at home. Write down what you want to say so you can read your notes if you get nervous. Remember that your students will be nervous too. Most of them are new to the college experience and they don’t know what to expect from the course or from you.

You do know what you are doing, you have the experience required to be in your position, and you have been trained to teach English 101. Do not apologize for being a GI and do not feel obligated to tell your students how many times you have taught.

Don’t take things that happen in the classroom as a personal reflection. Students won’t know you well enough the first weeks to make a personal judgment of you. If someone gets up in the middle of class and leaves, do not worry, sometimes students realize they are in the wrong place. If a student does not return on the second day, do not worry, sometimes students have conflicting schedules, or drop the class when they realize the expectations of the course.
Day Two

On the second day you will want to cover what you didn’t get to on day one, do introductions for the first time, or do them again. Try to begin to learn student names, and be sure to read the writing from day one so that you can connect names with the writing. If someone is in class who wasn’t there on the first day, ask them to stay after for a few minutes so you can explain the class to them. Do not spend class time going over items you covered in the first class, the students will have to make up the material on their own time.

This is a good day to hand out the first assignment sequence to your students. Explain it to them—its structure, assignments, due dates, and exactly what is expected (i.e. papers are due when you walk in the door and are to be printed before coming to class). Give them a few minutes to read over this and ask them if they have any questions. Try to encourage your students to ask questions and foster an atmosphere where your students feel comfortable to say that they don’t understand something. This dialogue is crucial to the success of your class.

Day Three and Beyond

After day two, you should be in full swing with your students. By day three students should be writing and reading everyday. Class time should be moving away from discussions of policies into discussions about writing and reading.

*English 101* is not a lecture class. Students learn to write by writing and by discussing work in progress not by being told how to write. When you introduce an assignment the whole class needs to hear your instructions and explanations, but you should not spend entire class periods telling students what to do and how to write the assignment.

The class itself can generate ideas for assignments through brainstorming sessions, freewriting, or reading responses. When you lead a discussion, allow students to have a voice and their own opinions, this promotes students to interact with each other about issues and about their work.

Model ways of addressing sticky writing problems and initiate effective peer work. You serve as a resource for students as they produce multiple drafts of each paper. You should circulate around the room discussing the progress of drafts with students as you go.

There are many ways to facilitate an interactive classroom. However, the best way to learn this is through experience, and trial and error. There is no magic formula for teaching *English 101*. Even experienced teachers find that an activity that works in one class period, with one group of students, may fail at some other time, with some other group of students.

We can only offer our advice on how to successfully approach teaching *101*, ultimately, you will have to adapt your own teaching style and decide for yourself how to most effectively establish an interactive work environment in your class.

The following are some activities and suggestions that have worked for past teachers of *English 101*; we suggest you try them.
Sharing Responses

Students are often hesitant to speak up in class, especially at the beginning of the semester. It is important to realize that for most students English 101 is the smallest class they have and there is a great diversity in the ISU student population. It is likely that in your class you may have one student from the inner-city of Chicago and one from a rural farm town of 200 people. This makes for a rich and rewarding teaching environment, but it can also make students nervous and unsure. A good way to get past this, and get students actively participating, is to get them discussing their own ideas and thoughts. Here is a good pattern to work with at first:

1) Students will have read a short article for homework.
2) Begin class by having students spend 5-10 minutes writing a response to this reading. This can be an informal writing, but give them the opportunity to write out some of their ideas before asking them to speak about it in class.
3) Organize the class into small groups. Have a set of questions about the article for them to talk about. (You can put these on the board or have them in a file in your class instructor’s folder.) You can have students write out group responses, or have a group note taker.
4) Then form a large group discussion where each group presents their ideas.
5) Assign another in-class writing, perhaps even done collaboratively, that asks the groups to present some of the issues raised by the class discussion.

NOTE: This is a general pattern which you will need to adapt to your teaching style and to your particular students. Each class has its own personality and responds differently to different activities. Be flexible and to have additional ideas for activities, not everything works perfectly every time.

A Collaborative Response

After having students write a response to an article they read for homework you may want them to work with them in small groups to produce a longer one page collaborative group response. Give your students 30 minutes to decide what they want to say and write the collaborative response. Be flexible and don’t panic if the time is up and they aren’t finished. Either give them more time, or simply ask them to turn in what they have.

Have a clear purpose for having students accomplish certain tasks and make sure they understand what needs to be done. Put the directions on the board or have them access a file in the class folder before they form their groups. Group situations can involve various sizes and structures according to your goals, but you should try not to have groups larger than four. It is easy for quiet students to get lost in a large group.

Sharing Collaborative Responses

Ten minutes is ample time for a large group discussion. It is better to have students leave wanting to say something, than having twenty minutes of dead air because no one is discussing anything. Each small group could present their collaborative response, or to summarize it for the class. With five or six differing opinions, there is bound to be some fruitful discussion generated about an issue or how a piece was written. If your class is quiet, don’t get frustrated. Large group discussions are a challenge, even if you have lead up to it with writing and small group work.
Collaborative Projects

101 teachers are not required to assign collaborative projects and they are slightly more challenging in their implementation. But through the delegation of tasks, drafting, revision, and group and self evaluations, students become more conscious of their thinking, of the texts they produce, and the way they make meaning in their writing. Be aware that a collaborative project takes more class time that the usual paper and be sensitive to the time and distance constraints on your students. Keep outside meetings at a minimum and give several class periods for groups to work on the project. The following is a sample unit that employs small collaborative groups to produce a single paper.

The Assignment

Your group has been asked by administrators of the University to present some preventative measures to the student body that both women and men can take to avoid date rape. Be aware that some of your audience does not think date rape is a problem, others think that it will never happen to them, while still others think that women ask for it to happen. You will need to find out to what extent date rape is a problem, what are its causes, and what can be done to prevent it.

Your resources are many for this project. You can check information available at the library, do surveys, interview experts on rape or rape victims (be sensitive to their need for anonymity if they request it), and see the pamphlets available at the counseling center in the basement of DeGarmo Hall.

Your group is responsible to divide the work load as equitably as possible. Try to negotiate among yourselves when disagreements arise. Some groups find it easier to section off the paper and each person write a section then blend the sections. Other groups find it easier to write everything together. Your group can decide how you want to proceed.

Unit Sequence

Week One
Day One—Have read three articles in Our Times/2: Keegan, p.145; Sweet, 158; Rule, p. 167 Class Discussion
Day Two—Journal Entry Personal Viewpoint on Date Rape and Its Prevention
Day Three—Introduce Assignment. Form collaborative groups and discuss work division. Bring at least one source per person in group to class next week.

Week Two
Day One—Groups meet to discuss what info had been found. Refine work assignments. Journal entry—Summary of source found.
Day Two—Rough Draft of paper due. Give class over to group revision.
Day Three—Intermediate draft due at end of class for teacher comments. Class time in groups.

Week Three
Day One—Give back drafts with comments. Continue revising.
Day Two—Paper Due. Talk about the experience of collaboration.
Day Three—Evaluation Day (See Worksheets below).

Evaluation Worksheets

Name:
Group members:
Class:

1) What did you contribute to your group for this project in terms of the following categories: Research? Planning of the essay? Drafting? Revision? Proofreading? Other?

2) How is your writing process different from or the same as other members in your group?

3) How did your group negotiate different opinions about the topic?

4) How did your group handle any disagreements between members on work loads or the organization of the essay?
5) What, in your opinion, is the value of working in groups to produce an essay?

6) What were the difficulties in working in a group to produce an essay?

7) What did you learn about yourself through this experience?

8) If you were to give yourself a grad for this project, what would it be?

9) Your grade for this project is ____.

**Peer Evaluation**

Your name:

Group member being evaluated:

NOTE: This peer evaluation is for my purposes only. Your peers will not see this evaluation. I will dispose of it after I am finished with it. Although I take into account what you say about your peer in this evaluation, their grade does not rest solely on what you write. Fill out one sheet for every member in your group.

1) What did this group member contribute to the group for this project in terms of the following categories: Research? Drafting? Revision? Proofreading? Other?

2) Was this person, in your opinion, generally cooperative in the group or were there any major difficulties with this person?

3) What did you appreciate about this person’s presence in the group? What did you learn from this person?

4) Anything else you would like to add?

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**Class Time and Management**

At first, it can seem a daunting challenge to plan activities for a 50 or 75 minute class period and it is easy to get into a pattern where you spend time on “housekeeping” issues at the beginning of class and then let class go “just five minutes” early. The basic bookkeeping aspects of running a course—attendance, returning papers, handing out assignments, and printing—can consume large portions of time if not kept in perspective. An easy way to handle attendance is to have a pre-printed sheets with student names, then simply send the list around and have students sign in. The point is that none of the bookkeeping aspects of class are the real reasons why students are in class, and so they should not impinge on the time that students should be able to devote to working on their writing.
Chapter 6: Computer Use

The difficulty of learning to operate the computers and network services is often a source of concern for new Graduate Instructors as well as some students of 101. During orientation week there will be ample instruction on the computer for GIs to become familiar with their functions and be able to relate this to their students. The following chapter provides some of the basics of the computer classroom.

English 101 courses are taught in classrooms with IBM compatible computers that are currently running Windows 97 and Microsoft Word 7.0. Students may have difficulties if their personal computers have versions other than these. Be sure to make students aware of this at the beginning of the semester. The IBM's all have translation programs if any of your students run into this problem. The portfolio disk must be provided in the format requested by the department. See the Course Guide for details.

There will be some confusion the first day you use the computers in 101; some students will cause the computer to flash error messages which would puzzle the engineers who built the systems, and a few will lose a document. But the computer is complicated so that writing can be simple. From the first, learning to operate the word processing system can comfortably be blended with activities which promote writing skills, and over the long term the computer will enable teacher and student to go further and faster toward their goals.

Every instructor has access to the Instructor Folders on the network where you may choose to create a class folder in which you can store assignments for students to access, students can save writing exercises, and you can copy student files to your own disk. To create your own class folder you must first log on as a faculty member. (Contact the Program Computer Consultant for the procedure to sign-on as a faculty member.) Once you have logged on, you can create a class folder and/or copy material to and from the folder and a floppy disk. Only faculty have access to files in the instructor folders, so once students copy files onto the network they become read-only.

NOTE: To have your students copy their material onto the class folder you must have them drop and drag from the floppy disk to the class folder, rather than saving directly to the folder from Microsoft Word. If this is not done properly there is a risk of losing the material. If you need directions on how to drop and drag, contact a lab monitor.

Technology can be temperamental. The key to success in a computer aided classroom is to be prepared with alternate plans. Don’t have an entire class planned around getting on the Internet. If the Internet access isn’t working that day, you have wasted an entire day of teaching writing. So be prepared with backup plans or alternative ways to do whatever it is your students are going to do. There is no rule that says everything students write has to be on the computer. If the technology isn’t working, or students are frustrated with it, don’t use the computers for a day. Have everyone write out responses by hand or do something as a class on the board.

If a computer acts up during class, there is always a monitor on duty to assist you. While they are not all technical wizards, they are well versed in the technology we have and can most likely solve the problem. Simply go out to the desk and ask them to help. If they can’t fix the problem, please don’t be angry with them. The computer will be fixed as soon as possible. If a computer is broken, please tell the monitor, even if your class doesn’t need it. Most classes will be full and there are only enough computers for each member of the class so the monitors need to know if any computer is not working.
The English Department’s budget is tight and we are no longer providing paper on which students can print. Students should either come to class with their work already printed or they should be prepared to bring their own paper to print. The Print Solution from Computer User Services should be available for students to print outside of class.

Viruses are programs that infect files or software and wreck havoc with computers. They are basically computer vandalism. And they are rampant on college campuses. There is a program on the computers called “McAfee” that will detect and clean infected files. It is a good idea to have students scan their disks frequently for viruses, especially if they are working in other labs on campus. It is a good idea to go over this on the first or second day. Students must understand that there can be technological glitches and that they need to give themselves time to fix them if they have a problem when working on assignments and papers.

**Do not** accept computer malfunctions as excuses for incomplete work. If a student is doing their work in a timely fashion, has the back-up disks they should, and is frequently scanning for viruses, they should be fine. The monitors can help students who think they have lost files or find viruses and don’t know what to do about them.
Chapter 7: Evaluation

Response

There are three main ideas to keep in mind while responding to student writing. They are:

- Respond to student writing as the most thoughtful reader you can be.
- Consider your purpose in responding to student writing.
- Consider your audience in responding to writing.

Being a Thoughtful Reader

It is important also to see the text as being revisable and not as a finished product. For this reason, it is important to try and see your student’s text as a text-in-progress. It is important to be interested in what your students have to say in their writing, regardless of your personal interest in the subject matter.

One of the premises of successful peer work is accurate and honest feedback, so we expect you to offer your students the same. It is good to practice the policy of constructive criticism, pointing out positive as well as negative attributes of the meaning of the writing. Focus on the clarity of the text and the effectiveness of the student’s argument before evaluating the surface formalities of spelling and grammar. If the students can not communicate their ideas to the reader, then it will not be of much help to correct surface errors.

We want to model appropriate behavior for our students, and it is important that the focus of our evaluation is on the process of writing so their attention will also be turned toward the process of writing.

Offer suggestions for revision, but let the students know that the writing is their own. Commenting on student improvement is always helpful to students who may have little confidence in their writing, and even for those that are confident writers. Think of your own experiences as a student, and how your motivation was increased by a positive teacher.

Your Purpose

The purpose of your response to student writing is to empower the students as thinkers and writers, to help them be both confident and critical of their own abilities, and to be able to see alternative strategies and ways of proceeding. Your purpose is to give a fair assessment of where they are as writers. Remember that your purpose is to help them improve their writing. You act as a facilitator for your students’ learning and understanding of their own writing process.
Responding is your first responsibility as this facilitator. Responding involves offering suggestions, comments, and criticisms about the strengths and weaknesses of a student writing. Responding does not include grading the student text. Each instructor handles the evaluation of writing uniquely. Some instructors offer personal student evaluation conferences, while others offer advisory grades only, while some offer only general evaluation comments. We will discuss student evaluation and grading in the 400 Teaching Seminar and in the following section “Grading.”

It is important to begin simply by writing a lengthy and detailed response at the end of the student text. Once you begin to talk about grades for a particular piece of writing the effectiveness of your response is greatly diminished. It becomes an issue of grade rather than the quality of the work itself or the process of revision. One way to encourage students to actively engage in comments is to practice “Responding to the Response,” where students are asked to write a response to the comments made regarding their text. This also stimulates the thought process for revision.

As much as it is the responsibility of the students to communicate with their audience clearly and as effectively as they can, it is your responsibility to see the students as your audience and to communicate with them as clearly as you can. This means that cryptic notes in the margin (e.g. awk, frag, s/v agr) aren’t very helpful and proofreader’s marks lead back to emphasizing the writing as a product rather than a process.

There is almost an inevitable gulf between what students expect as a response (i.e. the magical “formula” that will guarantee them an “A”) and what you can reasonably tell them. But keep in mind to whom you are writing your comments. You want to maximize the use of your comments and open up opportunities and new directions for students to think about and possibly engage with during revision. You do not want to tell them what to do—remember, students have the authority over their own texts so that they may take control of their writing process—but you can offer them ways to rethink the text.

Make open comments that will set up your response as a dialogue so that your response can be seen as an interactive discussion. Students should see response as an opportunity to see other views, rather than as an opportunity for the instructor to evaluate and criticize their ideas on an individual level. Respond to the writing, not the writer. Be textually specific in your comments and selectively address the highest-level problem with the paper. Your comments should facilitate meaningful revision of the text.

You must collect and comment on at least one draft of each paper. However it is your choice if you collect drafts of peer revision. You may respond orally in class, or not at all. Your goal is to offer comments that are text specific and that stimulate the students to think about their texts in other ways that will help create clarity and personal voice in their writing.
Examples

You will find examples of instructor responses to student drafts located in Appendix A of the Handbook. Different instructors handle response in various ways, and it takes time to establish the best method for yourself. Some instructors offer extensive marginal notes while others offer a handwritten or typed end comment. The best strategy is a combination of both, but again, this will ultimately depend on your own style of response.

Grading

As previously stated, it is your decision as the instructor how to handle the appropriation of grades. In the *Course Guide* you will find standards that the Writing Program expects various levels of students to have (i.e. the “A” student does all of the following in their writing). The *Course Guide* also gives the typical determination for grades in 101. They are as follows:

**Portfolio Grade: 60%**
A compilation of student work, including final papers, drafts and responses.

**Exercise Grade: 20%**
Covers all written work done outside of class, including drafts, responses, and summaries.

**Response Grade: 20%**
Covers all work done during class time, including peer responses, reading responses, collaborative work, and workshop participation.

Refer to the *Course Guide* chapter on “Grading Standards” for more detailed information.
Chapter 8: Instructor Difficulties

Plagiarism

The English 101 classroom is generally an exciting environment, but sometimes problems can come up. Therefore, there are some things that you should be aware of before you begin teaching. Often, simply being aware of a potential problem will prevent the problem from ever happening.

Students who plagiarize generally fall into two categories: they either do it inadvertently because they do not understand rules for documentation, or they do it because they panic and feel they have no alternative. Plagiarism can also take several forms: they may copy directly from a printed source; they may paraphrase a source and think they’ve changed it enough to call it their own; they may copy a former 101 student’s work; or they may get a friend or roommate to do the work for them.

If students are doing enough pre-writing, drafting, and revision activities, plagiarism shouldn’t happen. If you are reading enough of your students’ work, seeing multiple drafts of their papers, and being an active participant in workshops, students will have a difficult time plagiarizing. You will quickly become familiar enough with your students’ writing styles to identify pieces that aren’t theirs. If a student has to turn in two or three drafts for a paper and a revision plan and three peer response for each draft, they will have to do as much work to plagiarize as they will to simply write the piece themselves.

Occasionally, a student will actively participate in all aspects of the drafting process and then panic at the last minute and turn in a piece that is clearly not theirs and in no way resembles their previous drafts and exercises. You have to be careful in accusing students of wrongdoing, but it will be fairly easy to explain to the student why you suspect them.

Talk about plagiarism early in the semester—what it is and what it means—and explain that if student work changes so substantially from draft to draft that they appear to be different papers, then they will need to turn in additional drafting materials to illustrate their process. If this is very clear at the beginning, you won’t have a problem with a student claiming that they simply revised “a whole bunch.” If they can show you their revision work, then there is no problem.

If you suspect that a student has plagiarized, but it’s not as obvious, there are some steps you can take. The first is to read an article by Susan H. McLeod entitled “Responding to Plagiarism: The Role of the WPA” (WPA: Journal of the Council of Writing Program Administrators 15.3 (spring, 1992): 7-16. McLeod makes an important distinction between intentional and unintentional plagiarism, a distinction significant because of legal issues involved sanctions. She offers some strategies and also has a useful bibliography.

When you get a piece of writing that you suspect is intentionally plagiarized (the paper is hugely unlike anything the student has written previously), the burden of proof is on you to establish that this is the case. You may be certain in your heart of hearts and every colleague may agree with your assessment. But for various possibly infuriating legal reasons, you have to prove the plagiarism.
There are many avenues you can take to approach a plagiarist situation. You could demonstrate the plagiarism, either by finding the source manuscript or published writing replicated in the student’s paper; you could try to get a confession from the student; you could ask to see all of the student's drafts, notes or any materials to show that it is their own work; or you could ask the student to either rewrite or write an additional assignment to accompany the work. Remember that if you are seeing enough drafts and students are writing appropriately in class, plagiarism should not become a problem. Consult your PA or the Writing Program faculty if this situation arises.

Most of your students will be great and the 101 classroom will be an exciting place. But we must remember that our students are people with emotions and beliefs that we may challenge in our teaching. Most English 101 students are 18 years old and away from home for the first time. They have three or four other classes, roommates to deal with, boyfriends/girlfriends and families all vying for their attention. Remind yourself of this occasionally and keep it in mind when dealing with students on a one to one basis.

You do not have to put up with an angry student. Nor do you have to listen to abusive language. Students can become angry about comments they receive on a paper or a grade on an exercise. We suggest you enforce the 24 hour rule, which is to tell students at the beginning of the semester that they cannot speak with you about a grade or comments on a paper for 24 hours. This gives students time to re-read the comments and to think about what they mean, so that both you and the student can rationally discuss the work.

Do not let yourself get angry in class. It is human nature to rise to the occasion when confronted, but it’s important to keep your professionalism when talking with students. If a student is extremely angry, have them leave class for the day.

Like students who are angry, a good student can become disruptive. Your students should clearly understand the “Classroom Atmosphere and Civility Policy” in the Course Guide, and you should have an idea in mind for how you might handle a student who does disrupt class so you are not caught unprepared. The first time a student disrupts class, speak to the student after class and explain why her behavior was inappropriate and what the consequences will be if it happens again. If a student continues to be disruptive, you need to contact either the Assistant Director or the Director.

You will know very quickly if your students are prepared for college work. If you have a student who clearly isn’t, you need to be sensitive in talking with them. You can suggest that they set up a schedule with a tutor in the University Center for Learning Assistance (UCLA). The University Center for Learning Assistance (UCLA) is an excellent “free” resource that can help.
UCLA is located in Stevenson 133. The phone number is 438-7100. Students may go to the center on their own and request help, or you, as an instructor, may suggest or require that a student seek tutorial help. It is important to emphasize that UCLA is not just for “poor” writers. It is a resource available to all students at the University.

The center will set up a regular tutoring schedule (usually once a week) with the tutee. Regular records which report what was discussed in the tutoring session are available in a file at the center for review by the instructor. Instructors may also wish to provide information to the tutor as to what help the individual student needs.

UCLA is also the site of ISU’s “Grammar Hotline,” a resource used by people all over the country who need help with questions concerning grammar. You might want to mention this to your class and let them know it is available for their use. Hours of the grammar hotline are 8 a.m. to 8 p.m. Monday through Thursday and 8 a.m. to 3 p.m. on Fridays. The hotline is closed when the University is closed for breaks. The grammar hotline phone number is 438-2345.

English 101 and the Writing Program adhere to the ISU attendance policy as stated in the Undergraduate Catalogue. The policy states:

“Class Attendance: The attendance regulation of the University is based on two principles: first, students are expected to attend class regularly; and second, students are primarily responsible to the instructor in matters pertaining to class attendance. Every student will be held responsible for class attendance and successful completion of academic work. Attendance regulations are intended to encourage student maturity and are based on the assumption that academic success is the student’s primary goal in college.

The University will accommodate, within reason, students in circumstances where a religious observance requires absence from class. Students who are unable to attend class or take examinations for religious reasons should consult their instructors in advance about alternative arrangements.”

Twenty percent of the class grade is based on student participation in everyday class assignments and exercises. If a student is absent from class, they cannot receive a participation grade for that day. This should encourage students to attend; and the majority will be present. However, sometimes students have conflicting problems outside of class, medically or otherwise. If you find a student has missed an unacceptable number of classes and is in danger of failing the course because of an extenuating circumstance, you may want to ask them to contact the Office of Disability Concerns at: 438 - 5853. Disability Concerns will then act as an intermediary to get the student “back on task” with assignments and exercises and you will have justification to accept their absences.
Chapter 9: Professional Guide

Curriculum Vita

It is good practice to keep well organized teaching journals and portfolios that you have assignment sequences and units to present to potential employers when the time comes. These portfolios are also used for different awards, and it might be to your advantage to begin collecting your information now. The following chapter will provide some basis for how you can put together a teaching portfolio and a Curriculum Vita.

In education disciplines it is typical to present a Curriculum Vita instead of a Resume. Curriculum Vita detail specific course of study and professional accomplishments. Appendix B of this handbook provides two examples of how you may prepare your Curriculum Vita.

Teaching Portfolio

Teaching portfolios have two major parts: the narrative and the appendices. The narrative (6 - 8 doubles spaced pages) tells a story about your teaching—what is important to you, what is unique to you, and so on. Narratives usually include a statement of your teaching philosophy and a summary of your teaching responsibilities. Examples of other sections which could be included in a narrative are a discussion of outside class involvement with students and other teaching related service, discussion of your pedagogy and materials for one or more specific classes, summary of course evaluations and recognition for your teaching, discussion of your students’ learning outcomes, and summary of any scholarship on teaching. This is not an exhaustive list and everyone’s narrative is individualized.

The appendices include supporting documentation for the ideas raised in the narrative and are keyed to the parts of your narrative. For example, you might have a section in your narrative on your course(s). Other material which might be included in the appendices would be student evaluations and letters from students, evidence of student learning and success, documentation of teaching related service, reprints of any publications or presented papers on pedagogy, etc. There should be some continuity and fit among your teaching philosophy, other parts of your narrative, and all your appendices.

Appendix C of the Handbook is an example portfolio of a Graduate Instructor at ISU. While the portfolio is unique to the instructor’s own teaching experiences and philosophies, it may help give you ideas for constructing your own portfolio. If you plan to create a teaching portfolio contact your advisor for guidance. Below are two web sites that you can reference which have information and examples on creating a portfolio.

http://www.public.iastate.edu/~teaching_info/port.html
http://www.its.ilstu.edu/CAT/prepaport.html
Chapter 10: References

The Writing Program’s Who’s Who

The following section gives some additional sources for information and support for your duties as a Graduate Instructor. Included is a list of names and positions for the Writing Program, a list of names and positions for the English Department, and a list of bibliographical sources on teaching related topics.

As mentioned in the Welcome section of the Graduate Instructor Handbook there is a wealth of informative sources in the English Department for a GI to call upon. Undoubtedly in your first semester you will establish your own network of professional and peer support, but there is also an “official” network of people to whom you can turn for advice and support. The following is a list of faculty and staff names and positions within the Writing Program.

**Director of Writing Programs:** Dr. Janice Neuleib
The Director of Writing Programs is in charge of all aspects of the writing program. The director assigns teaching positions, oversees staff members, chair the Writing Committee, works with wider University and National groups to represent the Writing Program, and plans professional development activities.

**Assistant Director of Writing Programs (ADWP):** Claire Lamontich
The Assistant Director of Writing Programs supports the WPA in all activities. The ADWP encourages interactions among graduates for instructional enrichment and teaching research collectives. The assistant oversees Graduate Instructor staffing issues, and supervises the New Teacher Program.

**Writing Program Ombudsperson:**
The Ombudsperson is the official liaison between the students enrolled in English writing courses and their instructors. The student must first attempt to solve the problem by meeting with the instructor. After which time, if the issue remains unresolved, the student may decide to address the matter through the Ombuds. Occasionally, the Ombuds will contact an instructor to look over course documents or student work. Do not panic if you are contacted by the Ombuds concerning a student. The Ombuds is an objective third party who is there to help both the instructor and the student resolve conflict.

**Writing Program Assistants (WPAs):**
The Program Assistants are your direct link to the Writing Program. They work with both new Doctoral students who teach English 101 and returning Graduate Instructors who teach both English 101 and English 145 (a second semester writing course).

**Writing Program Computer Consultant:**
The Writing Program Computer Consultant oversees much of the operation of the computers in the Stevenson labs and acts as a liaison between the English Department and the University in regards to the computer systems.

**Lab Monitors:**
The 250 lab monitors trouble shoot any computer malfunctions or problems experienced in the 250 labs. The monitors are employed by Computer User Services, and are trained to help with computer difficulties. If there is a computer question that you can’t answer, contact the lab monitor for advice or help.

**Computer User Services Contact:**
The Computer User Services Contact person supports the 250 labs with whatever computer services are necessary, either in equipment, repair, or network programming.
The English Department’s Who’s Who

The English Department itself is a resource available to GIs for information and support. After the brief period of initiation into the department you will be able to recognize most of the faculty and staff and to determine who would best be able to answer your questions. However, so that you can become more familiar with the names, the following is a list of people you are most likely to have contact with while you are a Graduate Instructor.

- **Department Chairperson** - Dr. Ron Fortune
- **Director of Graduate Studies** - Dr. Doug Hesse
- **Office Manager** - Carol Eagan
- **Assistant to the Graduate Director** - Dona Meador
- **Receptionist** - Terri Mack
- **Typing Pool Coordinator** - Irene Taylor
- **Writing Program Office Secretary** - Martha Freiburg

Bibliographical Sources

The following is a list of bibliographical references that you can consult for various teaching methods and procedures. Many contain ideas for lesson plans, exercises and assignments, as well as different pedagogical theories. The sources should be available through Milner Library at Illinois State University or through Inter-library loan. However, this list is by no means exhaustive (there is a plethora of information on teaching composition) and the references do not necessarily reflect the views of the Writing Program or the English Department.

- McLeod, Susan H. “Responding to Plagiarism: The Role of the WPA” *WPA: Journal of the Council of Writing Program Administrators* 15.3 (Spring, 1992): 7-16.
Appendix A: Responses

The following section provides examples of responses to student writing. The first three responses have been reproduced from Straub, Richard and Ronald F. Lunsford, eds. *Twelve Readers Reading: Responding to College Student Writing*. Cresskill, NJ: Hampton P, 1995. 22-33. They are professional responses to a student writing about the article on the first page. They have been reproduced without permission for training purposes, and all copyrights remain the authors'. The fifth response is a GI response to a student’s work, while the sixth is a peer response to that same work.
BACKGROUND

This is the first rough draft of an argumentative response essay. Through the first several weeks of the course, the class has focused on various kinds of expressive writing, and students have been writing essays mostly from their personal experience. Now the class is moving into transactional writing on topics which may include, but which must extend beyond, their first-hand experience. As a bridge into the second half of the course, students are to write a response essay in which they express their views on what another writer has to say about an issue. In anticipation of this assignment, students have been given practice in summarizing and paraphrasing the ideas of others. Although they have written several essays up to this point, this is the first paper that they will take through several drafts and receive another’s comments on before they hand in the final draft.

This particular student, Nancy, sees herself as a good writer.” As she has told you a few times already (both verbally and in her course journal), she has always gotten A’s in English. Evidently, she is confused, or even put off, by your view of writing and, particularly, your assessment of her work thus far in the course. She has been somewhat resistant to changing her style and process of writing and has not been very responsive to your comments on the four previous course papers.

THE ASSIGNMENT

Select from a journal, magazine, or newspaper, a recent article on an issue you are interested in, one that presents a view you disagree with or that you find some problem with. In an essay intended for the same publication, write a response to the article. You may respond to the article as a whole or to parts of it. Your task is not to review the article for its own sake but to express your views on what this writer has to say. Your final draft should identify the author, title, and issue you are responding to and summarize what the author says about it, and then present your response.

We’ll take this essay through two rough drafts before the final draft is due, two weeks from today. I will respond to both the first rough draft and the second rough draft.
Legalize Drugs

By John LeMoult

STAMFORD, Conn.—As a trial lawyer with some 20 years’ experience, I have followed the battle against drugs with a keen interest. Month after month, we have read stories of how the Government has made a major seizure of drugs and cracked an important drug ring. It is reassuring to know that for more than 20 years our Federal, state and local governments have been making such headway against drugs. It reminds me of the body counts during the Vietnam War, when every week we heard of large numbers of North Vietnamese and Vietcong soldiers killed in battle. Somehow, they kept coming, and they finally forced us out and overwhelmed their enemies.

Every elected official from President Reagan on down goes through the ritual of calling for stiffer enforcement of drug and trafficking laws. The laws get stricter, and more and more billions of dollars are spent on the police, courts, judges, jails, customs inspectors and informants. But the drugs keep coming, keep growing, leaking into this country through thousands of little holes. Traffic is funded by huge financial combines and small entrepreneurs. Drugs are carried by organized crime figures and ordinary people. The truth is, the stricter the enforcement, the more money there is in smuggling.

Legalization is not a new idea. But perhaps it is time to recognize that vigorous drug enforcement will not plug the holes. Perhaps it is time to think the unthinkable. What would happen if we legalized heroin, cocaine, marijuana and other drugs? What if they were regulated like liquor and with the protections provided for over-the-counter drugs? Would we turn into a nation of spaced-out drug addicts?

Drugs have been a part of our society for some time. The first antidrug laws in the United States were passed in 1914. They were really anti-Chinese laws, because people on the West Coast were alarmed at the rise of opium dens among Chinese immigrants. Before that, there were plenty of opium addicts in the United States, but they were mostly white middle-class women who took laudanum (then available over the counter) because it was considered unacceptable for women to drink alcohol.

After the first laws were passed, and more drugs added to the forbidden list, the sale of heroin and other drugs shifted to the ghettos, where men desperate for money were willing to risk prison to make a sale. Middle-class addicts switched to alcohol. Today, one in 10 Americans is an alcohol addict. It is accepted. The number of addicts of heroin and other drugs is tiny compared with the number of alcoholics. But these drugs cause 10 times the amount of crime caused by alcohol.

What would happen if the other drugs were legal? Many experts believe there would be no increase in the number of drug addicts. They speak of an addictive personality and say that if such a person cannot easily obtain one drug he will become addicted to another. Many feel that the legalization of heroin and other drugs would mean that such addictive types would change from alcohol to other drugs. A 1972 Ford Foundation study showed that addiction to these other drugs is no more harmful than addiction to alcohol.

But what about crime? Overnight it would be dealt a shattering blow. Legal heroin and cocaine sold in drugstores, only to people over 21, and protected by our pure food and drug laws, would sell at a very small fraction of its current street value. The adulterated and dangerous heroin concoctions available today for $20 from your friendly pusher, would, in clean form with proper dosage on the package, sell for about 50 cents in a drugstore. There would be no need for crime.

With addicts no longer desperate for money to buy drugs, mugging and robbery in our major cities would be more than cut in half. The streets would be safer. There would be no more importers, sellers and buyers on the black market. It would become uneconomical. Huge crime rings would go out of business. More than half the crime in America is drug related. But drugs themselves do not cause crime. Crime is caused by the laws against drugs and the need of addicts to steal money for their purchase. Overnight the cost of law enforcement, courts, judges, jails and convict rehabilitation would be cut in half. The savings in taxes would be more than $50 billion a year.

We may not be ready for a radical step of this kind. Perhaps we are willing to spend $50 billion a year and suffer the unsafe streets to express our moral opposition to drugs. But we should at least examine the benefits of legalization. We should try to find out whether drug use would dramatically increase, what the tax savings would be. I do not suggest that we legalize drugs immediately. I ask only that we give it some thought.

From The New York Times circa 1984
What If Drugs Were Legal?

What if drugs were legal? Could you imagine what it would do to our society? Well according to John E. LeMoult, a lawyer with twenty years of experience on the subject, feels we should at least consider it. I would like to comment on his article "Legalize Drugs" in the June 15, 1984, issue of the New York Times. I disagree with LeMoult's idea of legalizing drugs to cut the cost of crime.

LeMoult's article was short and sweet. He gives the background of the legalization of drugs. For example, the first antidrug laws of the United States were passed in 1914. The laws were put in effect because of the threat of the Chinese immigrants. In addition, he explains how women were the first to use laudanum, an over the counter drug, as a substitute for drinking; it was unacceptable for women to drink. By explaining this he made the reader feel that society was the cause of women using the substitute, laudanum, for drinking. LeMoult proceeded from there to explain how the money to buy drugs comes from us as society. Since drug addicts turn to crime to get money we become a corrupt society. Due to this we spend unnecessary money protecting innocent citizens by means of law enforcement, jails, and etc. LeMoult says that if we legalize drugs that "Overnight the cost of law enforcement, courts, judges, jails and convict rehabilitation would be cut in half. The savings in tax would be more than $50 billion a year."
LeMoult might be correct by saying that our cost of living in society would be cut in half if drugs were legalized, however, he is justifying a wrong to save money. In my opinion legalizing drugs is the easy man's way out. Just because crime is high due to the fact that the cost of drugs is unbelievable it doesn't make legalizing them right. We all know drugs are dangerous to the body and society without any explanation, therefore, you shouldn't legalize something that is dangerous.

My only and most important argument to LeMoult is the physical harm it would bring by legalizing drugs. People abuse their right to use alcoholic beverages because they are legal. For example, LeMoult himself says the amount of drug addicts is small compared to alcoholics. Why—of course it is because of the legalization of alcohol. When you make something legal it can and will be done with little hassle. Why allow something to be done with ease when it is wrong? LeMoult's points are good and true but I believe he is approaching the subject in the wrong manner. Drugs are wrong, therefore, should not be legal!

Nancy--

You have done a good job of summarizing much of LeMoult's article. I think you have overlooked a couple of important points, however. Reread the section where he traces the history of drugs in this country, and look again at his distinction between drugs and alcohol.

I find your argument against legalizing drugs the most convincing when you compare the number of alcoholics with the number of drug addicts. Perhaps you can develop this idea further. In contrast, I find the statements that we all know drugs are wrong less than convincing. Just exactly why is legalizing drugs the easy way out? If danger is the issue, how do you respond to the idea that cars are dangerous? (Think about how many people are killed and maimed in automobile accidents every year.) In your next draft try to focus on developing more convincing arguments against legalized drugs.

When you have completed your next draft, try reading it aloud before you turn it in. I think you will find a number of places where your ears will help you express your ideas more effectively.
Appendix B: Curriculum Vita

The following section provides examples of two Curriculum Vita. They are to be used for guidance only and you will have to find the form that it best fits your own experience.
LEE M. HAMILTON

UNIVERSITY ADDRESS
333 Dunlap Drive
Somerfield, WA 43434
(912) 677-7666

PERMANENT ADDRESS
5000 Lakeview Avenue
Northbay, WA 43333
(766) 877-7788

PROFESSIONAL OBJECTIVE

Desire position as a tenure track Professor of Spanish, anxious to work closely with individuals and groups, both undergraduates and graduates, in teaching and research where there is a need for incorporating stimulating teaching methods, including history and cultural understanding, aimed at graduating competent and confident language students and with the opportunity to continue research of Spanish cultural and contemporary events.

SUMMARY OF QUALIFICATIONS

Strong academic background and specialized training.
Eight years of successful teaching experience.
Practiced and skilled in research and publishing.
Leadership - Organized and planned student programs and activities.
Proven abilities in group dynamics.
Created enthusiastic learning environments conducive to building confidence and mastery of competencies.
Extensive public speaking experience.
Cultural awareness through extended travel and study abroad.
Determined and formulated educational goals.
Evaluated concepts, curriculum, and practices.

PROFESSIONAL STUDIES

Ph.D.: West Bradford University, June 1990, Spanish.
L. Hawthorn Scholarship Award.
Dissertation: A Generative Phonology of Modern Literary Spanish

Master of Arts Degree: Dalton University, 1986, Spanish.
Master’s Thesis: Teaching Spanish Through Contemporary Events and Cultural Understanding

Bachelor of Arts Degree: Awarded magna cum laude, Dalton University, 1981, Spanish major, English minor. Lived and studied ten months at University of Mexico, 1980. G.P.A. 3.8, Dean’s Honor Roll three years. Traveled extensively throughout Mexico, and Central and South America during summers. Financed undergraduate studies by tutoring non-English speaking students.
GRADUATE COURSE CONCENTRATION

Spanish History and Culture Dr. Lazeres Guadalupe
Spanish Literature. Jon Hernandez and Dr. Wilhelma Guzman
Latin American Literature Dr. Taylor Fellman
Spanish Cultural Events Dr. Vera Pelleomo
Current Events and History of Mexico. Maria Hartman
Advanced Spanish. Delores Medoza

PROFESSIONAL EXPERIENCE


Graduate Research Assistant for Dr. Wilhelma Guzman, 1989. Key contributor of material for Dr. Guzman’s textbook, Spanish History and Cultural Events for College Students, expected publication 1990, Coldwell College Publications. Experience gave me invaluable knowledge in textbook writing. Materials also to be presented at American Association of Language Instructors, National Convention, August, 1990.

EDUCATOR: Spanish Instructor, Portland School District, 400 Seaside Way, Bayshore, Washington, (877) 877-9088. 1981-1987. Fairmont High School, Department Head: Barbara Dallman. Developed individualized language lab program, significantly increasing students’ fluency, pronunciation, and grammar. Introduced Spanish cultural studies, with emphasis on literature and current events. Results: Strong interest, enthusiasm, and improved test scores. Directed Spanish Club, five years, increased membership 25 percent each year. Left position upon receiving scholarship to pursue doctorate studies.
PUBLICATIONS AND PRESENTATIONS

Publications:


Presentations:
“Modern Spanish in Today’s Schools,” address at the American Association for Spanish Studies Conference, Sacramento, California, January, 1986. Rave reviews from educators.


Directed Workshop

PROFESSIONAL AFFILIATIONS

American Association of Language Instructors, 1981-present.
American Association of Teachers of Spanish, 1983-present, Secretary 1988.
Modem Language Association, 1985-present.
Honorary Memberships in Phi Delta Kappa and Phi Delta Gamma

PROFESSIONAL CONFERENCES ATTENDED


Western Regional Conference of Spanish Instructors, presented by the Modern Language Association, Los Angeles, California, April, 1987.


PROFESSIONAL SERVICE

Taft United Way, Board Member, 1986-87.
LANGUAGES AND TRAVEL

Excellent knowledge of Spanish.
Extensive travel in Mexico, and Central and South America.

REFERENCES

Dr. Guadalupe Lazeres, Professor of Spanish, Spanish Department, West Bradford University, Somerfield, Washington, 43434, (912) 765-0999.

Dr. Wilhelma Guzman, Professor of Spanish, Spanish Department, West Bradford University, Somerfield, Washington, 43434, (912) 765-0996.

Dr. Dolorez Medoza, Professor of Spanish, Spanish Department, West Bradford University, Somerfield, Washington, 43434, (912) 765-0993.


CREDENTIALS/PLACEMENT FILE AVAILABLE


SPANISH CULTURAL AWARENESS

Strong interest in research of Spanish language, heritage, and culture began with childhood travels as the daughter of an army officer. As undergraduate college student, studied ten months at University of Mexico in student exchange program. Interest in Spanish culture continued with additional summer foreign travels to Mexico, and Central and South America. With completion of dissertation, plan to continue research and writing on Spanish culture and history.

TEACHING INTERESTS AND ATTITUDES

Fulfillment attained when immersed in creative teaching activities resulting in students’ success and achievement. Find competency, continual updating of knowledge, enthusiasm, creativity, and dedication are the keys to educating.
JOHN DAVIDSON

College Address: 353 Union Street
Treopolis, New Mexico 75313
718-630-3748

Home Address: 1410 East Seventh Avenue
Hollins, New Mexico 79311
718-513-1468

OBJECTIVE: A secondary teaching position in English and/or history; willing to assume coaching duties in tennis.

TEACHING PREPARATION: Bachelor of Arts, Palaver College, 1985.

Major: English (including twelve hours of composition and sixteen of British and American Literature

Minors: History and French

Electives: Journalism, two classes in the Teaching of Reading, Audio Visual Techniques

G.P.A.: 3.2 (4.0)

New Mexico Provisional Secondary Teaching Certification

TEACHING EXPERIENCE: Student Teacher, Treopolis High School, Fall Term, 1984. Taught two sections of English - college senior and tenth grade; one class in junior United States history.

Writing Clinic Tutor, Palaver English Department, 1982-1984. Assisted students enrolled in freshman English classes with organizational and mechanical problems of composition.

COACHING EXPERIENCE: Assistant Boys’ Basketball Coach, Treopolis High School, 1984-1985. Worked with 9th grade team while student teaching; hired to continue the second semester.

Tennis Instructor, Hollins Summer Recreation Center, 1983. Taught weekly class of twelve 8-10 year olds.


AFFILIATIONS:

National Council of Teachers of English

Member, Palaver College Varsity Tennis Team (4 years)

OTHER INTERESTS:

Student Publications

Served as reporter (1982-83) and Sports Editor (1984) for weekly college newspaper, The Palaver.

Drama

Two major roles in campus productions, 1983-1984

Completed Basic Acting and Directing classes

ADDITIONAL WORK HISTORY:


PLACEMENT CREDENTIALS:

Available upon request from the Educational Placement Office, Palaver College, Treopolis, New Mexico 75313 718-316-2343.
Appendix C: Portfolio

The following is a sample portfolio of an ISU Graduate Instructor for examination. All work included is copyright of the student and is not to be reproduced.
**JANE SMITH**
799 South University Apt. 2 Normal IL 61761 309/862-4090

**EDUCATION:**
* Currently working on Masters of Arts degree in English at Illinois State University
* Bachelors of Science degree in English Education from Illinois State University, 1997
* Associates of Science degree from McHenry County College, 1994
* Student teaching experience in Eastbourne, England, 2/97-5/97
* Undergraduate cumulative grade point average of 3.92 on 4.0 scale

**ACADEMIC HONORS:**
* 1998 Sigma Tau Delta Scholarship for Outstanding Service and Leadership in English Studies
* Nominated for 1998 Outstanding English Graduate Student Teaching Award by Director and Assistant Director of Illinois State University Writing Program
* Nominated for 1998 George R. Canning Award for the Outstanding Student in Literature
* Graduated Summa Cum Laude from ISU
* Sigma Tau Delta English Honors Society
* Kappa Delta Pi Education Honors Society
* 1995 winner of Class of 1939 Ruth E. Henline ISU English department scholarship
* 1995 and 1996 winner of Illinois General Assembly scholarship
* 1993 and 1996 winner of Illinois Parent Teacher Association scholarship

**EMPLOYMENT AND VOLUNTEER EXPERIENCES:**
* Graduate Teaching Assistant at ISU, 8/97-present
* Computer Laboratory Monitor at ISU, 8/97—12/97
* Resident Assistant in Watterson Towers at ISU for 3 semesters, 8/95-12/96
* Private reading tutor, 5/96-8/96
* Volunteer tutor at Forest Academy for Young Women, 5/95-8/95
* State-certified literacy tutor with Literacy Volunteers of America
* State-certified rape crisis counselor with Rape Crisis Center of Mid-central Illinois

**RELATED SKILLS AND EXPERIENCES:**
* Experience with computer technology, desktop publishing, web site construction, and internet
* Experience with cross-curricular planning and teaching
* Extensive diversity and multiculturalism training

**RESEARCH AND PAPERS:**
* “Homosexuality in Chapter Three of the Manuscript and Published Version of Hemingway’s The Sun Also Rises”
* “A Reader’s Guide to ‘The Boarding House’ from James Joyce’s Dubliners”
* “The Cyber Class: Computer Technology in the Composition Classroom”
* “Discovering the Rainbow: Teaching Respect for Diversity with Gay/Lesbian/Bisexual Literature”
* “Nourishing the Female: Resisting Male Dominance in the English Classroom”

**PRESENTATIONS GIVEN:**
* March 1998 “Nourishing the Female: Resisting Male Dominance in the English Classroom” at Third Annual Women’s Studies Symposium at Illinois State University
* November 1997 “Student Teaching Abroad: Our Experiences in England” at English Studies Association Lecture at Illinois State University

**PRESENTATIONS/WORKSHOP ATTENDED:**
* March 1998 Lois Lenski Lecture Series on Children’s Literature at Illinois State University
* February 1998 Conference Proposal Writing Workshop with Illinois State University Writing Program
* January 1998 University Teaching Workshop with Illinois State University Center for the Advancement of Teaching
* December 1997 Writing Program Colloquium with Illinois State University Writing Program
* December 1997 Writing Program Portfolio Evaluation Workshop with Illinois State University Writing Program

**AREAS OF INTEREST FOR FUTURE STUDY OR FOR TEACHING:**
* Gay/Lesbian/Bisexual literature and Queer Theory
* Adolescent literature and Children’s literature
* Postmodern American literature and postmodern pedagogy
* Equality in the classroom
* Technology in the English Classroom

**MEMBERSHIPS:**
* National Council of Teachers of English
* Modern Language Association
* Gay, Lesbian, Straight Teachers’ Network
* Illinois State University English Studies Association
Appendix II
Activities from Research Essay Unit
Daily Writing Prompts

Monday 10/27—Today you are going to Milner Library to learn about research and resources. While you are there, list at least five potential sources of research for your essay. Also, list the call numbers of these sources and the floor on which they are kept. These are due by the end of the class period. DO NOT LEAVE THE LIBRARY BEFORE TURNING IT IN TO EITHER LAURIE OR REBECCA.

Tuesday 10/28—In conversations with family and friends, how often do you find yourself using information you have picked up from some reading or other sources? How often do the people you are talking to ask you where you got your information? And, how often can you tell them? Why do you think it is important to the people you are conversing with to know where and how you got your information?

Wednesday 10/29—What are “validity” and “credibility”? Why is it important for your research to be valid and credible? What are some examples of valid, credible sources of information? What are some examples of sources of information that are not valid and credible?

Thursday 10/30—When you are researching on the Internet, how can you tell if a source of information is valid and credible? Should you use sources from the Internet if you do not think they are valid and credible? Why or why not?

Friday 10/31—Now that you have done some research on your essay, explain more thoroughly what your topic is. What do you know about your topic? What are your opinions on your topic? What is your argument for your essay? How do you plan to write your essay?

Monday 11/3—What did you learn from doing your annotated bibliography? Which articles/essays did you learn most from? Why? What sources (books, journals, etc.) did you find most helpful? Why?

Tuesday 11/4—What is your purpose for writing this essay? What is your goal? What do you hope to accomplish in this essay? How do you want to see your essay turn out?

Wednesday 11/5—Of the four essays you read for today, which did you like best? Why? Which did you think was the best example of a good research paper? Why? Explain your answers!

Thursday 11/6—What kinds of research are you using in your essays? From what kinds of sources? Why did you choose to use the research you used? How does the research you use relate to your argument and your personal opinions on your topic?

Friday 11/7—If you were a professional in the field about which you wrote your essay, and you read your essay, what would you think of it? What do you think professionals (professional teachers, nurses, farmers, psychologists, business people) would look for in a research essay? What would make the essay really good in their minds? If you were such a professional, would you think your essay is good? What suggestions would you give for improvement? Look at your essay as a reader who is a professional in the field, not as the author, and critique it.

Monday 11/10—HANDWRITE THIS ONE! DO NOT USE EMAIL! What questions would you like your peer editor to answer about your paper? What problems do you want your peer editor to look for? What do you want your peer editor to focus on? What do you need help with? Come up with at least 5 questions that you want your peer editor to try to help you with. Take advantage of chance to get exactly the kind of feedback you want on your essay.

Tuesday 11/11—How does your essay relate to the work that other people have done on your topic? How does your essay compare/contrast to the essays, articles, etc. that you have read on your topic? How is your essay a part of all of the research and writing done on your topic? Do you feel you have joined the ongoing conversation about your topic? Explain your answer!

Writing Activities

Peer editing questions for Thursday, November 6.—As you peer edit your partner’s paper, answer these questions as well as the questions on Rebecca’s Peer Editing and Evaluation Criteria page.

1. What kinds of research are used in the essay?
2. What are the sources for this research? Are they reliable, valid sources? How can you tell?
3. Are the sources used effectively? Describe how they are or are not.
4. Are all of the direct quotations attached to the author’s writing? How does the author introduce or anchor the quotations?
5. Does the author use the names of the people she or he is quoting in her or his writing? If so, does she or he introduce those people? How does she or he explain who the people are and why she or he is quoting them?
6. Does the author explain the quotations they use? How does she or he explain the quotations and show that the quotations relate to her or his argument?
7. Are the documentation and Works Cited page correctly done?
8. LOOK UP AT LEAST TWO OF THE QUOTATIONS THE AUTHOR USED IN THE ORIGINAL SOURCES. Are the quotations accurate? Are they documented correctly?
Appendix III
Activities from Analysis of Education Unit
Daily Writing Prompts

1. Describe the WORST experience you have ever had in a classroom. (It could be something that happened to you or something you saw happen to someone else.) What happened? Why? What effect did it have on you? How did it make you feel? What do you think and feel about it now?

2. Describe the BEST experience you have ever had in a classroom. Consider the same questions asked above.

3. In schools today, are not-so-smart students treated the same way that smart students are treated? Are students of color (African-American, Asian-American, Hispanic-American, etc.) treated the same way that white students are? Are working class students treated the same way that middle class/upper class students are? Are differently-abled students treated the same way that able-bodied students are? Are gay/lesbian/bisexual students treated the same way that heterosexual students are?

4. What do you know about your topic for the Analysis of Education essay? How familiar are you with the topic? What background do you have with the topic? What is your opinion on the topic? Why do you hold that opinion? What are your reasons for thinking/feeling the way you do about the topic?

5. What would be your ultimate college class? What would you study? What would the teacher be like? What would the assignments be like? What would the class period be like? Describe the coolest class you could take in college.

6. If you were a teacher, how would you treat your students? How would you act toward them? How would you handle classroom discipline?

Writing Activities

Discussion about Education: In small groups, discuss the following questions thoroughly. Do not be afraid to say how you feel.

1. Where do you see yourself in five years?

2. Where do you see yourself in ten years?

3. What are your goals in life?

4. How are you going to reach these goals? What role does education play in reaching these goals? What role does writing play in reaching these goals?

5. What do you want to get out of your college education? What do you expect to get out of your college education? What do you need to get out of your college education?

6. What does a college diploma get you in our society? Think of EVERYTHING you possibly can—material, emotional, intellectual, spiritual.

7. Why are you in college?

8. What are you going to do with your college education?

9. How can you get the most out of college?

10. Are you going to do everything you can to get the most out of college? Why or why not?

11. If you answered “yes” to #10, what are you going to do to make sure that you are getting everything you can out of college? If you answered “no,” what are you going to do to make sure that you get little to nothing out of college?

12. Which is more important—money or happiness?

13. Which one of the two things mentioned in #12 does a college education get you? Explain your answer fully.

14. Be honest—do you want to be happy or wealthy?

15. Do your goals aim at money or happiness? Does a college education aim at money or happiness? What do you get out of being here—money or happiness?
Reflection on the Discussion on Education: Now that you have discussed the above questions in small groups, write about your answers on your own. Reflect on what you said and why you said it. Consider how your responses compared to those of your group mates. Think about everything that has been said about education in this class so far, and write a few paragraphs on your ideas and feelings about college education.

Thinking about Issues in Education: In small groups, workshop the essay prompt that you wrote for yesterday’s Daily Writing Exercise. Look at everyone’s prompts and decide if they do all of the following:

* Present the issue. Tell what the issue is.
* Comment on this issue. Discuss why the topic is an issue.
* Provide background on the issue.
* Explain why this issue is important.
* Provide questions about the issue that the essay will address.
* Do everything a good prompt should do, according to yesterday’s Daily Writing Exercise on Rebecca’s page.

Make changes to your prompt as needed. Help the other people in your group revise their prompts, too. By the end of class, everyone should have a solid, well-informed, and well-written prompt for their second essays.

When you are done working on your prompts, discuss your topics. Take a position (agree or disagree) on the issues that you and your group members are writing about and discuss them. Think about and discuss your opinions on the issues. Exchange ideas for your essays. Give/get feedback on your ideas and opinions, your prompt, your topic, and your essay.

Appendix III, continued

Plans for two class sessions during the Research Essay Unit

Class Activities for Wednesday, October 22.

1. Daily Writing Prompt: What is research? Give examples of research. What role does research play in the research essay?

2. Brainstorming! Come up with several ideas for your research essay. Remember, these should be topics related to your major. If you don’t have a major, think of topics related to a major in which you are interested.


Small Group Activity on “The Case for Greatly Increased Immigration,” “The Federal Drugstore,” and “Drug Use by U.S. Army Enlisted Men in Vietnam.”—In small groups, look at each of the three essays. Answer the following questions about all of the essays.

1. Scan through each of the essays. What kinds of research does each author use? What does the research do for the essay?

2. How is each essay structured? Why do you think the author structured the essay in this way?

3. How is the structure of the essay on immigration similar to that of the essay on drug use of enlisted men? How is it different?

4. Look at the tables in the essay on immigration. What purpose do the tables serve? Are they effective tools? Do they help or hurt the essay? Explain your answers.

5. Is an interview research? Why or why not? What purpose do interviews serve? What can you get from an interview that you cannot get from other sources?

6. What are statistics? How are statistics used in general? How are they used in these three essays? Why are statistics used in general and in these essays?

7. Give at least five examples of EFFECTIVE research/statistics from these three essays. Why is each example effective? How does it strengthen the essay?

8. What is each author’s argument? What is each author’s personal opinion? Remember, personal opinions may not be EXPLICITLY stated in the essay. They may be IMPLICIT.

9. How are these essays different from the other ones we have read? Be specific. Give examples.

10. Have you ever written essays like these? If yes, for what? In what disciplines do you see essays like these? What disciplines use these structures and kinds of research?

11. How are these essays MODELS for your research essays?
Class Activities for Thursday, October 23.

1. Daily Writing Prompt: As in all forms of writing, the author of a research essay presents an argument—don’t forget: there’s an argument in everything. What role does the author’s argument play in a research essay? What role does personal opinion play in a research essay?

2. Small Group Discussion on Sexual Harassment—In small groups, discuss the following questions. You should individually take notes on what is said in your group—we will be discussing your answers in whole class discussion.

   1. How do you feel about “Harassment Blues” and “Fear of Flirting”?
   2. What is each essay’s claim? What is each one arguing?
   3. Which essay do you most agree with? Which is most persuasive to you? Why?
   4. HOW does the author persuade you to agree with her? How does she appeal to you? Does she use ethos (ethics)? Logos (logic)? Pathos (emotion)?
   5. What arguments does each essay present to support its claim? Why does the author use these arguments? (Consider the topic, the audience, the kind of essay it is, etc.)
   6. Are each essay’s arguments effective or not? Why?
   7. How does Naomi Munson feel about sexual harassment? How do you know this? Find several examples of phrases/sentences that illustrate Munson’s views on sexual harassment. Why do you think she would choose to use these phrases/sentences? Is it an effective rhetorical strategy?
   8. Answer the same questions asked in #6 about Erica Jong’s feelings about sexual harassment.
   9. How does Naomi Munson feel about feminists? How do you know this? Find five examples of phrases and/or sentences that illustrate Munson’s views on feminism and feminists. Why do you think she would choose to use these phrases/sentences? Is it an effective rhetorical strategy? (Look especially at pages 598-599. Look for LOADED words—words that have a certain connotation, or meaning.)
   10. Answer the same questions asked in #9 about Erica Jong’s feelings about feminists and about people who take political correctness very seriously. (Look at pages 600-602.)
   11. What kind of arguments are these essays? (Truth or Value?) How do the authors develop their arguments? (By use of Definition Arguments, Causal Arguments, Resemblance Arguments, Evaluation Arguments, Proposal Arguments, Ethical Arguments?) Give at least three examples from the essays to support your answer.
   12. How could these essays serve as a MODEL for your own political essay?

Peer editing questions for Thursday, November 6—As you peer edit your partner’s paper, answer these questions, as well as the questions on Rebecca’s Peer Editing and Evaluation Criteria page.

1. What kinds of research are used in the essay?
2. What are the sources for this research? Are they reliable, valid sources? How can you tell?
3. Are the sources used effectively? Describe how they are or are not.
4. Are all of the direct quotations attached to the author’s writing? How does the author introduce or anchor the quotations?
5. Does the author use the names of the people she or he is quoting in her or his writing? If so, does she or he introduce those people? How does she or he explain who the people are and why she or he is quoting them?
6. Does the author explain the quotations they use? How does she or he explain the quotations and show that the quotations relate to her or his argument?
7. Are the documentation and Works Cited page correctly done?
8. LOOK UP AT LEAST TWO OF THE QUOTATIONS THE AUTHOR USED IN THE ORIGINAL SOURCES. Are the quotations accurate? Are they documented correctly?
9. Give the author any suggestions you have to improve their use of research and direct quotations.
Philosophy of Teaching and Other Thoughts on Teaching

I hold the belief that teaching is a craft, and I certainly do not consider myself a master yet. However, I am working on it. I am still in the process of forming my own philosophy of teaching, but I can outline the ideas I have devised thus far. First, I believe that a teacher is still a learner. Even though I am in the teacher role, I still have much to learn, from my professors, from my peers, and from my students. I try to constantly keep myself open to different ideas and opinions about everything, for I know that other people have much to offer me. Second, I believe that a teacher is not a dictator. I do not intend to stand in front of my class, separate from my students, and lecture on what I hold as absolute truth. Instead, I intend to share my authority with my students, to create with them a learning community in which I teach them, they teach each other, and they teach me. Finally, I believe that a teacher is an innovator. I want to discover new trends in teaching and in writing, and I want to embrace those trends that can be beneficial to my students and me. Instead of shying away from the unfamiliar, I want to open myself to it so that I may learn about concepts, methods, and technologies that help my students and me to learn and grow. Furthermore, I want to use new trends and new technology to devise new methods that satisfy the needs of my students and the needs of my personal pedagogy. I know that a teacher is many other things, too, and I am sure that as I continue to learn and grow myself, I will add these things to my list. Then, my philosophy of teaching will take shape and reflect all that I am and will become as a teacher.

I am devoted to teaching. I care about my teaching career very much, and I try to demonstrate my feelings about teaching in my actions both inside and outside of the classroom. Inside the classroom, I try to make use of the informed, effective teaching strategies that will benefit my students most. I remain critical of myself and reflective of my methods, and I try to constantly observe my students in order to evaluate and re-evaluate their needs. My goal is to encourage both the learning and the writing processes in my classroom. Outside of the classroom, I try to further develop my teaching skills through coursework and through workshops and colloquiums. I have included a certificate I recently earned by attending all of the sessions of the Center for the Advancement of Teaching’s University Teaching Workshop at Illinois State University as Appendix I.

In addition to participating in organized activities, I also continue to learn by researching aspects of teaching on my own. For example, with some help, I learned how to create web sites and how to use the Internet and other forms of technology in my classroom. Since then, I have taken up technology in the composition classroom for an extensive research paper in a course, and I have learned that technology is already an important part of the composition classroom and is quickly becoming more and more integral as it makes its way into every aspect of our education system.

Fall 1997 semester-ENG 101.10

During my first semester as an English Graduate Assistant, I participated in the Writing Program’s new mentoring program. Instead of taking on full responsibility for an ENG 101.10 class, I shared the responsibilities with a mentor, a Graduate Assistant who had previous teaching experience. Thus, instead of preparing lesson plans, teaching, and reading student work completely on my own, I worked with my mentor. I taught the ENG 101.10 class alone two days a week, and I co-taught with my mentor one day a week. Additionally, throughout the semester, I maintained my own web page, which was linked to my mentor’s web site. The students utilized both my mentor’s and my web page daily.

The students came to know both my mentor and I as teachers, as I worked diligently to establish my presence in the classroom as a skilled teacher and writer. The students also recognized me as one of their teachers because I made it a point to read all of the writing that they turned in, and I commented on their work extensively. I took on as large a role in the classroom as I could, for I very much wanted to teach the students; I wanted to interact with them as much as possible, in as many ways as possible. I am proud to report that students’ handwritten comments on their course evaluation forms affirmed that they saw me as an important part of the class.

Although I did work with my mentor on almost everything regarding the ENG 101.10 course, I was responsible for the majority of the planning for a unit on the research essay, and I have included the daily writing prompts, on which students would write for the first ten to fifteen minutes of each class period, several larger activities, and the plans for two full class periods from this unit as Appendix II. During the research essay unit, I incorporated activities that focused on outside readings. I felt that students needed to read, analyze, and discuss research papers while they wrote their own so that they could see what other writers do with research. I also arranged several peer response/peer editing activities, some more structured and formal, some more open and self-directed. I saw the peer editing session for which I designed specific question as necessary for the examination of the use of research in the research essay, while I considered the peer editing session for which the students designed their own questions as important to the students’ development of their essays and to their development as writers.

Several of the activities that I prepared for the Analysis of Education Unit are Appendix III. Because I found that small group activities were much more effective for the students than whole class discussions alone, I often designed activities that would begin with work in small groups, move to large group discussions, and end with short writing assignments that required reflection on and analysis of what was done in both the small and large groups. In all of my assignment sequences, I sought to keep the students reflective about their writing and about the writing they read, be it by published authors or by their classmates.

Although I was not the primary teacher in the ENG 101.10 classroom, I was definitely the teacher who spent the most time working with students on an individual basis. All of the students in the class sought me out when they needed help, when they wanted feedback, and when they wanted answers to their questions. During the class sessions I taught alone, I found myself constantly circulating around the room while the students worked on their writing assignments, giving help, feedback, and answers. I found that my attention was constantly in demand, which pleased me greatly. Even if the one-on-one time I spent with the individual students added up to only a few minutes of a class period, the time was beneficial to both the student and to me. Furthermore, many of the students met with me during my office hours and made appointments to meet with me at other times. Several students came to my office regularly throughout the semester. Those numerous students who spent time in my office were not looking for answers or for an editor: they were looking for someone with whom they could discuss their essays and their ideas for improving their writing. On more than one occasion, I did very little talking. Instead, I listened while students learned and developed on their own.

The time I spent with my students on this one-on-one level was extremely important to me as a teacher. I believe that students learn best when they have the opportunity to work with their teacher, a fellow writer with more experience, individually. I was happy to provide the students with such an opportunity, and I know that both the students and I learned from these individual sessions. While they learned about writing, I learned that teachers must give their students the individual attention and assistance they need. I learned also that giving the students this attention and assistance does not always mean talking, but also it means listening. From the great amount of time I spent with the students individually, I learned that a teacher must always remember that each student is an individual with unique needs.
This semester is my second semester as an English Graduate Assistant, and I am proud to have full responsibility for an ENG 101 class. Because I believe in being a flexible teacher, I have not fully planned every daily activity for the entire semester. I have only a general outline of the whole semester, and I will develop the daily plans as I move through the semester with my students, forming activities and assignments that not only fulfill the objectives and goals of the ENG 101 class, but also fit my students’ needs and help them to learn and grow as writers in the most productive manner possible. I have begun the semester with several smaller writing activities that will build up to the writing of a more detailed, descriptive, reflective personal essay because I believe that students should begin writing about what they know: themselves. I think that this first essay, entitled The Sacred Places Essay, will get encourage students to write with care and maybe even some comfort because the subject is special to each of them. Additionally, this essay presents itself as an opportunity to look at other texts and to discuss the importance of detail and of personal experience in many different kinds of writing, from personal essay to argumentative essay. Furthermore, I can discuss audience, purpose, word choice, and structure with my students during this unit.

From The Sacred Places Essay, we will move on to a more analytical unit. To bridge the gap between the more personal and the more analytical, I have prepared the Writing About Music activity, an assignment sequence during which the students will write a short essay about the lyrics to their favorite song. In the short essay, the students will describe their own feelings and experiences with the song and will analyze the song’s meaning, argument, argument, audience, purpose. The writing of this essay will accompany lessons on argument and rhetorical strategies, as during this unit we will begin using the textbook.

After the Writing About Music activity, my students and I will begin a unit on analyzing arguments in pieces of writing. This unit will include an essay in which the students compare and contrast the arguments in two essays written on the same topic, one pro, one con. Then, students will begin to formulate their own arguments and will write their own argumentative essay, in which they will include personal experience and analysis in order to bring together what they have learned from the first two units. I hope that they will bring everything they have learned from the entire course together into the next essay, a research essay. My idea of a research essay is an argumentative essay that makes use of not only personal experience and analysis, but also of outside research. Research will be done in the library, on the Internet, and through polls, surveys, and interviews. The final writing assignment that I intend to assign is a collaborative writing essay, and portfolio revision, of course, will close our time together as an ENG 101 class.

My syllabus for my ENG 101 course, like most of the other class materials I use, is on my web site. I strongly believe in integrating technology into the classroom, and I have therefore created several web pages, each devoted to an important aspect of my class. The syllabus, the daily writing activities, the sample student writings, some of the readings, the peer response and workshop activities all have their own web page. In addition, I have created a page of links to many useful web sites for writers. The printed copies of my web page are Appendix IV, but printed copies obviously do not demonstrate the interactive nature of a web site. My web site address is http://www.ilstu.edu/~llwalcz.

My web site is vital to my teaching. Again, I strongly support the use of technology in the classroom, so therefore I use it myself, and I make my students use it, too. We use my web site, e-mail, and word-processing every day. Students will hand in work disk, save work to my instructor folder on the local network, and e-mail work to me. I will make comments on their electronic copies through the use of annotations in the word processing program, and I will communicate with them through e-mail. We will regularly use the Internet for activities and research, too. I have included a handout I prepared for my ENG 101.10 students last semester as they learned to how to use the Internet for research as Appendix V. I intend to give my current ENG 101 students the same handout, also.

**Future semesters-future classes**

I believe that I must always be reflective of what I have done, what I am doing, and what I am planning to do as a teacher. I am at the very beginning of my teaching career, and I know that I have an infinite amount to learn. However, I feel that I have already matured in many ways since my undergraduate clinical hours and my student teaching experience in England. I began this past fall semester as a nervous assistant teacher with wavering confidence. However, as I spent more time planning, working with students, and grading, I felt my nervousness subside and my confidence strengthen. The comments and suggestions my mentor and Ms. Kirsti Sandy, the Assistant Director of the Writing Program, made after observing me as I taught ENG 101.10 were definitely a source of my development as a teacher. From reflecting upon their observations, I learned what I was doing well and what I needed to improve in my teaching. The observation notes of my mentor and of Ms. Sandy are Appendix VI.

I recognize now that at the beginning of the fall semester, I was far less educated about the teaching of writing than I am now. My work with very important members of the Writing Program in ENG 400, my interactions with colleagues, and my coursework in ENG 402: Introduction to Composition Studies have definitely taught me a great deal about the field of composition and rhetoric and composition pedagogy. I have gained knowledge and insight into the theories and practices of the teaching of writing from these experiences, and I was able to experiment with this new information in the ENG 101.10 classroom. I know that my attempts to examine, utilize, and assess theory and practice in ENG 101.10 helped me to develop as a student of English studies and as a teacher of ENG 101. All that I gained in knowledge and skill during the last semester will appear in my planning and teaching this semester as I endeavor to teach ENG 101. I feel more experienced and educated this semester, and I definitely feel more capable as a teacher. I am continuing to learn about composition and rhetoric pedagogy, and I am continuing to implement what I learn in the classroom.

Furthermore, I am increasing my use of technology this semester. I am attempting to master as many aspects of computer technology as I can, especially Internet technology, because I see this technology as an important part of the future of education. Illinois State University’s devotion to the use of technology in writing courses has inspired me to embrace computer technology and to make this technology an essential part of my pedagogy, for even though the keyboards may feel slightly foreign to my students and me when we write at first, the computers have much to offer us. This semester, I hope to not only learn to use computer technology, but also I hope to teach others to use it. I would like to go beyond working with my students to working with my colleagues, as well. I hope to design a workshop during which I can demonstrate to other Graduate Assistants how to create and maintain a web site for their ENG 101 and ENG 145 classes.

I know that I will continue to try to learn all that I can about the teaching of writing and the uses of technology in the writing classroom in the future. I hope to continue to teach ENG 101 while I finish my Master’s degree, and I would very much like to participate in the Writing Program’s mentoring program again, as a mentor. I will continue to develop as a teacher, and I would like to help another teacher learn and grow, too. In my time as an English Graduate Assistant, I hope to establish a well-informed, well-developed pedagogy that meets the goals of the department in which I teach, the objectives of the classes with which I am involved, and the needs of the students for whom and to whom I am responsible.