

**Statement on Teaching**  
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As the Director of Writing and a specialist in rhetoric and composition, my activities in the area of teaching take two forms: the instruction I provide in my own classes, and my broader contributions to the teaching mission of the institution. Informed by my disciplinary expertise (see the Statement on Scholarship), the overall goal of all my teaching activities is to improve student writing, which also includes fostering improvements in writing instruction.

My first major teaching effort at UD was to redesign the graduate pedagogy course, ENGL 688: Teaching Composition. In constructing a new model for this course, I sought to familiarize students with the specific needs and requirements of Delaware's writing program while also providing them with a solid grounding in rhetorical theory and a wide range of teaching strategies. Thus, in addition to preparing graduate students for teaching, the course enhances their broader development as writers and thinkers. For many students, 688 is not only their first exposure to composition theory but also their first exposure to theory altogether. Accordingly, during the first portion of the course, we spend considerable time talking about the practicality of theory – how best to read it, to write about it and to use it. To this end, students write critical response papers for each class, providing them the opportunity to work through challenging material, receive extensive feedback from the instructor, and position themselves in writing as members of the profession. Focusing on the students' own development in this manner allows me to model best practices in the teaching of writing, such as how to create effective assignments, how to provide effective feedback and how to foster students' critical self-awareness of their own development as writers.

This focus on students' development as expert and engaged writers has also informed my undergraduate teaching. In Fall 06, for example, I created an experimental course, ENGL 367: Teaching Writing One-to-One, which prepared high-achieving English undergraduates to work as peer tutors in the university writing center. Like ENGL 688, this class helped students to understand that all writers – even advanced English majors -- can improve with reader feedback. In addition to helping students improve their writing, a goal for this class was to help them see themselves as tutoring professionals, individuals who can tutor expertly and who can contribute to the scholarship of the field. The results of this course have been a source of particular satisfaction to me: not only did the students go on to earn high marks in the UD writing center, but six of the twelve students in this course are presenting their research at the 2007 Mid-Atlantic Writing Center Association Conference. Given the success of the section I piloted, I plan to propose this as a regular course to be taught by a member of the writing center staff. (For further details, see the "Syllabi and Course Materials" section.)

This emphasis on students' sense of themselves as members of the academic community also shapes my work with first-year writers. In my Spring 06 section of ENGL 110: Critical Reading and Writing, for example, I piloted new materials that focus on

developing students' rhetorical understanding as well as their writing abilities. In addition to attending to close reading and revision, then, students were introduced to foundational theories underlying such rhetorical concepts as purpose, audience and genre. The success of this experiment with my own ENGL 110 students led to a change in the first-year writing curriculum as a whole. One of the texts I used in this class, *The Allyn and Bacon Guide to Writing*, will henceforth be used by all new TAs when they first enter the classroom.

The selection of a new textbook for ENGL110 was part of a larger initiative to enhance the teaching of writing by improving the preparation of new teaching assistants. In the past, brand-new Masters' students taught our least prepared undergraduate writers. In Fall 05, I developed and piloted a replacement for this experience: a mentor teacher program in which new TAs apprentice with experienced teachers. (See "Call for Applicants: Mentor-Teacher Professional Development Program" in the "Additional Instructional Materials" section.) This pilot was a success, and the program fully implemented and assessed it in Fall 06. (For a description of the program assessment and the changes implemented as a result of this assessment, see "AY 2005-2006 Assessment Report," in the "Additional Instructional Materials" section.)

Complementing these curricular efforts are my grant-funded initiatives to enhance the teaching of writing across the curriculum. Under the auspices of a General Education Instructional Grant, for example, I am collaborating with Dee Baer on a series of multi-day workshops to introduce faculty from across the university to a range of strategies for teaching writing across the curriculum (WAC). Faculty assessments of the first workshop were overwhelmingly positive, and I look forward to planning future events of this nature. With the assistance of a Dean's Transformational grant, I have also created a peer-tutoring program in the university writing center. Upon successful completion of ENGL 367, undergraduate students are eligible for paid employment in the writing center, where they are mentored and assessed by writing center staff. (For further information on these programs, see "Teaching Related Grants" in the "Additional Instructional Materials" section).

In addition to carrying out grant-funded initiatives to enhance writing instruction across campus, I have also fostered excellence in writing instruction in the English department by developing a series of workshops to disseminate best practice in the teaching of writing. For example, I have created a daylong in-service experience for UD writing instructors that is held each semester. During these events, participants select from interactive workshops that introduce a variety of new teaching strategies. In the August workshop, for example, I conducted a session on the practical applications of rhetorical theory in which I introduced two rhetorical systems, Aristotelian and Toulmin, and explained their classroom applications. We have held two in-services thus far, each of which was highly rated by participants. Similarly, in the writing center, I conduct a weeklong seminar in one-to-one writing instruction. I have also led pedagogy workshops on leading effective peer response sessions and teaching writing during the winter session (For further information see "Workshop Materials," in the "Additional Instructional

Materials' section.) I have thus participated in the teaching of writing at the program, department and university level.