

**The Ohio State University
Colleges of the Arts and Sciences New Course Request**

English

Academic Unit

English

Book 3 Listing (e.g., Portuguese)

903.02 Teaching College English II

Number

Title

TEACH COL ENGLISH II

G

2

18-Character Title Abbreviation

Level

Credit Hours

Summer

Autumn **X**

Winter

Spring

Year **2008**

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*): **Students work as apprentices to faculty members in the planning and execution of an undergraduate English course.**

Quarter offered: **SU/AU/WI/SP**

Distribution of class time/contact hours: **2 contact hours weekly**

Quarter and contact/class time hours information should be omitted from Book 3 publication (**yes** or **no**):

Prerequisite(s): **PhD Standing and Permission of Instructor**

Exclusion or limiting clause:

Repeatable to a maximum of 6 credit hours.

Cross-listed with: **N/A**

Grade Option (Please check): Letter **S/U** Progress What course is last in the series?

Honors Statement: Yes No

GEC: Yes No

Admission Conditions Course: Yes No

Off-Campus: Yes No

EM: Yes No

Honors Embedded Statement: Yes No

Service Learning Course: Yes No

Other General Course Information: **A maximum of 2 credits count toward doctoral requirements in English.**

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code _____ Subsidy Level (V, G, T, B, M, D, or P) _____

If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course:

This is a teaching internship with an English faculty member designed to improve the quality of mentoring for Doctoral students preparing to teach undergraduate English courses at the 200-level. English 903.02 is the second of a two-course sequence, preceded by English 903.01.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs. This course is (check one): Required on major(s)/minor(s) A choice on major(s)/minors(s)

An elective within major(s)/minor(s) A general elective

None

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.

None

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List: English 903 (Course Change – Generic), English 903.01

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: English 903.01

6. Expected Section Size: 2 Proposed number of sections per year: 6

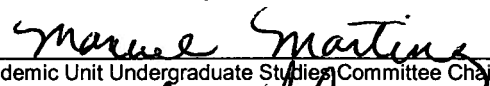
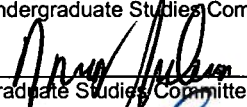

7. Do you want prerequisites enforced electronically? (see OAA manual for what can be enforced) Yes No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (*List units and attach letters and/or forms*): Not Applicable

9. **Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to ascurofc@osu.edu.**

CONTACT PERSON: Debra Lowry E-MAIL: lowry_40@osu.edu PHONE: 7-2419

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

1.	 Academic Unit Undergraduate Studies Committee Chair	Printed Name	<u>9/11/08</u> Date
2.	 Academic Unit Graduate Studies Committee Chair	Printed Name	<u>9/11/08</u> Date
3.	 ACADEMIC UNIT CHAIR/DIRECTOR	Valerie Lee Printed Name	<u>9/11/08</u> Date

4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 4132 Smith Lab, 174 West 18th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to ascurofc@osu.edu. The ASC Curriculum Office will forward the request to the appropriate committee.

5. **COLLEGE CURRICULUM COMMITTEE** Printed Name Date

6. **ARTS AND SCIENCES EXECUTIVE DEAN** Printed Name Date

7. Graduate School (if appropriate) Printed Name Date

8. University Honors Center (if appropriate) Printed Name Date

9. Office of International Education (if appropriate) Printed Name Date

10. **ACADEMIC AFFAIRS** Printed Name Date

English 903: Teaching College English

PROPOSED REVISION: English 903.01 and 903.02

This is a teaching internship with a faculty member, of which students must complete the first three hours before they can be assigned to teach any of the 200-level literature, language, or folklore courses. English 881.02, 881.03, and 881.04 may be substituted for 903 by students whose teaching interests include basic writing, ESL, and/or business and professional writing.

English 903 provides an apprentice experience for Ph.D. students. English 903 carries 5 credit hours, completed as three hours of teaching observation and two of mentoring when the student teaches the course, which count as part of Ph.D. course work. The course may be repeated, but only five hours may be applied to the degree. In order to coordinate their teaching interests with scheduled courses, students planning to complete 903 should also consult the undergraduate course offerings and faculty teaching them, available on the Department web-page.

English 903.01(3 credits)

Each student will work closely with a faculty member on the design and execution of a particular course. (Faculty members in their first year will be exempt from taking on apprentices.) Faculty and students will have considerable flexibility in constructing the day-to-day details of the apprenticeship, but a typical pattern for the first part of 903 would look something like this:

1. Student and professor agree to do 903 in an upcoming quarter (usually two quarters in advance).
2. When the book order forms are distributed, the professor and student meet to discuss which books they will use and why.
3. At some point before the course starts, the professor and student meet to discuss the course syllabus. They consider such matters as the objectives of the course and how best to design the schedule of readings, the students' writing assignments, and the classroom atmosphere so that those objectives can be met.
4. Before class, the professor and student meet to talk about the session's goals and the pedagogical means they will use to meet them. In addition, they consider how the goals of the upcoming session fit in with the overall goals of the course.
5. Before each writing assignment (including exams), professor and student discuss what they want to achieve and how they might design the assignment to reach those goals.
6. The professor must take responsibility for all grades assigned in the course, but the student may elect to read, comment on, and assign possible grades to a subset of the papers or exams. Since the student is an apprentice and not a TA, however, the point of this work is not to lighten the faculty member's load but rather to provide the occasion for discussion of criteria for different grades, how to address students in commentary, and so on. In all cases, the professor must read all papers submitted for the class and assign the final grades.
7. The student takes primary responsibility for some teaching, in the range of two to four hours of instruction over the course of the quarter.

8. After the course is over, the professor and student read the student evaluations and discuss them as well as their own assessments of what worked and what didn't.
9. The course is graded S/U, and the faculty member writes a graduate report. (The faculty member should also be prepared to write a letter of recommendation for the student's dossier.)
10. The student writes a report on the apprentice experience, reflecting on how her or his thinking about pedagogy has been influenced by 903.

In general, the idea of the internship is to give the student the opportunity to work closely with a faculty member on everything from the design of a course to its day-to-day operations, from its goals and purposes to its grading and evaluation.

Students may work with a professor in any undergraduate course; if the professor is not part of the graduate faculty and is willing to be observed, the student can register with the Director of Graduate Studies and the classroom instructor will report the grade at the end of the first quarter. Normally, no more than two students should sign up for 903 with the same professor and the same course in any one quarter, although rare exceptions can be made if the class is close to full enrollment (45). GTAs may not receive credit for 903 and a Teaching Assistant stipend for the same course. Students must take the first part of 903 before they are assigned their own sections of relevant courses, but they need to take 903 only once as a general preparation for that teaching. In other words, students do not have to take a new 903 for every new course they teach.

Of course, students will generally gravitate toward courses in their areas and in the areas where they would most like to teach. Below are the usual links between 903 experiences and the assignment of undergraduate courses, but graduate students should have considerable leeway in choosing their apprenticeships and those assigning graduate students to 200-level courses should have some flexibility in making those assignments.

For example, 520 will count for 220 and 201; 560 for 260; 561 for 261; 562 for 262; 550 and 551 for 290; 552 and 553 for 291; 515, 520, 521, 522, 531, and 535 for 201; 540, 541, 542, 543, 548 for 202; 571 for 271; 577 for 270; 578 for 263. Students specializing in Rhetoric and Composition may be able to fulfill the requirement through observing and teaching certain 300-level classes.

English 903.02 (2 credits)

When the GTA is assigned either the course observed in the first part of 903 or a related course, s/he must register for two hours of credit with a faculty mentor willing to advise on the preparation of the syllabus, grading standards, classroom methods, and other issues relating to the class. The GTA and faculty mentor should meet several times over the quarter to discuss course progress. The mentor will ideally be the instructor observed in the first part of 903, but could also be the student's advisor, the Course Director, or a faculty member who has taught the assigned course. The faculty mentor will observe the class at least once and write a report for the Course Director.

English 903: Teaching College English

CURRENT DESCRIPTION From the English Department Graduate Handbook

This is a teaching internship with a faculty member, which students must complete before they can be assigned to teach any of the 200-level literature, language, or folklore courses. English 881.02, 881.03, and 881.04 may be substituted for 903 by students whose teaching interests include basic writing, ESL, and/or business and professional writing. However, 903 will be a prerequisite for teaching the relevant 200-level courses (just as the 881 series is now a prerequisite for teaching the specialized writing courses).

English 903 carries 5 credit hours, which count as part of Ph.D. course work. The course may be repeated, but only five hours may be applied to the degree. In order to coordinate their teaching interests with scheduled courses, students planning 903 should also consult the undergraduate course offerings and faculty teaching them, available from the Undergraduate Studies Office, Denney 451.

English 903 provides an apprentice experience for Ph.D. students. Each student will work closely with a faculty member on the design and execution of a particular course. (Faculty members in their first year will be exempt from taking on apprentices.) Faculty and students will have considerable flexibility in constructing the day-to-day details of the apprenticeship, but a typical pattern would look something like this:

1. Student and professor agree to do 903 in an upcoming quarter (usually two quarters in advance).
2. When the book order forms are distributed, the professor and student meet to discuss which books they will use and why.
3. At some point before the course starts, the professor and student meet to discuss the course syllabus. They consider such matters as the objectives of the course and how best to design the schedule of readings, the students' writing assignments, and the classroom atmosphere so that those objectives can be met.
4. Before each class, the professor and student meet to talk about the session's goals and the pedagogical means they will use to meet them. In addition, they consider how the goals of the upcoming session fit in with the overall goals of the course. (For all class sessions but the first, this meeting might occur an hour or so before walking into the session.)
5. Before each writing assignment (including exams), professor and student discuss what they want to achieve and how they might design the assignment to reach those goals.
6. The professor must take responsibility for all grades assigned in the course, but the student may assist in grading by reading, commenting, and assigning possible grades to a subset of the papers or exams. Since the student is an apprentice and not a TA, however, the point of this work is not to lighten the faculty member's load but rather to provide the occasion for discussion of criteria for different grades, how to address students in commentary, and so on. In all cases, the professor must read the papers marked by the apprentice and assign the final grades.
7. The student takes primary responsibility for some teaching, in the range of two to four hours of instruction over the course of the quarter.
8. After the course is over, the professor and student read the student evaluations and discuss them as well as their own assessments of what worked and what didn't.

9. The course is graded S/U, and the faculty member writes a graduate report. (The faculty member should also be prepared to write a letter of recommendation for the student's dossier.)
10. The student writes a report on the apprentice experience, reflecting on how her or his thinking about pedagogy has been influenced by 903.

In general, the idea of the internship is to give the student the opportunity to work closely with a faculty member on everything from the design of a course to its day-to-day operations, from its goals and purposes to its grading and evaluation.

Students may work with a professor in any undergraduate course. No more than two students may sign up for 903 with the same professor and the same course in any one quarter. Students must take 903 before they are assigned their own sections of 200-level courses, but they need to take 903 only once as a general preparation for that teaching. In other words, students do not have to take a new 903 for every new 200-level course they teach.

Of course, students will generally gravitate toward courses in their areas and in the areas where they would most like to teach. Below are the usual links between 903 experiences and the assignment of undergraduate courses, but graduate students should have considerable leeway in choosing their apprenticeships and those assigning graduate students to 200-level courses should have some flexibility in making those assignments.

For example, 520 will count for 220 and 201; 560 for 260; 561 for 261; 562 for 262; 550 and 551 for 290; 552 and 553 for 291; 515, 520, 521, 522, 531, and 535 for 201; 540, 541, 542, 543, 548 for 202; 571 for 271; 577 for 270; 578 for 263.