

AVATAR Action Plans for Spring 2012

Implemented by: Patrice Phelan Lyke, University of North Texas
 (Name) /(Position)

Action	Who	What	When	Where	How	Expected Outcome	Evidence
1.	Patrice	Encourage students in my ENGL 4160 (Advanced Expository Writing--a required course for students seeking teaching certificates in English) to adopt holistic, rhetorically-based, audience-aware composition strategies that they will use themselves and that they will take into the teaching field to share with their students and their colleagues.	Spring 2012	University of North Texas	I will model holistic composition strategies for my students as we work through our semester's written work. I began my semester by gathering some information about them: their career plans, their attitudes toward writing, and their (self-reported) strengths and weaknesses. Knowing my classroom demographics, I revised some of my lesson plans to fill some of the gaps in their rhetorical knowledge. Through discussion of strategy through the canons of invention, arrangement, style, and delivery, we will address writing (process and product) in terms of audience, exigence, and <i>kairos</i> .	My students will engage in a writing process that will transfer to their professional settings (influencing their students and their peers), to civic settings, and to personal settings.	Throughout the semester, students will demonstrate their understanding of our material through class discussion, written work, reading journals and rhetorical notebooks, a mid-term exam, and extensive revising and editing of drafts of longer works (~1500 words per essay).
2.	Patrice	I will work up a brief presentation for incoming	Fall 2012	University of North Texas	With presentation of the CCRS, I hope to bring	Teaching fellows at UNT, particularly incoming TFs,	Members of my audience will

Action	Who	What	When	Where	How	Expected Outcome	Evidence
		English department teaching fellows to outline the skills that their freshman students can be expected to possess when they enter ENGL 1310.			awareness to our role, as college composition teachers, on the continuum of academic writing instruction.	will have a better understanding of the skills that their students should have coming in to a college-level composition class, and when (grade-level) students were taught those skills so that they can better meet their students' needs.	demonstrate that they can assess what students <i>should</i> know upon entry and where their deficits may be, in order to suggest (or require) that the students seek help (at the writing lab, through an extra meeting with the instructor, by seeking advice on multiple drafts) to be ready to learn at the college level.
3.							