Composition—

intend to focus mainly on the first five weeks in

"Beyond Ideology	y in Rhetoı	ic and Co	mpositio _l	n" from			
they put into dev	eloping an	d revising	their writ	ting. For home	vork, they wil	I read David G	old's
not by the extent	to which is	conform	s to a Wh	ite Mainstream	English but i	rather by the la	bor
hopeful that labo	r-based gr	ading cor	ıtracts wil	ll help to ensure	that student	s' work is asse	ssed
labor-based grad	ling contra	cts in this	class. In	line with antira	cist pedagog	ical scholarship	o, I am
experiences of st	tudents an	d educato	ors of a di	iverse past. Thi	s will be my f	irst time using	
to include contrib	utions ofte	n neglec	ted in field	d narratives by	amplifying th	e voices and	
outlined in April E	3aker Bell'	3), and introduce	e them to how	w this course w	ill aim
schooling and ba							
we will discuss g							
titled "America is						he first class p	eriod,
antiracist teachin						2	
Prior to class, I w	ill ask stud	dents to re	∍ad Asao	Inoue's brief ra	ationale for or	adina contract	s as
С	С	C	:				
you will be too.							
starts this spring							
my explanation s	ince it is th	ne most o	verhanled	d I still have so	me work to d	o before my cl	988
This report includ	des a desc	ription of	the chang	ges made in u			
Submitted for Re	view: May	6, 2021					

In week 2, I will introduce the concept of microhistories (David Gold) to transform the opening week of my class from a re-telling of field history as a timeline of obstacles, accolades, and reforms of white men in elite, predominantly white writing programs as detailed in most textbooks to a class that will explore a more inclusive and diverse history. For homework in Week 2, students will choose one microhistory from a s

Then, when we move into the final third of the class in which students practice things like grading and lesson planning, begin developing teaching materials for a first-year composition class, and work towards their statement of teaching philosophy, we will apply the lessons of the preceding units.



Young, Vershawn Ashanti. "Should Writers Use They Own English?." lowa Journal of Cultural Studies 12.1 (2010): 110-117.

AD /

A :

ENGL 664: Teaching Composition

Syllabus/Fall 2021

Contact Information:

Instructor: Dr. Kristi Costello Correspondence Email: kcostell@odu.edu Website: https://sites.wp.odu.edu/costello/ Email for Submitting Work/File Sharing:

Office: Batten 5047 kmurraycostelloodu@gmail.com

Office Hours: Over Zoom 10-10:50 on Tuesdays and Fridays, by appointment, and after class.

Class Meeting Day/Time:

Thursdays 4:20-7 p.m.

Course Description

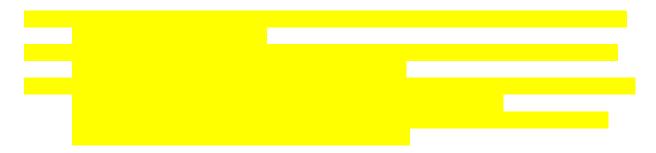
I I	
/elcome to ENGL 664. The ODU Course Catalog describes this 3-credit course as "An tensive examination of alternative approaches to teaching first-year and advanced composition at the college level, with special attention to current schools of composition theory and research." More specifically, this course is an overview of how to n	,
the research. More specimently, this scarce is an everyow of new to 11	

^{*} I have highlighted material that has been substantially revised.

Required Texts:

Ball, Cheryl E. and Drew M. Lowe. D om

. Oxford University Press and WVU



arise as we deepen our understandings of multiple perspectives – whatever our backgrounds, experiences, or positions (this paragraph adapted from Alisse Portnoy, University of Michigan).

Setting up your Class Google Drive and Writer's Notebook:

During the first week of class, you will need to enter Google Drive and create a folder designated for this course using your ODU account. Once you are in Google Drive, go to "New" in the upper left corner of the screen and choose "Folder." Name the Folder with your first and last name and (R or W depending on the day your class meets) ENGL 664 (

). This will take you to an empty folder. At the top of the screen you will see "My Drive > Folder" and it will have an arrow pointing down. Click this arrow and choose "Share+." Share your folder with me (kmurraycostelloodu@gmail.com) and make sure you choose the option for me to have editing access (represented by the pencil icon).

The first document you will create is your Writer's Notebook. To do this, go to the "+ New" in the upper left corner of your screen and select "Google Docs." You will see that your document will be title "Untitled Document." Click on this and retitle your Writer's Notebook like this: Name Writer's Notebook. Now, you are ready to type! For each new entry, add the entry number, the date the entry is due, the prompt, and a unique title based on the content in your response. Please insert a "Page Break" between each entry; do not create a new document for each entry. More information about the Writer's Notebook is below.

Assignments

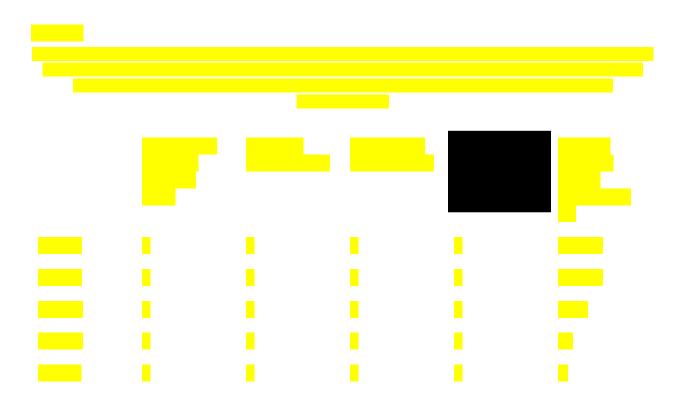
The class assignments represent the following elements of successful teaching: Reflection, Pedagogy, Practice, Praxis, Demonstration of Field Knowledge, Professionalization, and Presentation and Communication. Brief descriptions of the assignments follow. More detailed description of the class assignments can be found in the Major Assignments Overviews Google Doc² located in our shared class Google Folder and accessible through Blackboard.

Reflection: Writer's Notebook

In line with expressivist, writing-to-learn, process, genre, and critical pedagogies and in line with Joan Didion's call for writers to keep a notebook, you will be asked to keep a digital Writer's Notebook in Google Drive (see above for how to create the Writer's Notebook and the Major Assignments Overviews Google Doc for more details)³. The Writer's Notebook is a place where you can respond to and wrestle with course ideas in creative and low stakes ways.



So, if at any point in the semester, you experiencec



In line with the work of antiracist teaching shirta	