

Teaching Practicum

Student: Lisa Siedlarz

Faculty Member: Catherine Pappas

Course Number: WRT569

Semester and Year: Fall 2008

Credit Hours: 4

Subtitle for Course: The Teaching Experience: Differences in facilitating a Poetry Workshop in a class for graduate students versus Vietnam veterans who are suffering from posttraumatic stress disorder.

Course Description: The student will use the practicum as an opportunity to investigate the practicalities and variables of teaching graduate level students as well Vietnam veterans who have been diagnosed with post traumatic stress disorder. The student will benefit from hands-on experience working as a teaching assistant at Southern Connecticut State University teaching a graduate level poetry workshop. These classes will meet on Wednesday evenings from 5:00 p.m. to 7:30 p.m. The student will be responsible for helping design the syllabus for the course. As part of her practicum, the student will facilitate weekly classes with open discussions on poetry submissions as well as providing written feedback to each poet/student in the class. In addition, student will have office hours to hold one on one discussion of topics such as revisions, preparing poems for submission, and advice on editing a poetry journal. The student will have an on-site mentor, Dr. Vivian Shipley, who will supervise the practicum. In addition to teaching at SCSU, the student will mentor a writing workshop with Vietnam veterans. This class will meet twice a month on Tuesdays from 12:00 p.m. to 1:00 p.m. The final goal of these sessions is a chapbook production in mid December, which will be funded by the V.A. Arts Council. The student will facilitate critique sessions, and will utilize writing exercises to help the veterans expand their writing comfort zone. The student's MFA mentor is, Catherine Pappas, who will help the student to devise a reflective/reporting process that will help the student to process and utilize the experience.

Requirements: The student will summarize and reflect on the teaching process as she experiences it. Summaries will be sent via e-mail in a word document every two weeks, beginning at the end of the first week of her Poetry Workshop at Southern Connecticut State University.

The summaries will include issues from both venues, (expectations, preparations, in class facilitation, in class discussions and critique, class interaction, office hours/one on one discussions, observations, student progress).

She will examine both classes to identify similarities and differences (compare/contrast) to determine teaching techniques that might be beneficial to both (influence/cross over/be integrated in) and report other observations.

The student will also reflect on the effect, if any, that teaching these classes has had on herself as a teacher, poet and person.

Internship or Teaching Practicum

Student: Don Lowe dnldlw@aol.com; Phone (home): 860 350 4115

Faculty Member: Humera Afridi
Address: 53 Crosby St., #3, New York, NY 10012
Telephone: (212) 226-6105
E-mail: HumeraA@aol.com

Course Number: ENG 569

Semester and Year: Fall 2007

Credit Hours: 4

Subtitle for Course: **Thoughts on Composition: *The Teacher as Student***

Course Description: In conjunction with his teaching undergraduate composition, the student will keep a weekly journal of the experience. This journal will explore and identify aspects of the teaching process. The purpose is to enhance the student's skill and intuition as a teacher, in addition to sharpening his writing instincts.

The composition class involves writing about the United States' current military involvements in Iraq and Afghanistan. The theme of "healing" may also be explored within the context of the journal entries (and, perhaps, the final essay) as a possible tie-in with the student's novel.

At the conclusion of the teaching semester, the student will write an essay about his reflections on the experience.

Requirements: Student will be teaching two hours of class, three days per week. He will email a journal entry of the week's progress by Wednesday of the following week, throughout the semester. There will be a total of 13 journal entries submitted to the mentor. Upon conclusion of the composition class, the student will reflect on the semester-long experience in an essay (1200 to 1500 words). The student will mail a hard copy of the essay to the mentor, in addition to an electronic copy.

Deadlines

The student will submit his first entry by or before Wednesday, September 12th and then every Wednesday after that, until the semester ends. A hard copy of the final paper will be due by December 20th.

Evaluation:

Student will be evaluated on quality of work and observations.

Reading list:

Articles on the Iraq and Afghanistan military quagmires chosen from *The New York Times* and other sources deemed appropriate by Dr. Hagan, the Mega-Section instructor.

Interactions:

Student and mentor will communicate via email as needed. Student is available and pleased to meet in person or by phone if necessary.

Internship or Teaching Practicum

Student: Nick Mamatás

Faculty Member: John Dennis

Course Number: WRT 569

Semester and Year: Spring 2007

Credit Hours: 4

Subtitle for Course: Grub Street

Course Description: The student will teach a course called "Writing Popular Fiction" at Grub Street Inc., a non-profit writing school located in Boston, Massachusetts. The course will be six weeks or ten weeks long, depending on enrollment, and will feature a three hour session (one hour lecture, two workshop) per week. The course description reads as follows:

Exciting plots and larger-than-life characters are the cornerstones of popular fiction and the emphasis of this course. Whether you're writing romance, mystery, science fiction, or suspense, the principles of writing popular fiction — clear prose, characters we can empathize with, and a story that *moves* — are key. In this course, we'll workshop your stories and novel chapters, explore the history of the genres, perform writing and idea-generating exercises, and discuss the magazines and publishers looking for your sort of fiction. The goal is to give students a solid grounding in the demands of popular fiction, and a better understanding of their favorite genre.

If the course does not go forward due to lack of enrollment, student has arranged to be a guest speaker/reader at the "On The Run" reading series at Lake Forest College in Illinois (September), a guest lecturer for an undergraduate writing workshop at Brown University (October), and at a high school English class at Worcester Academy (November).

Requirements: A weekly journal discussing the experience of teaching the class or the three guest appearances, plus response paper to the assigned reading.

Evaluation: As per journal, papers written, and feedback from Grub Street director.

Reading List: *On Teaching And Writing Fiction* by Wallace Stegner

Interactions: Bi-weekly email interactions, plus additional interactions as needed.

Internship or Teaching Practicum

Student: Erik K. Mortenson

Faculty Member: Charles Rafferty

Course Number: WRT569

Semester and Year: Fall 2008

Credit Hours: 4

Subtitle for Course: New Pedagogical Practices in the Poetry Workshop

Course Description: For twelve years, the student has been following the paradigm of the poetry workshop in his high school classroom: students submit work, the work is read, and each piece is discussed by the members of the class. The student proposes to shift to an online, “virtual” workshop using the nicenet.org classroom manager, effectively removing the workshop from the classroom setting. In its place, the student will substitute more in-class writing exercises, more direct instruction, and more reading of exemplary texts. The student will track this change through a series of focused essays.

Requirements: The student will prepare a series of “report essays” detailing the progress of the proposed practice change. Each will be 4-5 pages in length and due the first of each month:

Due 9/1: overview/plan
10/1: implementation
11/1: progress
12/1: assessment

A final paper, due 12/15, will join/summarize the four shorter papers into a piece suitable, in part or whole, for publication in an educational journal, or for presentation at a professional conference. This will not be extensive new material, *per se*, but a summary organization, with some revision and additional commentary as necessary for presentation/publication.

Evaluation: The instructor will read each submission and comment as he sees fit within two weeks of receipt. He will also comment upon the piece by labeling it “excellent,” “good,” “fair,” or “poor.” He will submit a final letter grade for the course as determined by the program. The student will address all comments and revisions in the final paper. Additionally, a letter of evaluation will be submitted to the Director of the MFA Program by the student’s direct supervisor, Marnie Sadlowsky, Interim Head of Upper School.

Reading List: *Teaching Poetry Writing: A Five Canon Approach*, by Tom C. Hunley

Interactions: The student will submit all assignments via email on or before the dates indicated above. The instructor shall respond via email within two weeks of receipt.

The due dates and conference days are as followed:

January 23, 2009	January 26 –Jan 30
February 13, 2009	February 16 - 20
March 6, 2009	March 9 th – 13th
March 27, 2009	March 30 – April 3rd
April 17, 2009	April 20 – April 24
May 8, 2009	May 11 th – May 15

Evaluation: The student will be evaluated on the quality of short stories submitted and the revisions made to the final copy. Evaluation will also be based on phone conference discussions.

Interactions: Student will submit his stories by email to the mentor before the deadline stated above. Student will make appointment during the office hours for a phone conference with the mentor on days stated above.

Internship or Teaching Practicum

Student: Kalyn Paul

Faculty Member: Jack Dennis

Course Number: WRT569

Semester and Year: Fall 2007

Credit Hours: 4

Subtitle for Course: Editorial Internship at Westport Magazine

Course Description: The student will intern in the editorial department at Westport Magazine one day per week for the full semester. She will document her experience with informal journal entries to be submitted on a weekly basis. At the end of the semester the student will submit an essay critiquing internships, including the value of an internship and the expectations of an intern.

Requirements: The student will keep a journal describing her experience at Westport Magazine, which will be submitted on a weekly basis. Before December 1st, the student will submit a final essay critiquing internships.

Evaluation: The student is expected to submit weekly journal entries and a final paper.

Interactions:

- ✓ The student and instructor will interact as questions arise, but at least once per week by e-mail.

Internship/ Teach Practicum: *Do I really want to teach?*

Student: Benjamin Simon

Faculty Member: Don Lowe

Course Number: WRT 569

Semester and Year: Spring 2009

Credit Hours: 4

Subtitle for Course: Assisting and teaching in an English literature class at the college undergraduate level.

Course Description: Student will be a secondary instructor in an upper level English literature/ writing class at U-Conn Avery Point campus and will assist professor with all that she asks. Student will teach grammar and creative writing lessons to students, will correct papers, and will assist students with writing assignments. Upon completing the course, student will have been influenced creatively by the healthy exchange of literary ideas and energy in the classroom environment, positively influencing his own writing. Student, also, will have a better idea as to whether he wishes to teach at the collegiate level

Requirements:

1. Student will keep a journal detailing internship activities.
2. Student will creatively correspond to Mentor, bi weekly, concerning details of internship- including his progress and what he's learned.
3. Student will summarize semester's teaching experience with an 800-1200 word paper

Evaluation:

1. Written responses from mentor to journal entries and correspondence.
2. Review meetings if needed by telephone and e-mail.
3. Evaluation at end of course.

Reading List:

1. Francis L. Hawks, Commodore Perry and the Opening of Japan
2. Junichiro Tanizaki, Some Prefer Nettles.
3. Zachary Karabell, Parting the Desert
4. Latifa al-Zayyat, The Open Door
5. Peter Pringle and Philip Jacobson, Those Are Real Bullets

6. Seamus Deane, Reading in the Dark

7. Tennessee Williams, "A Streetcar Named Desire"

8. Jed Horne, Breach of Faith

Internship or Teaching Practicum

Student: ROSALIND Z. WIGGINS
rozwiggins@yahoo.com
(860) 402-3178

Faculty Member: RICHARD CASS

Course Number: WRT569

Semester and Year: Spring 2009

Credit Hours: 4

Subtitle for Course: Exploring Corporate Communications

Course Description: Student will explore and experience first hand the Communications function at a nonprofit organization. This opportunity will enable her to participate in the actual work of the office, to experience how the office interacts with the other functions in the organization and to identify the requirements, benefits and challenges of the position.

Student will be working under the direct supervision of Paul Springman, Vice President, Corporate Communications, Charter Oak Chapter American Red Cross (referred to as O-Mentor).

Requirements: The student will complete the following assignments as part of this course:

- Assist O-Mentor in production of the Organization's **Annual Report** by:
 - In collaboration with O-Mentor identify appropriate interview subjects and conduct such interviews either in person or via telephone
 - Evaluate interview material and draft content that supports the overall theme of the publication
 - In collaboration with other organization staff update data portions of the publication
 - Such other tasks as may be assigned
- Write one **feature length article** that highlights an aspect of the organization's success.
 - Placement will be sought in local newspapers and in media relating to nonprofit organizations.
- Assist with ongoing **PR requirements**
 - Research and draft Press Releases
 - Other duties as assigned
- Student will also submit to W-Mentor **an experience log** of time spent on the internship and the written impressions. Log will be submitted at the end of each month.
- Interview O-Mentor to gather an in-depth understanding of the job and the requirements for the job. And will prepare a **reflection paper** (approximately 5 pages) summarizing knowledge learned during internship. Paper will be submitted no later than May 10th.

Evaluation: Student will be evaluated in accordance with the following.

- Student will be evaluated on the quality of the work produced. Evaluation will occur by student submitting to W-Mentor copies of content produced on either an ongoing basis or at least once each month by the end of the month.
- Student will also submit to W-Mentor a log of time spent on the internship and the written impressions. Log will be submitted at the end of each month.
- W-Mentor will provide a final grade.

Reading List:

Primary: Student will read such books as are necessary to complete the written assignments/report and article.

Interactions:

Student will communicate with W-Mentor on a weekly basis by email or telephone regarding experience and or submissions.

W-Mentor will provide feedback on each submission via email and or telephone conversations.

Teaching Practicum

Student: Fletcher Dean

Faculty Member: Sean McLain Brown

Course Number: WRT569

Semester and Year: Spring 2007

Credit Hours:

Subtitle for Course:

Course Description: The program requires students to share their understandings as writers with others who want or need to write. The student will work as a teacher or coach of writing under the tutelage of a qualified mentor. Alternatively, the student may participate in an internship to gain hands-on experience in a chose field. The student will be required to keep a journal of his or her experience and to write a substantial evaluation of the experience.

Requirements:

In listing the requirements answer the following questions:

- Fletch will be required to maintain a journal (an online blog, or written record) of her reflections on her teaching practice.
- Fletch will also need to write an essay explicating her teaching pedagogy, evidence to support the successes/challenges/lessons learned, and projecting what she will do differently in future classes and why.

Evaluation:

Fletch will send excerpts from her journal; evaluations will be on-going.

Interactions:

Fletch and I will email at least once a week and, if possible, check in every other week by phone.