

OHIO STATE COURSE CHANGE REQUEST

College Humanities

Department English
(e.g., Portuguese)

Book 3 Listing: G 5

Proposed Effective Qtr/Yr: SU AU WI SP YEAR 2007
(See OAA Academic Organization and Curriculum Handbook for Deadlines)

A. Course Offerings Bulletin Information. Follow instructions in the *OAA Academic Organization and Curriculum Handbook*. Before you fill out the "Present Course" information, be sure to check the latest edition of the Course Offerings Bulletin and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed.

* If the course offered is less than quarter, term, or semester, please also complete the Flexibly Scheduled/Off Campus/Workshop Request form.

COMPLETE ALL ITEMS THIS COLUMN

Present Course

1. Book 3 Listing: G 5
2. Number: 903
3. Full Title: Teaching College English
4. 18-Char. Transcript Title:
5. Level and Credit Hours: P 5
6. Description: Students work as apprentices to faculty members in the planning and execution of an undergraduate English course
7. Qtrs. Offered: SU AU WI SP
1st SEM 2nd SEM
8. Distribution of Contact Time: attendance at 2 2hr classes
(e.g., 3 cl, 1 3-hr lab)
9. Prerequisite(s): doctoral standing
10. Exclusion:
(Not open to...)
11. Repeatable to a maximum of 10. Yes; only 5 hrs count towards doctoral requirement credits.
12. Off-Campus Field Experience: No
13. Cross-listed with: N/A
14. Check the curricular requirement this course fulfills:
BER LAR GEC 3rd writing course
15. Grade option (circle): Ltr S/U P
If P graded, what is the last course in the series?
16. Is an honors version of this course available? Y NX
Is an Embedded Honors version of this course available? Y N

17. Other general course information:

COMPLETE ONLY THOSE ITEMS THAT CHANGE

Changes Requested

1. G 3/2

5. P 3/2

SU AU WI SP
1st SEM 2nd SEM

Cross listed with: N/A

Check the curricular requirement this course fulfills:
BER LAR GEC 3rd writing course

Grade option (circle): Ltr S/U P

Last course in Progress series:

Y N

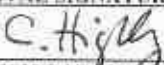
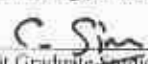

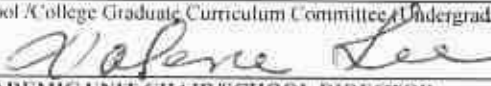
B. General Information:

1. Do you want prerequisites enforced electronically? YES NO
 (See OAA Academic Organization and Curriculum Handbook for what can be enforced.)
2. Does this course currently satisfy any GEC requirement? YES NO
3. What other units require this course? None
 Have these changes been discussed with those units? YES NO
4. Have these changes been discussed with academic units
 that might have a jurisdictional interest in the subject matter?
 [Attach relevant letters.] N/A YES NO
5. Is the request contingent upon other requests? YES NO

List:

6. Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives.)
 To improve quality of mentoring by continuing it over two quarters
7. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change.
 None
8. If the proposed change involves budgetary adjustments, describe the method of funding:
 None

APPROVAL SIGNATURES (As needed. All signatures on lines in ALL CAPS (e.g. ACADEMIC UNIT) must be completed

	CHRIS HIGLEY	March 1, 07
Academic Unit Undergraduate Studies Committee Chair (Undergrad course)	Printed Name	Date
	CLARE SIMMONS	March 27, 2007
Academic Unit Graduate Studies Committee Chair (Undergrad/Graduate course)	Printed Name	Date
		
School /College Undergrad Curriculum Committee (Undergrad/Grad course)	Printed Name	Date
	Valerie Lee	3/30/2007
School /College Graduate Curriculum Committee (Undergrad/Grad course)	Printed Name	Date
ACADEMIC UNIT CHAIR/SCHOOL DIRECTOR	Printed Name	Date
COLLEGE DEAN		
Printed Name	Date	
Graduate School (If Appropriate)		
Printed Name	Date	
ASC Curriculum Committee Chair (If Appropriate)		
Printed Name	Date	
University Honors Center (If Appropriate)		
Printed Name	Date	
Office of International Education (study tour only)		
Printed Name	Date	
ACADEMIC AFFAIRS		
Printed Name	Date	

**From the Graduate Program and Policy Committee, Department of English
(contact: Clare Simmons, simmons.9@osu.edu)**

Course Revision Proposal: English 903, Teaching College English

Summary: To change the credit hours for English 903 to 3 and 2, to be taken over two quarters

Background:

The Graduate Handbook lists English 903 as “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 903 carries 5 credit hours, which count as part of PhD. course work.” Most students feel that taking 903 is a valuable experience; for the majority, it is useful preparation for teaching and for many, it also serves as a literature review for Candidacy Exams. We are, however, currently experiencing some difficulties with 903. First, students are having difficulty finding 200-level courses taught by faculty for completing 903, a situation that is unlikely to improve as faculty move to a four-course load. Secondly, some students are registering for just 903 and one other course or 5 reading hours, which was not the original intent of the course. This affects students’ progress towards Candidacy and also enrollments in 800-level classes. We do not believe that the amount of work required for English 903 is or should be comparable to that required in an 800-level seminar—although we have also heard reports that occasionally, students taking 903 are becoming in effect assistants for the course. Finally, we wonder what happens to mentoring after the quarter is over; in many cases, all mentoring is left on the shoulders of the course directors.

The requested revision:

- 1) The catalogue description and goals of English 903 would not change, but we propose that students should complete 903 over two quarters. For the observation, they would enroll for three credit hours, with the clear understanding that their role is to observe the class and teach no more than two classes, and that they are not graders, teaching assistants, etc. When they are assigned their own 200-level class, they will enroll for two hours of 903 and consult with a faculty mentor (ideally the person whose class they observed, but possibly the course director or their advisor) on the preparation of the syllabus and other issues relating to the class. The faculty mentor will observe the class at least once and write a report for the Course Director.
- 2) We will continue to encourage students where possible to complete 903 in the class that they likely to teach (for example, 201, 290, etc). But we will also stress that 903 can be completed in a relevant upper-level class (for example, 513 for 201, 551 for 290, etc.).
- 3) At the moment, the number of 903 students per class is fixed at a maximum of 2. We believe that this number should be flexible. For example, if the faculty member is teaching a small Honors section, one 903 student may be enough. In a

larger lecture-discussion class, an experienced instructor may feel that three 903 students will not substantially change the classroom dynamics. Because the faculty member is the instructor of record, 903 students should teach no more than 25% of class sessions.

- 4) The total of 5 credit hours for English 903 would continue to be part of the required 45 hours coursework for doctoral students, but GTAs, who need to take 9 credit hours a quarter, would take it as an additional course rather than a substitute for a 5 credit-hour course.

Following are (1) the current Handbook description of English 903 and (2) the proposed revision.

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.

English 903: Teaching College English

PROPOSED REVISION

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.

First part (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.

Second Part (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.