Chris Murray, Grad Course Proposal: Engl. 697: Pedagogy

This course is a theory-based course with attention to practice as related to the readings and questions relevant in the fields of pedagogy for advanced teachers of English composition and literature today.

Readings will include in-depth attention to the history of pedagogy in college English courses, as found in the selections of the most recent Norton Anthology of Composition Studies; McKeachie’s Teaching Tips; select essays from current, relevant journals in the fields of teaching college composition and introduction to literature. Students will also be assigned to review, use, coordinate with and to innovate on the excellent resources at the TAMU Center for Teaching Excellence.

In addition to weekly reading notes written and shared together in class, the course culminates in a seminar paper, a research paper describing via select readings the student’s individual pedagogical approach in tandem with practical applications (assignment prompts, grading rubrics, best practices of qualitative commenting and individual conferencing with students, as well as attention to technological innovations in course management); an annotated bibliography of the most recent and relevant publications on the student’s teaching interests, to be shared with all in the course (which will then become the beginning of a database stored electronically at the department’s English Central site, and to which all in the department can refer and add); and, especially, a microteach vetted by all in the course.