

## Thursday, August 27, 2015

- Laptop cart  
[http://fywp.emuenglish.org/w/Laptop\\_Cart](http://fywp.emuenglish.org/w/Laptop_Cart)
- Online bio pages (how to edit)  
Ligon at <http://www.emich.edu/english/fywp/staff/index.php>
- Canvas  
Ligon at <https://canvas.emich.edu>  
[Instructor User Guide for reference](#)  
Note especially p. 34, Organize a Course, and p. 46, Add Course Content.  
Essentials: Home page, Assignments, Modules, Pages, Files, Discussions, and Settings (student view)
- Lunch order (Jimmy Johns)
- Greeter anecdote
- Note re surveys

We will each lunch in the faculty lounge upstairs. After lunch, continue you to tune your materials, and one by one, each of you should sit down for approximately 15 minutes with Steve Krause or me to glance your syllabus and first unit calendar.

Our first meeting of WRTG596 this fall is on Tuesday afternoon, September 8, at 3:30 p.m. in Pray-Harold 609.

## Wednesday, August 26, 2015

- Work time. Questions?
  - ?
- Assignment sheets
  - length?
  - heuristics
    - We talked about students annotating their assignment sheet; there's a section in Writing in Action that can help students analyze an assignment sheet. Perhaps you could refer to this list for their annotation prompt? (natasha)
  - grading criteria
- Sample Literacy Narratives on YouTube: (Could be used to prompt thought/discussion on what a literacy narrative can do)
  - <https://www.youtube.com/watch?v=6QOgUsHEQUk>
  - <https://www.youtube.com/watch?v=itxUK-lqi2Q> \*Particularly good—very specific examples; different sponsors
  - <https://www.youtube.com/watch?v=Gf45AJNUKgw> —gaming perspective; how could this narrative have continued? the acquiring of skills, etc.
  - <https://www.youtube.com/watch?v=dn0Gd3l48Hs> — a better gaming one; only show half.

- <https://www.youtube.com/watch?v=GgHm6wAYhXE> — music became a language that he could share; gained literacy in that domain. Remember not everyone can access that language (literacy)
- <https://www.youtube.com/watch?v=GTcxuDAfHVE> - offers great commentary on how negative sponsors of literacy can be damaging; lends itself to discussion of how we want to encourage all the things high school writing said not to do.

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## **Tuesday, August 25, 2015**

Writing in Action Suggestions for use:

- pairing the top 20 on page 1 with the usage errors on page 235
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Questions for Student Services Panel: Student Conduct, Disability Resource Center, Counseling and Psychological Services, Ombuds

- Can I ask a student to leave the class? What sorts of behaviors might I ask a student to leave over? What is the process for the student to return? Do I need to alert anyone to the incident?

## **Monday, August 24, 2015**

- Today is the deadline to pay tuition, but my ebill says that I still have almost \$3,000 dollars left to pay even though I'm supposed to have a full assistantship. Anybody else still showing tuition to pay? (Natasha) I'm experiencing a similar situation. (Meg) I've had that happen before. It usually changes when everything is actually disbursed at the beginning of the semester. (Jamel)
- I still feel confused about grading and inputting our class lists into the attendance sheets. Can we discuss this again? (Meg) I agree about the grading. Even though I understood the rubric we went over in class, I am still confused on how that translates to let's say the 70 points that the essay is worth in project 1. (Natasha)
- I'm curious about the order in which everyone is thinking about introducing certain concepts to students. I'm thinking a lot about how to balance the natural order of those conversations with the limited time we have in unit 1. (Natasha)
- Christ Stuart's teaching materials: <http://www.stuartcomp.com/>

## **Friday, August 21, 2015**

- If a student asked whether they could get away with buying just the Understanding Rhet text (e.g. from Amazon) without the Lunsford book, what would you tell them? (Ella)

- It would be fun to have an friendly attendance competition between WRTG 120 sections. Would that be acceptable ? I don't know what the prize could be. Doughnuts for the whole class? Pizza party? Is this something that the FYWP would support financially? Everyone has to keep track of attendance anyhow, I could create a google form to tally scores. Just a thought! (Ella)

- Something like:

Total number of classes attended by all students in a given section /

Total number of students in that section x total number of classes

Example: T,R section with 27 class periods. Say 15 students have perfect attendance and 10 students each only attended 24 classes:

$((15 \text{ students} \times 27 \text{ classes}) + (10 \text{ students} \times 24 \text{ classes})) /$

$(25 \text{ students} \times 27 \text{ class periods}) =$

$(405 + 240) / 675 =$

$645 / 675 = 95.6\% \text{ attendance}$

Is it recommended to contact students before class begins with syllabus and welcome?  
(Brienne)

Use this document as a collaborative note-keeping space during the workshop, particularly at those times when you want to note a question whose timing might not quite be right in the moment it occurs to you. To help us keep track of who is posing a question, consider adding your name or initials in parentheses, e.g., (Derek).

### **Wednesday, August 19, 2015**

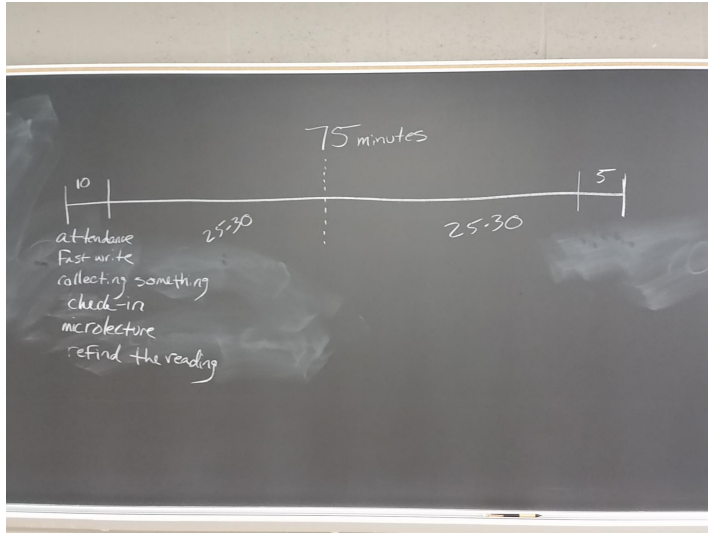
Unpicking reading backlog in small groups:

Lunsford, "The Nature of Composition Studies"

Brandt, "Sponsors of Literacy"

Kutz and Roskelly, "Writing as Composing"  
"Creating the Classroom Community"

Ways to Spend Time in Class



On coherence and readers' experience (subject patterns; lexical equivalency chains) see Joseph Williams' *Style* (<http://www.amazon.com/Style-Clarity-Chicago-Writing-Publishing/dp/0226899152>).

## Tuesday, August 18, 2015

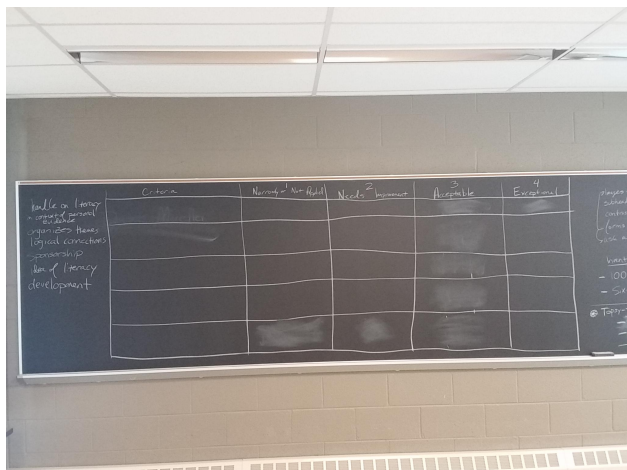
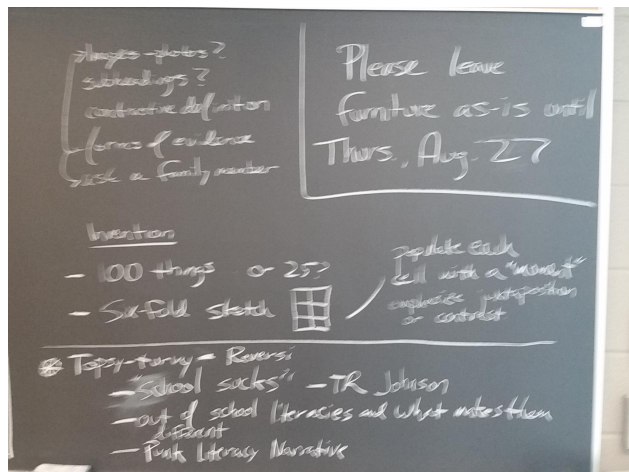
Use this space to list qualities from each other's literacy narratives that you consider promising enough to encourage in your students' work. Include your name in parentheses after each quality you add to the list.

1. Overcoming a struggle w/literacy (socially/racially) -VJ
2. A "lighthouse" or person/thing that was an inspiration- VJ Inspiration: How were you inspired by literacy-related experiences? (Meg) Identifying points of influence (Jamel)
3. Don't be afraid to inject humor - YJ
4. How have your literacy experiences informed educational and career choices - YJ Including how education (or even lack of it) has shaped the writer. (Melissa) Reflective assessment over the breadth of educational experiences - YJ
5. Literacy and its relationship to social media - YJ
6. Relationship between family dynamics and literacy - YJ
7. Information about where a student's understanding began. (Melissa)
8. Including relevant images is good! (Brianne)
9. "Real" moments - connections between literacy events and emotions, circumstances, etc. (Brianne)
10. Identifying overarching themes in personal literacy development (Brianne)
11. Quotes from other texts by the author or others of influence (Brianne) Favorite books/genres/modes of writing-VJ Descriptions of favorite reading materials - YJ Acknowledgement of different ways to read (e-books and audiobooks save lives) (Jamel)
12. Engaging narrative structures (Jamel)

13. Insights into world views as students and instructors, and how those views came into existence. (Jamel)
14. Opening up about past experiences in order to find common ground (Jamel)
15. Getting to know people without the significant time investment in talking to everyone individually right at the start of a semester (Jamel)
16. Consolidation between reading and writing (Jamel)
17. Acknowledgement of gaps in literacy (Jamel)
18. Discussing the importance of writing/reading instructors' attitudes toward their students' work and how damaging their disapproval or negativity can be (Kelsey) also the power in positive experiences with writing/reading instructors (Brianne) Negative impacts: What was your worst experience with literacy? How have you grown from that experience? What can you learn from it? (Meg)
19. Identifying a rough patch in your literacy development and how you pushed passed it (Kelsey)
20. Identifying motivations and interests (Ella)
21. Identifying how the student thinks of (conceptualizes) literacy (Ella)
22. Providing insight to the individual's "whole self" not just the student component of the self (Kelsey) Worldview: Connections to culture, race, etc. (Meg) Connecting literacy experience to social context (Ella)
23. How can our past challenges/failures surrounding literacy lead to new understanding of literacy? (Natasha)
24. Thought-provoking commentary on what an experience is capable of teaching students (Natasha)
25. Gaining independence/confidence through literacy. (Meg)
26. Criticisms of literacy: What do you think literacy should/should not be? (Meg)
27. This happened because of this and also this... A linear build of a fabulous arc, bringing readers back to an impactful point they remember. And yes, it hits harder the second time. (Jared)
28. Starting with a lot of small, impactful moments, laying the groundwork. Beginning in the present or recent past, then shifting through time. As the arc develops, focusing on a single literacy sponsor or event, and then expanding on the importance of all those impactful life events. (Jared)
29. Origin story relating to where you are now, or how far you have come. Also, including positive and negative literacy events or sponsors. (Jared)

Tuesday's questions/notes/comments:

- *Copia* - a principle of invention, often making use of lists, in which you come up with a lot more than you need (focusing, reduction follows)
- Materials/supplies carts: Where can I find markers, crayons, paper, etc.?
- [Attendance log \(sample\)](#)
- Payroll schedule: <http://www.emich.edu/controller/payroll/docs/Stu-Cal1415.pdf>  
First pay for GA stipends is **September 25**.



**Monday, August 17, 2015**

Notes:

- Icebreakers and introductions: How will you on the first day of class get students to learn each others' names? How much will you invite students to share about themselves? How will you hold them accountable to listening? What are some things you could focus them on as they introduce themselves: attitudes toward writing? memorable writing experiences? two truths and one lie? bad experiences with writing? positive events in their lives/summers? Something in the future they look forward to?
- Gallery crawl. Ours focused on a journeying metaphor--of graduate school and teaching composition as placed along a life's path. Representing this visually helps us get to know each other, helps us begin thinking about our routes as choices blended with luck and opportunism.

Lunsford, "The Nature of Composition Studies"

centers and circling and nature of Composition Studies

Harper's invitation: "Why I Live Where I Live"

Corbett (textbook)

Shaughnessy (work ethic and research persistence)

Trokyu (methods and rigor)

Rites of passage

side-stepping (for now) conflicts re: methodologies, pedagogies, theory

Invitations and conditions for disciplinary emergence

Morrill Act (land grant) - 1862

Vernacular is language of choice in universities

Ever-evolving writing technologies