

Orientation schedule, Bradley Dilger

Writing about Writing (WAW) approach ~ Rhetoric & Composition cohort 2014

All events in Heavilon 105 unless noted. [Events in brackets] are planned & programmed by others.

Preparation for orientation week

1. Read all essays and short readings I shared with you in July (links on dtext.org too):

- a) Baron, Dennis. "From Pencils to Pixels: The Stages of Literacy Technologies." *Passions, Pedagogies, and 21st Century Technologies*. Ed. Gail Hawisher and Cindy Selfe. Utah State UP, 1999. 15–33. <<http://www.english.illinois.edu/people/faculty/debaron/essays/pencils.htm>>
- b) Blackmon, Samantha, Haynes, Linda, and Laurie A. Pinkert. Table of Contents and Chapter 1 of *Composing Yourself: A Student Guide to Introductory Composition at Purdue*. Southlake, TX: Fountainhead, 2013.
- c) Introductory Composition at Purdue. "English 10600 Goals, Means, and Outcomes." <<http://icap.rhetorike.org/106gmo>>
- d) Introductory Composition at Purdue. "Technology Goals, Means, and Outcomes for Instructors of English 106 (2014)." <<http://icap.rhetorike.org/techgoals>>
- e) Introductory Composition at Purdue. "What's a Conference?: Peer Wisdom for and from 106 Instructors." <<http://icap.rhetorike.org/files/ConferencingManual.pdf>>
- f) Introductory Composition at Purdue. "Manual for Teaching Assistants" (2013). <http://icap.rhetorike.org/files/TAMan_1314.pdf>
- g) National Council of Teachers of English. "CCCC Position Statement on Teaching, Learning, and Assessing Writing in Digital Environments." <<http://www.ncte.org/cccc/resources/positions/digitalenvironments>>
- h) Newkirk, Thomas. "The First Five Minutes: Setting the Agenda in a Writing Conference." *Writing and Response: Theory, Practice, and Research*. Ed. Chris Anson. Urbana, IL: NCTE, 1989. 317–331.
- i) Ortmeier-Hooper, Christina. "English May Be My Second Language, but I'm Not ESL." *College Composition and Communication* 59.3 (2008): 389–419.
- j) Stewart, Donald. "Some History Lessons for Composition Teachers." *The Writing Teacher's Sourcebook*. Ed. Gary Tate & Edward Corbett. 2nd ed. New York: Oxford UP, 1988. 16–23.
- k) Yancey, Kathleen Blake. "Made Not Only in Words: Composition in a New Key." *College Composition and Communication* 56.2 (2004): 297–328.

2. If you have time (in order of priority):

- a) Read Bullock, *Norton Field Guide to Writing* ch. 1–7; page through all of it
- b) Read Blackmon, *Composing Yourself* ch. 1–2; page through all of it
- c) Read Dilger 106 syllabus and assignment drafts
- d) Read Wardle, "Mutt Genres"
- e) ~~Print or download and page through readings I've selected for 106~~ (wait on this for now)
- f) Sample *Toms River* (read enough to get familiar with the book's content and style)
- g) Page through Bullock and Goggin, *A Guide to Teaching the Norton Field Guides*

Mon Aug 18

8:30-10:15 Stewart 322	[Check in and opening session]
10:30-11:45	<p>Mentor group meeting: Introductions; goals for orientation</p> <ul style="list-style-type: none"> • Introductions • Present goals for orientation week (intro to WAW, 106 at Purdue; crash course in critical skills like conferencing and responding; get syllabus done) • Present goals for 505 (practical rhetcomp to supplement theoretical 591; support for pedagogical growth; tech mentoring for networked writing)
11:45-1:00 Union 263	[Lunch as a group with English]
1:00-4:00	<p>Mentor group meeting: Outline and discuss trajectory of 106</p> <ul style="list-style-type: none"> • Discuss purpose and goals of 106 in comparison to our own experiences, referring to relevant sections of 106 GM&Os and <i>Composing Yourself</i> • Discuss infrastructure which supports 106: ICAP, Writing Lab • Discuss Wardle: introduction to WAW and WAGR, relation to field, rationale for genre awareness • Discuss textbooks. Present rationale. Review books in pairs, then discuss • Present then discuss syllabus and projects. Present ICaP approach, days of week, foreshadow need to create own rotation • Closing <ul style="list-style-type: none"> ◦ Sign up for student-led discussions —many are in blocks of two — can do individually or as group ◦ Data sheet: email, phone, other media, Google Docs, a bit more on history, courses for fall, infrastructure for group sharing ◦ Freewriting: What are you most looking forward to? Concerned about? What past experiences do you think will be useful? What do you hope to learn about teaching writing this fall? What do you hope to learn about computing and networked writing? — by hand or email to CBD
Homework	<ul style="list-style-type: none"> • Read <i>NFGW</i> 1–7 carefully; page through rest of book • Read <i>Composing Yourself</i> 1–2 carefully; page through rest of book • Review ICAP tech goals, NCTE, Baron, Stewart • We'll be discussing classroom techniques after lunch Tues. What are your favorite and least favorite, both as teacher and student?

Tue Aug 19

8:30-9:00 Coulter G046	Mentor group meeting <ul style="list-style-type: none"> • Quick recap of freewriting activities from yesterday • Prefigure tech mentoring
9:00-10:00 Coulter G046	[Tech mentoring]
10:00-12:00	Mentor group meeting: Technology, 106, and 505 <ul style="list-style-type: none"> • Quick recap of tech mentoring — discuss high points • Student-led discussion of Baron • Student-led discussion of ICAP tech goals, NCTE statement • Discussion of <i>NFGW</i>, WAW, networked writing, how to bring both to 106
12:00-1:00	[Lunch on your own]
1:00-4:00	Mentor group meeting: Classroom activities <ul style="list-style-type: none"> • Student-led discussion of Stewart • Student-led discussion of <i>Composing Yourself</i> ch. 1–2 • Discuss ICaP approach to teaching writing, our own philosophies. • Discuss classroom activities: discussion; group work; class participation; studio time; field trip; peer review; others. • Discuss methods for tracking and evaluating participation. • Discuss syllabus and assignment writing: tone, content, testing if you can. • Group work: brainstorm activities to fit first four weeks of 106. Four pairs, design one or two activities (time permitting) • Start work on syllabus (time permitting)
Homework	<ul style="list-style-type: none"> • Review Newkirk & conference manual; consider your experiences with indiv / group conferences, writing center consulting, etc. • Start introduction for your syllabus; begin developing policies, drafting schedule, thinking about your take on WAW approach and CBD/ICaP templates • Create WordPress.com account, record username + password, add 'cbdilger' as administrator (this allows remote help)

Wed Aug 20

8:30-9:00	Mentor group meeting <ul style="list-style-type: none"> • Prefigure role of WL, OWL, discuss external help in general
9:00-10:00 Heavilon 226 Heavilon 225	Writing Lab tour then conferencing studio tour (with Linda Haynes's group)
10:00-12:00	Mentor group meeting: Conferencing <ul style="list-style-type: none"> • Start with Haynes in 225 for tour + conversation • Quick recap of WL philosophy, integration; conferencing in 106 as continuation of WL approach. Ethos of program, fit of ICaP, WL • Student-led discussion of ICAP conferencing manual • Student-led discussion of Newkirk • Start developing conferencing assignment as individual (time permitting)
12:00-1:00	[Lunch on your own]
1:00-2:30	Mentor group meeting: Conferencing practice <ul style="list-style-type: none"> • Practice conferencing using draft of syllabus or assignment — round robin • Close with group discussion
2:30-4:00 Beering B291	Work time <ul style="list-style-type: none"> • Individual work on syllabus, assignments • CBD 10 minute check-in with each student • Work on web space too (time permitting)
Homework	<ul style="list-style-type: none"> • Make notes about or draft conferencing assignment including schedule (put stuff in writing now while it's fresh in your mind) • Continue work on syllabi — introduction, policies, first assignment • Review Ortmeier-Hooper, Yancey • Email CBD an update: what's on your mind? What ideas or successes can you share? What burning questions remain? What do you want more help with? Send by 8:00pm, please

Thu Aug 21

8:30-9:00	Mentor group meeting <ul style="list-style-type: none"> • Quick discussion of “what’s on your mind” emails
9:00-10:00	[ESL/L2/SLS by Silva]
10:00-12:00	Mentor group meeting: ESL/L2/SLS; Responding to writing <ul style="list-style-type: none"> • Student-led discussion of Ortmeier-Hooper • Present response best practices • Discussion of CBD response materials
12:00-1:00	[Lunch on your own]
1:00-2:30	Mentor group meeting: Responding to writing; looking forward <ul style="list-style-type: none"> • Discussion of rubrics, checklists, other approaches • Student-led discussion of Yancey
2:30-4:00	TBD based on student needs Additional technology mentoring, open work time, other possibilities
4:00-5:00 Heavilon 306	[R&C meet with Dr. Patricia Sullivan]
Homework	Finish syllabus to deliver tomorrow (method TBD). Call or contact CBD as needed

Fri Aug 22

9:00-10:30 Stewart Loeb Playhouse	[University Grad Student Orientation]
10:45-11:30	Mentor group meeting: <ul style="list-style-type: none"> • Last minute concerns • Distribute 505 syllabus and schedule
11:45-12:15 CL50 244	[Lunch as a group]
12:15-1:30 CL50 244	[Syllabus approach caucus] Deliver syllabus to caucus leader
1:30-3:00 CL50 244	[ICAP Convocation]
Homework	Get ready for first day! Call or contact CBD over the weekend as needed