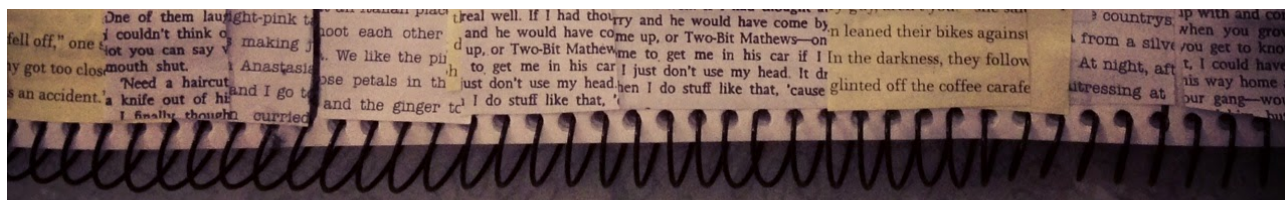


**Comparative Literature 375: Teaching Reading and Composition**  
**Fall 2018, Wednesdays 12-2pm**  
**4125A Dwinelle Hall**



**A word after a word/after a word is power.**  
—Margaret Atwood, “Spelling”

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### **Course Description**

This seminar offers practical support for Graduate Student Instructors beginning to design and teach Reading and Composition (R&C) courses on the UC Berkeley campus. Together and in dialogue with other instructors, we will explore a spectrum of theories and practices related to teaching literature and college composition, while testing and critiquing these against our own expanding experiences as students, writers, and teachers.

### **Learning Outcomes**

By the end of this course, you will be able to:

- Develop a repertoire of adaptable materials and handouts useful in the R&C classroom
- Design a complete R&C syllabus that matches your teaching goals
- Provide constructive feedback to peers on teaching
- Identify effective means of assessing and improving your own teaching
- Contribute to conversations on our campus about how and why we teach R&C
- Reflect on your R&C pedagogy and explain how your choices foster student learning

### **Course Projects**

- Teaching Journal (Total of four entries over the course of semester, plus end-of-semester letter to self)
- Complete R&C Syllabus
- Teaching Demonstrations/Handouts (Two presentations over the course of the semester)

### **Readings**

Principal readings will include excerpts from *Writing Analytically (WA)*, which is available in PDF on bCourses and through the Comp Lit Teaching Resources bCourses page. We will also read selections from the *Teaching Guide for GSIs* published by the GSI Teaching and Resource Center, short articles posted on bCourses, and sample materials from R&C instructors on the Berkeley campus.

### **Grading**

This seminar is offered as S/U, and all assignments are designed to complement your day-to-day teaching routine and your overall development of a thoughtful teaching practice. Your grade will be assessed based on the quality of your work in the following: Teaching Journal entries and letter (25%), R&C syllabus (20%), teaching demonstrations/handouts (30%), conscientious preparation and constructive participation in weekly seminar discussions (25%).

## **Course Policies**

*No-Screens Policy:* Class time will be dedicated to sharing and engaging ideas. In order to minimize distractions, we will follow a no-screens policy in the classroom. Unless we are engaged in a discussion or activity that involves tech, plan to keep your phones, laptops, and tablets put away for the duration of our time together.

*Attendance & Participation:* Attendance and participation at each class session is a key component of this course and will impact your grade. Please remember that in-class participation can take many forms, including voicing an observation, offering a comment, posing a question, responding to a colleague's idea, listening actively, and volunteering constructive peer feedback.

*Accommodations:* If you have disability-related accommodations from the Disabled Students Program (DSP), please notify me as soon as possible so we can plan ahead. If you need accommodations but are not registered with DSP, please contact their office by calling 510-642-0518 (voice)/510-642-6376 (TTY) or visiting their website at <http://dsp.berkeley.edu/>.

*Academic Integrity:* The student community at UC Berkeley has adopted an Honor Code that states, "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others." The entire Berkeley Student Code of Conduct can be found at <http://sa.berkeley.edu/code-of-conduct>. The hope and expectation is that you will adhere to this code and that an attitude of honesty, integrity, and respect will shape all your interactions with your classmates, their ideas, and their pedagogies this semester.

## **Course Schedule**

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Like all pieces of writing, this schedule will remain open for revision. The schedule for Weeks 5 and beyond will be set once we have the opportunity to learn more about the courses you are/will be teaching and your goals for the semester. We will make modifications based on our needs as a class, and all changes will be reflected on our bCourses calendar and announced through email.

### **Week 1, Getting Started in R&C and Generating Your Teaching Goals**

#### *Homework Due Week 2*

- Design a format for the Teaching Journal/Log entries that you will use to evaluate your teaching throughout the semester. Once you've devised a format that works for you, write your first entry. What questions do you want to ask yourself when you're evaluating a teaching experience? What's your take-away from teaching this particular class/activity/material? How are you evaluating whether you or the instructor met the objectives you envisioned? If you were to reuse or recreate this class/activity/material, what would you keep? What would you change, and why? Within your teaching journal, remember to create space to both highlight strengths and identify possibilities for growth; be critical, but don't exclusively focus on what went 'wrong.' If you haven't yet taught a class this semester or are not currently teaching an R&C course, write an entry evaluating a relevant class session or exercise that you've observed in R&C or another undergraduate class. (Submit your entry in hardcopy or through bCourses by Wednesday, Aug 29.)
- Familiarize yourself with the Comp Lit Teaching Resources available on bCourses. Make note of at least two materials that you'd like to revisit and possibly adopt/adapt.
- Read/skim selections from *Writing Analytically*: "Analysis: What It Is and What It Does" and "A Toolkit of Analytical Methods." Pay special attention to "Notice and Focus" (35-6).

## **Week 2, Teaching Students to “Notice & Focus” & Strategies for Responding to Student Writing**

### *Homework Due Week 3*

- Using a text that you’re teaching this semester or planning to teach soon, design a classroom activity that encourages students to suspend judgement and elicits productive responses to the question “What do you notice?” Sketch a lesson plan that explains how you’ll run the activity in as much detail as possible, as well as your rationale. Adapt a material from bCourses or draft a new handout that guides students through the activity, then bring copies (and short excerpts from the text you’re using, if necessary) to share with our class Week 3.
- Read/skim *WA* “Counterproductive Habits of Mind,” “The So-what Question,” and “The Method”; “Less is More in Response to Student Writing” and “Another Kind of Teacher-Student Talk: Conversational Responding and Revising” (from *Strategies for Teaching First-Year Composition*); as well as “On Not Being a Composition Slave.”
- Draft a grading rubric for R&C papers and/or create a list of what you’ll prioritize when responding to students’ diagnostic writing assignments.

## **Week 3, September 6 Teaching & Promoting Analysis: The “Notice & Focus” Approach**

### *Homework Due Week 4*

- Read/skim *WA* excerpts on “Passage-based Focused Freewrites,” “Distinguishing Analysis from Argument, Summary, and Expressive Writing,” “Interpretation: What It Is, What It Isn’t, and How to Do It,” and “Finding and Evolving a Thesis”
- Write your second Teaching Journal entry. (Submit by Sept 12.)
- Return to the bCourses Comp Lit Teaching Resources and scan the materials in the “Writing Skills” folder. Identify at least one that you’d like to adopt/adapt. Make notes about why the material looks effective and any changes or improvements that you’d like to make. If possible, plan to use your revised version in your class this semester.
- Sign up to give a presentation or teaching demonstration during Weeks 4-8. You have the option of presenting an article from a recent issue of the *Pedagogy* Journal (published by Duke and available electronically through the UC Berkeley library website) or a “Back to Basics” writing topic, such as drafting body paragraphs, composing thesis statements, writing an introduction or conclusion, etc.. If you plan to present a journal article, please post it to our bCourses site one week before you’re scheduled to present.

## **Week 4, Back to Basics: Strategies for Teaching College Writing Fundamentals**

### *Homework Due Week 5*

- Read “Helping Students Write Better in All Courses”
- Draft a handout or classroom exercise to teach a ‘Back to Basics’ writing lesson.