

**“Recipes That Work:”
UO’s Composition Test Kitchen**



**2013 Fall Composition Conference
University of Oregon**

*1927 cooking class image courtesy of The Shorpy Gallery, <http://www.shorpy.com/node/12791>

Tuesday, September 24

9:00-11:00	Breakfast and Admin Meeting	MCK 129
11:15-12:30	Session 1: “Running Your Kitchen: Teaching Personae”	MCK 129
12:30-1:30	Break	
1:30-2:45	Session 2A: “Cooking From Scratch: WR 121 Course Reader Book Fair”	ED 276
	Session 2B: “Cooking From Scratch: WR 122 Course Reader Book Fair”	ED 176
3:00-3:45	PLC 184 (Computer Classroom) Orientation—Required for all new computer classroom instructors	PLC 184

Wednesday, September 25

8:30-10:30	Coffee Service	CHA 207
9:00-10:15	Session 3A: “The Fundamental Ingredient: Teaching the Enthymeme”	CHA 207
	Session 3B: “Same Ingredient, New Recipe: Adapting the Enthymeme for WR 122 and 123”	LA 166
10:30-11:45	Session 4A: “Presentation Is Everything (Or Not): Lesson Plans and Bag o’ Tricks”	CHA 207
	Session 4B: “The Specialty Menu: Planning WR 123”	LA 166
11:45-1:00	Break	
1:00-2:30	Session 5: “Being a Food Critic: Grading and New Commenting Tools”	CHA 207
2:45-3:30	Syllabus Workshops (Required for first-year instructors)	Location TBA
3:45-4:30		

Thursday, September 26

9:30-11:30	Coffee Service	ED 276
10:00-11:15	Session 6: “A Diversity of Ingredients: ELL Strategies”	ED 276
11:30-1:00	Session 7: “Notes from the Test Kitchen: Rethinking Pedagogy”	ED 276
1:00-?	Lawn Games and Merriment	The Quad

Kitchen Notes

Composition as Cooking?

In addition to being a lively TV show, America's Test Kitchen is a place, a "2,500 square foot" space outside of Boston "home to more than three dozen full-time cooks and product testers," all working, like us, on a constant process of revision. Their aim is slightly different—they work to perfect and hone the recipes that go into what we eat every day. Their process, however, probably sounds familiar: "we test each recipe 30, 40, sometimes as many as 70 times, until we arrive at the combination of ingredients, technique, temperature, cooking time, and equipment that yields the best, most fool-proof recipe" ("America's Test Kitchen").

Our test kitchen encompasses a wider playground, including classrooms and offices across the University of Oregon's two million-plus square feet, not to mention the vast acreage of the minds of nearly 150 composition instructors, administrators, and staff, as well as over 7,000 students each year. Our methods, however, are similar—we gain ideas from our fellow "cooks," from new tools that come into our kitchen in the form of technology and textbooks, from the new ingredients our students and our cultural conversations provide. We get feedback from evaluators and students, our "product testers." We keep trying new things until we arrive at the "best, most fool-proof recipe."

For this year's composition conference, we want to honor the recipes that our teachers have honed over the years, as well as offer opportunities for instructors to try out new ingredients or share their developing ideas about how to prepare fulfilling classrooms. Indeed, we shall belabor the metaphor (likely ad nauseam) in the effort to consider and present the process of perfecting recipes—the best practices that create truly edifying classrooms—as well as emphasize the inevitability and opportunity possible in a class that initially leaves a bad taste in the mouth. Our hope is that these presentations and discussions will provide helpful, concrete ideas for your own test kitchens and accentuate the fact that the best composition cooks create, not "perfect" recipes, but rather, through practice and failure and collaboration, "recipes that work."

9:00-11:00 Continental Breakfast and Administrative Meeting

11:15-12:30 Session 1: “Running Your Kitchen: Teaching Personae”

In *Kitchen Confidential*, Anthony Bourdain describes his kitchen staff as a “pirate crew,” which would presumably make him a pirate captain (or king?). That's the persona that works for him, although he allows that there are other ways of running kitchens. This panel will open a conversation about the different personae composition teachers create to run their classrooms—the processes by which we develop our personae, the ways we use them to navigate difficult classroom situations, and the ideas we have about how the right persona can help teachers set up healthy boundaries and run strong, creative classrooms.

Panelists: Allison Bray, Anna Carroll, Stephen Summers

Moderator: Jessie Nance

12:30-1:30 Break

1:30-2:45 Sessions 2A and 2B: “Cooking from Scratch: Course Reader Book Fair”

1:30-2:00 Book Rep Introductions/Presentations

2:00-2:20 Focused Table Workshops

2:20-2:45 Open Book Fair

One of the key ingredients for a successful composition class is the reader or casebook. The assigned readings can make all the difference in class participation, student papers, and critical discussions (not to mention that instructors have to read them too). All our readers and casebooks have a lot to offer, but chefs have to tailor the readers to their own strengths. To that end, the first ever composition book fair will provide new and experienced instructors alike some familiarity with our brand new readers and new and returning casebooks. “Book reps” will be on hand to sell you on the attributes of these new texts.

WR 121 Book Reps (Session 2A): Tina Boscha, Kristy Bryant-Berg, Mitchell Macrae, Mona Tougas, Rob Zandstra

WR 122 Book Reps (Session 2B): Amanda Bartenstein, Katherine Cook, Tim Hannon, Bethany Jacobs, Martina Miles, Dan Platt, Avinnash Tiwari

3:00-3:45 PLC 184 (Computer Classroom) Orientation

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Wednesday, September 25

8:30-10:30 Coffee Service

9:00-10:15 Session 3A: “The Fundamental Ingredient: Teaching the Enthymeme”

Working with fundamental ingredients can be hard. We imagine this panel as an opportunity for veteran instructors to give new teachers ideas about how to integrate enthymeme instruction into the larger “recipe” of our writing courses.

Panelists: Kristy Kelly, Alexis Kielb, Lizzie LeRud
Moderator: Francesca Gentile

9:00-10:15 Session 3B: “Same Ingredient, New Recipe: Adapting the Enthymeme for WR 122 and 123”

As hard as it can be to master the original recipe of a fundamental ingredient like the enthymeme, presenting that ingredient in a fresh way to returning students in WR 122 and 123, while also making sure new composition students grasp it, can be an even greater challenge. In this session, panelists will share their methods of integrating enthymeme instruction into the larger aims of WR 122 and 123.

Panelists: Kate Myers, Kristin Wilkes, Eleanor Wakefield
Moderator: Jenny Noyce

10:30-11:45 Session 4A: “Presentation Is Everything (Or Not): Lesson Plans and Bag o’ Tricks”

As Master Chef Gordon Ramsay says, “When you cook under pressure you trade perfection.” Our “chefs” will offer their insights on how they make plans for appetizing classrooms and what they do when those plans fall through.

Panelists: Robbie Dobler, Shane Hall, Rachel Tanner
Moderator: Jeni Rinner

10:30-11:45 Session 4B: “The Specialty Menu: Planning WR 123”

Cat Cora, star of *Iron Chef*, describes how every kitchen she works in creates “a whole different vibe.” Our Oregon chefs often feel that way moving between WR 121/122 and 123. This panel is designed to provide some possible recipes for how to make that transition.

Panelists: Bill Driscoll, Veronica Vold, Karl McKimpson
Moderator: Carolyn Bergquist

11:45-1:00 Break

1:00-2:30 Session 5: “Being a Food Critic: Grading and New Commenting Tools”

Ideally, evaluations of student “dishes” should promote improvement and instill self-confidence in our students as they prepare for their next stint in the test kitchen. As “food critics,” we don’t want to be too easy, but we also don’t want to be too hard. What if an overly harsh grading and commenting philosophy has an adverse effect on our developing “chefs”? On the other hand, when grading and commenting aren’t rigorous enough, do we give students the impression that all dishes are well prepared? This panel will address the challenges, protocols, and standards for grading, including transparency, student expectations, departmental rubrics, and new ways technology can make our jobs as critics easier.

Panelists: Elizabeth Bruno, Hannah Godwin, Joe Griffin

Moderator: Matt Hannah

2:45-3:30 First-Year Instructor Syllabus Workshops

3:45-4:30 First-Year Instructor Syllabus Workshops

Thursday, September 26

9:30-11:30 Coffee Service

10:00-11:15 Session 6: “A Diversity of Ingredients: ELL Strategies”

This panel will focus on international influences in our writing kitchens. We will hear about some of the ELL challenges that our panelists have faced in their own classrooms, and the strategies they’ve developed to benefit from the “diversity of ingredients” that ELL students bring with them. Panelists will talk about unit topics that support and are enriched by ELL perspectives, technology that can help students prepare for readings and learn grammar, strategies for teaching vocabulary, and best practices for creating inclusive classrooms.

Panelists: Alison Lau Stephens, Rosalie Roberts, Keli Yerian

Moderator: Miriam Gershow

11:30-1:00 Session 7: “Notes from the Test Kitchen: Rethinking Pedagogy”

Our closing session will focus on the ways that pedagogy changes as teachers gain more experience in the classroom and start to rethink their “original recipes.” Panelists will discuss how they mix fundamental elements with new ideas and approaches to create fulfilling classrooms. How does pedagogy change as we gain more experience? In this session, we will learn about strategies that experienced teachers have developed to keep their classrooms vital.

Panelists: Tina Boscha, Marcus Hensel, Taylor McHolm, Sharity Nelson

Moderators: Rachel Bash, Bill Fogarty, Matt Hannah