

**To prepare for faculty development**, please read the following articles (I've separated them out by the day we'll be discussing them, but it's much better if you read everything beforehand.)

**For Day One:**

- Anzaldúa: "How to Tame a Wild Tongue"
- Bawarshi: Selection from Ch. 6: Genre and the Invention of the Writer
- City Tech: *SI Summer Orientation Guide*
- McMillen: "What is a Rhetorical Situation?" (First 20 pages, the rest is optional)
- Swales: "Reflections on the Concept of Discourse Community"
- Wardle: "Intractable Writing Program Problems, Kairos, and Writing about Writing: A Profile of the University of Central Florida's First-Year Composition Program"

**For Day Two:**

- Graff: "Teaching Rhetorical Analysis to Promote Transfer"
- Graff: "Transfer and Engagement: From Theory to Enhanced Practice"
- Kynard: "Getting on the Right Side of it"
- Rankin: "From Simple to Complex: Assignment Sequencing."
- Taczak and Robertson: "Reiterative Reflection in the Twenty-First Century Writing Classroom: An Integrated Approach to Teaching for Transfer"

**For Day Three:**

- Young: "Should Writers Use Their Own English?"

*In addition to the reading, there will be homework assignments for each day of PD (which is why it's best to get the reading out of the way beforehand!)*

**For Day One:** After reading the unit descriptions and samples for assignment one, please write an assignment sheet for Unit One (the literacy narrative) as you would hand it out to your students. Make sure you take issues of language diversity into account. Please also make sure you make it clear to students what they need to do, when they need to do it, and what, explicitly they will be graded on. Please see attached Lit Narrative assignment examples.

We'll workshop these on Day One of the PD. Please print out three copies.

Please also write a reflection of approx 300 words that introduces yourself and reflects upon 2-3 of the readings for day 1. This might be an introduction to a discourse community of which you are a part (and how that informs your teaching) or a reflection upon a rhetorical situation in your teaching career-- whatever you choose. Please print out a copy.

**For Day Two:** Write a response of 250-300 words to the following: How have you taught research in the past? Was that successful? Why or why not? How have the Kynard, Graff and other readings for PD made you rethink how you might teach research? Please print out a copy.

**For Day Three:** Working drafts of Units 2 and 3 are due. Write as much of the assignment as you can. Again, what specifically, are you asking students to do? How will you be assessing their performance? Please print out three copies.

**FINAL DRAFTS OF SYLLABI, COURSE OUTLINES AND UNITS 2 AND 3 WILL BE DUE BEFORE AUG 27, THE FIRST DAY OF CLASSES.**

## SCHEDULE:

### **DAY ONE:**

Part 1 (1.5 hours) :

- Theoretical overview talk (Mission Statement, Learning Outcomes, The “Four Pillars” of Transfer: Practice, Reflection, Rhetorical Situation, Discourse Community-Genre)
- Logistics talk (Syllabus, unit overview, scheduling assignments, portfolio overview)
- Time to write down questions and concerns

### **BREAK**

Part 2 (1.5 hours) :

- Literacy narrative discussion
- Workshop of lit narrative assignments

### **DAY TWO:**

Part 1 (1 hr):

- Discussion of units 2 and 3

Part 2 (1 hr):

- Discussion of scaffolding
- Small group work on scaffolding

### **BREAK**

Part 3 (1 hr)

- Logistics of the portfolio model (including discussion of the final reflection)

### **DAY THREE:**

Part 1 (1.5 hrs):

- Workshop of units 2 and 3

Part 2 (30 mins):

- Preliminary discussion of language diversity and transfer

Part 3 (1 hr):

- Preliminary discussion of classroom concerns