

The M.A. in English Composition Teaching Associate Program offers graduate students the opportunity to teach English 105 and 106 (Accelerated Stretch Composition I and II) during Fall and Winter Quarters of the academic year. Students in any of the three concentrations in the program who meet the minimum qualifications below may apply. The number of Teaching Associateships available is limited and they are awarded by competitive application.

### **Minimum Qualifications**

1. Must be enrolled in good standing as a classified graduate student in the M.A. in English Composition program.
2. Must have completed the following prerequisite courses with a grade of B or better:
  - Contemporary Discourse and Composition Theory (ENG 612)
  - Two praxis courses chosen from: ENG 626, 630, 657, 658, or 660
  - An internship (ENG 662 or 664) in a composition course (ENG 102, 103, 104, 105, 106, 107, 240, or 306)
3. Must maintain academic eligibility throughout employment period (enrolled, with 3.5 GPA or higher).
4. Must be available to teach course at time assigned (MWF or TR mornings or afternoons).
5. Must enroll in the TA Practicum course in fall and winter quarters of the Associateship.
6. Must attend pre-employment course planning sessions.
7. Must not have previously held a Teaching Associateship in the program.
8. Must accept responsibility and have the ability to relate well to others.

### **Application**

To apply for a Teaching Associateship, submit the following materials to the TA Coordinator by the application deadline:

1. Letter of Application: A letter (3 typed pages) in which you discuss:
  - a) your reasons for applying;
  - b) a discussion of your teaching philosophy for the teaching of writing. This should address:
    - what you believe the purpose of FYC is;
    - the kind of classroom community (roles for students) you'd like to cultivate (and how);
    - how you see your own role in the classroom;
    - the kinds of conceptual knowledges you think are important to include in your writing curriculum and why;
    - your thoughts on how to develop your students' writing (invention activities, processes, approaches to feedback and revision)
    - how you imagine using readings in the writing classroom;
    - anything else that helps explain your pedagogical orientations and inclinations in the writing classroom.
  - c) your areas of interest in the field of rhetoric and composition, literary studies, and/or applied linguistics and TESL, as you see them informing your writing pedagogy. This may be woven into your philosophical overview or treated in a separate paragraph or two.
  - d) your e-mail address, phone number, and student identification number.
2. A Course rationale for an English 105 – 106 (Accelerated Stretch Composition I and II) sequence. Your course rationale should explain your approach to 105-106, as an

integrated 22 week curriculum, discussing the types of assignments you would create and the ways you would integrate readings into your course. Please make sure to:

- a) explain your learning goals for each course, and
- b) outline a possible trajectory for at least 4 but no more than 6 formal writing projects across the two quarters, noting why you are laying things out in this way. How & why does one project lead to another? How does this scaffolding support your students in meeting your course goals?

Information about the stretch program is available at <http://english.csusb.edu/fycstretch.html>. Please read this program information carefully in order to situate your thoughts within it.

### 3. CV or Resume.

4. Letters of Recommendation: two letters of recommendation commenting on your academic strengths, your ability to work with colleagues, and potential as a writing teacher. If you have completed or are currently completing your internship, one letter should be from your supervising faculty mentor. Recommenders should use the recommendation form on the TA website and can send letters directly to the TA Coordinator, via e-mail if they prefer. Please send recommenders a link to the requested recommendation form when you send them your request for a recommendation.

## The First-Year Composition Program

Information about the First-Year Composition Program is available through the English Department website under Faculty Resources. ENG 105 and 106 (Accelerated Stretch Composition I and II) are part of CSUSB's new first-year writing program and are described in the Student Bulletin as follows:

### **105. Accelerated Stretch Composition I**

Analysis and use of strategies for conducting research and critically reading and writing expository texts. Explores relationships among language, meaning, and context, and emphasizes writing as a recursive process and a means of critical thinking. Students will remain with the same cohort of classmates in the same time slot across ENG 105-106. Graded Credit/No Credit. (4 units)

### **106. Accelerated Stretch Composition II**

Further examination of how written language functions in context. Builds students' abilities to conduct research and to integrate it into their own arguments. Students will remain with the same cohort of classmates in the same time slot across ENG 105-106. Graded A,B,C/No Credit. A grade of C or better fulfills GE A.1. Prerequisite: ENG 105. (GE=A.1) (4 units)