

## 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](http://bCal.berkeley.edu/msokolik's%20calendar))

email: [sokolik@berkeley.edu](mailto: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.

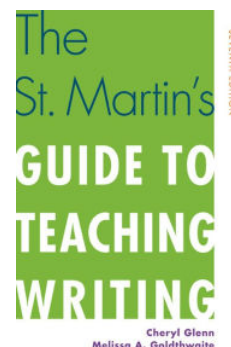
During the semester, I encourage you to return to the following three guiding questions:

- 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

- *The St. Martin's Guide to Teaching Writing, 7<sup>th</sup> Edition*. C. Glenn & M.A. Goldthwaite, Bedford-St. Martins, 2013. [referred to as G&G]
- 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 by 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)

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### 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.

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### 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

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## 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.

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## 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

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## 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*

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## 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

G&G Topic: Chapter 5, Evaluating Student Essays

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### **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)

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### **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*

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### **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*

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### **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

Reading: Leki, "Meaning and Development of Academic Literacy in a Second Language," *and* Matsuda, "The Myth of Linguistic Homogeneity in U.S. College Composition"

Discussion Facilitator(s): Xiaoyu Xia

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