**College Writing 375**

**Introduction to Theories and Practices of Teaching College Composition**

Instructor: Maggie Sokolik, Ph.D., Director, College Writing Programs  
Office: 113 Wheeler Hall (Floor 1N)  
Office Hours: by appointment (see bCal.berkeley.edu/msokolik's calendar)  
email: sokolik@berkeley.edu (or inbox through bCourses)  
Day/Time: Wednesdays, 4-6 p.m.  
Room: 118 Barrows Hall  

Please complete the information sheet as soon as possible.

**Overview**

This course is 2 units, S/U, and restricted to graduate students with GSI appointments or who plan to have a GSI appointment.

We will focus on teaching philosophies, course designs, instructional methods, and assessment issues in relation to teaching composition with diverse populations.

This course is designed to familiarize you with the major approaches and theoretical underpinnings relevant to the teaching reading and composition (R&C) (or other fields involving writing) at the post-secondary level. We will review various topics in composition pedagogy, considering both theory and practice in the teaching of reading and writing.

During the semester, I encourage you to return to the following three guiding questions:

- What do we value about teaching reading/writing? How are these values reflected in the various pedagogical approaches we’ll discuss?
- How is teaching in our various fields limited or enabled by the university, government, and culture? How do issues of ethnicity, class, and gender enter into our pedagogical considerations?
- How is our pedagogy affected by media/internet technology? What defines ‘literacy’ at this point in history?

**Books**

- Other readings, provided through bCourses.

Previous editions have a different anthology of readings; if you buy an earlier edition, you will need to secure copies of the readings to match the current table of contents.

**Assignments**

**Literacy Autobiography (Week 3):** A personal essay of ~1000 words that recalls your experiences as a student in a writing-intensive course (either a composition course, or any course that had a significant amount of writing attached), as well as any teaching experience
you may have had so far. Don’t just recall events, of course; think analytically about how your experience shapes your attitude towards teaching. This assignment is intended to lead into your final assignment.

**Discussion Facilitation (ongoing):** Each of you will be responsible, either in pairs or solo (depending on the number of students enrolled) for facilitating discussion of one of the course readings. This assignment is intended to give you practice in two ways: crafting a discussion activity (feel free to experiment—it need not just be Q&A), and finding ways to involve an entire group in that activity. I encourage you to think about the best and worst class discussions you’ve participated in, and what made them so. There will be a sign-up for dates/topics.

**Mini-lesson (ongoing):** You’ll design and present a ~15-minute mini-lesson on a topic related to reading/writing. For example, it could be a grammar or writing topic, or a reading tip, etc. The key is that it should be short and narrowly focused (i.e., not “Teaching The Iliad in 15 minutes.”)

**Final Project (choice of one):**

1. Construct a **syllabus** for a writing or writing-intensive course in your area of expertise. Include a rationale which explains the choices you have made. Why have you organized the course in the way you have? What are your assumptions, goals, and philosophies? How does the reading and writing you've chosen fit into these assumptions and goals?

2. Write a detailed **lesson plan** for one text you’d like to teach in a writing or writing-intensive class. How would you approach the reading? The writing? Along with the lesson plan, include a rationale which explains the choices you have made. How would this lesson fit into the course, your goals, and philosophy?

3. Write a **teaching philosophy** suitable for a job search. This project is best suited for those about to start job-seeking. No rationale required; it's self-evident.

4. **Case study** (for those currently teaching): Follow the progress of one of your students, keep copies of all the student's papers as well as notes on your interactions with the student. Write up your observations. Reflect on the readings and discussion in this course, and synthesize the ideas there with your write-up.

5. Create a **course website**, including a new syllabus. A rationale should be submitted along with the final project.

6. **Create your own** project. For example: Create a rubric to share with students and use to assess writing; Develop writing guides or tips for writing in your discipline to clarify expectations for students; research project on use of e-portfolios; research project on responding to writing in recorded oral rather than written form, etc. All projects should include a rationale section. If you choose to come up with your own project, please check with me first.

**Attendance**

Attendance makes a seminar work and is required. Please let me know in advance when possible if you need to miss a class, are sick, etc. We have only 13 class meetings; missing more than a class or two seriously affects your ability to pass the course.
Grading
This course is offered S/U only. It requires 80% or higher for a satisfactory mark.

DSP Accommodations
For students with documented disabilities, please talk to me about accommodations.

Class Meeting Structure
In general, we will structure each 2-hour meeting as follows:
4:10-5:00 Reading discussion/facilitation
5:00-5:10 Break
5:10-~5:30 Mini-lessons
5:30-6:00 If time left after presentations, practical classroom issues from G&G as well as your own classroom problems/experiences/questions

Weekly Schedule
[subject to change]

August 22
Introductions
Course overview / facilitation sign-up
Discussion: What is good teaching? Discuss "Through the Lens of Learning" by Stephen Brookfield
Reading: "Through the Lens of Learning" (sent by email and on bCourses)

August 29
Topics: Beginnings
Reading: Wardle & Downs, "Teaching about Writing, Righting Misconceptions..." and Lang, "How to Prepare for Class without Overpreparing" [bCourses]
G&G Topic: Read G&G Chapter 2, be prepared to discuss.
Sign up for discussion leading and lesson plan presentations.

September 5
Topics: Views of Writing
Reading: Rose, "The Language of Exclusion" and Murray, "The Teaching Craft"
Discussion Facilitator(s): Keoni Correa, Matt Wild
G&G Topic: Chapter 3, Everyday Activities
September 12
Topics: Crafting Assignments
Reading: Wysocki, "awaywithwords: On the Possibilities in Unavailable Designs" and Gooblar, "Will My Students Actually Want to Do This Assignment?" [bCourses]
Lesson plan presentation: Matt Wild, Xiaoyu Xia
G&G Topic: Chapter 4, Successful Writing Assignments
Literacy autobiography due.

September 19
Topics: Designing Your Own Course
Reading: D. Gooblar, "Your Syllabus Doesn’t Have to Look Like a Contract" [bCourses]
"Course and Syllabus Design (Links to an external site.)Links to an external site." from U. of Washington
Discussion Facilitator(s): Carolyn Walsh
Lesson plan presentation: JT Tamayo
G&G Topic: Chapter 1, Preparing for the Course

September 26
Topics: Response and Revision
Reading: Hairston “On Not Being a Composition Slave,” [found in bCourses] and Sommers, "Responding to Student Writing"
Discussion Facilitator(s): David Lau, Mary Lewine
Lesson plan presentation: Liam Waters, Carolyn Walsh
G&G Topic: none

October 3
Topics: Grades and Assessment
Reading: Lunsford & Lunsford, "Mistakes are a Fact of Life"
Discussion Facilitator(s): Sarah Eriksen, Liam Waters
Lesson plan presentation: Anna Tomi, Sarah Eriksen
October 10
Topics: Academic Integrity, Research, and Plagiarism
Reading: Hoisington, "They Once Cheated in Class. Now They Teach" and Davies & Howard, "Plagiarism and the Internet: Fears, Facts, and Pedagogies"
Discussion Facilitator(s): Kelli Fallon
Lesson plan presentation: Laila Espinoza, Matt Elliott
G&G Topic: (review section on plagiarism in Ch. 3)

October 17
Topics: Ethnicity and Class
Note: We'll take a few minutes at the beginning of class to discuss final projects.
Reading: Royster, "When the First Voice You Hear is Not Your Own" and Bloom, "Freshman Composition as a Middle-Class Enterprise" [bCourses]
Discussion Facilitator(s): Vincente Perez, Matt Elliott
Lesson plan presentation: Kelli Fallon, David Lau
G&G Topic: none

October 24
Topics: Crises
Reading: Center for Teaching and Learning, “Teaching in Difficult Times” -- follow some of the links that interest you.
[http://teaching.berkeley.edu/teaching-difficult-times]
Discussion Facilitator(s): David Delano, JT Tamayo
Lesson plan presentation: Keoni Correa
G&G Topic: none

October 31
Topics: Peers
Reading: Bishop, "Helping Peer Writing Groups Succeed"
Discussion Facilitator(s): Anna Tomi
Lesson plan presentation: David Delano
G&G Topic: Review Chapter 3, section on peer activities

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**November 7**

Topics: Multimodal Writing

Reading: Sladky, “Why We Need to Publish Student Writers” [bCourses] and Selfe, The Movement of Air, the Breath of Meaning: Aurality and Multimodal Composing” [bCourses]

Discussion Facilitator(s): Laila Espinoza

Lesson plan presentation: Mary Lewine, Vincente Perez

G&G Topic: Chapter 10, Teaching Delivery

Discussion of final project showcase/last day of class

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**November 14: No class /**

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**November 21: No class / Thanksgiving Break**

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**November 28: Last Day of Class**

Topic: Multilingual Writers


Discussion Facilitator(s): Xiaoyu Xia

Final Project showcase and discussion; be prepared for show-and-tell