ABOUT THIS COURSE

Required Texts and Course Materials

1. Adler-Kassner and Wardle, *Naming What We Know: Threshold Concepts of Writing Studies* (Google Drive)
2. Coxwell Teague and Lunsford, *First-Year Composition: From Theory to Practice* (Google Drive)
3. Additional readings (Available on Google Drive)
4. Access to Google Drive (through your UCSC email account): drive.google.com

Course Description

This course prepares graduate students to teach first-year composition at UCSC and elsewhere. Throughout the quarter, you will develop a pedagogical orientation for the teaching of writing, based on the scholarship of teaching and learning. You will also develop a unit plan that draws on rhetorical theories, research on students’ writing development, and effective writing pedagogies.

Taking and successfully completing this course is a prerequisite for applying to teach as a Graduate Student Instructor (GSI) with the Writing Program. Please note, however, this course is not part of the interview process for employment. Subsequent to successfully completing this course, you will be eligible to apply for employment with the Writing Program, and your application may result in an invitation to interview and/or teach with the Writing Program. As the quarter progresses, we will talk about this process, which is separate from your participation in and completion of this course.

Course Approach

Because this course explores practical approaches to teaching writing, we will engage in a variety of instructional activities, including small-group and large-group discussions, in-class writing, low-stakes and high-stakes writing, individual conferences, peer review, group projects, and formal presentations. Additionally, to give you a sense of how a WRIT 2 course is typically structured at UCSC, this course will mimic the course design, classroom activities, and assignment sequencing typical of WRIT 2 courses.
Course Policies

Attendance Policy. Regular attendance and participation in each class meeting is expected, except under extraordinary circumstances.

Course Work. Course projects may be completed in Google Drive as Google Documents. Please format for all of your projects in MLA style (you may find guidance on Purdue’s Online Writing Lab). Further instructions on Google Drive are listed below.

Late Work. Please submit assignments on time to the best of your ability. If you should need additional time, please let me know so we can make arrangements.

Technology Use. In general, our time together should focus on writing pedagogy instead of personal commitments or communications. I prefer your devices be used only for the purposes of our classwork or in the event of an emergency.

Academic Integrity. Students taking Writing 203 are expected to follow UCSC’s Academic Integrity Code. Please take the time to read this code, as the penalties for plagiarism are severe. You can familiarize yourself with the code by visiting this site.

Course Evaluation

Your work in this class will be graded holistically, which means you will receive a grade of Satisfactory/Unsatisfactory based on your cumulative work.

<table>
<thead>
<tr>
<th>Writing 203 Evaluation Components</th>
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<tbody>
<tr>
<td><strong>Journal Entries:</strong> You will be asked to complete journal entries about our course concepts, which are intended to help you to generate material for your projects.</td>
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<tr>
<td><strong>Projects:</strong> You will complete three writing projects at various stages of development.</td>
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<tr>
<td>➔ Major Project 1: Belief Inventory and Re-Inventory</td>
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<td>➔ Major Project 2: Writing 2 Unit Plan</td>
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<td>➔ Major Project 3: Classroom Observation of a Writing 2 Course</td>
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<td><strong>Group Presentation</strong></td>
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<td>In small groups, you will evaluate a potential textbook for Writing 2 and share that evaluation with your colleagues in a 10-15min presentation. You also include a brief write-up for distribution. I will provide access to the books for review.</td>
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Individual Conferences
Two times during the quarter, we will meet for an individual conference. At these conferences, we will discuss your writing, course progress, and additional concerns or comments you may have.

Google Drive
Course assignments, additional readings, and other documents are stored on Google Drive. You will submit all coursework to an assigned folder on Drive. After the first day of class, you will receive an email invitation to our shared class folder and your individual folder.

Google Docs / Naming Files
Because all of your assignments will be uploaded to Drive, we will use a standard naming format for individual and group assignments. You will complete a total of three major writing projects (WP) and roughly six journal entries to support those projects (Journal #). Please name them in the following format and place them in your individual folders, unless otherwise specified:

Individual Work → Last Name_Assignment & Number
   Example → Ritola_WP 1
   Example → Ritola_Journal 1

Group Work → Last Names_Assignment & Number
   Example → Ritola and Shearer_Book Review

Campus Opportunities

Accommodations for Students with Disabilities
I am committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act. If you are seeking accommodations based on a substantially limiting disability, please contact and register with the Disability Resource Center (DRC). You may reach the DRC at 459-2089 or visit this site for more information. Once registration is complete, I may make reasonable accommodations to ensure your success in my class.

On-Campus Recovery Meetings
If you or someone you know struggles with addiction of any kind, please know that there is on-campus support! The UCSC organization, Slugs in Recovery, is an all-inclusive
community for students recovering from any sort of addiction, loved ones of those with addictions, allies, and anyone else who supports recovery. For more information, please visit this site.

**Counseling and Psychological Services**

If you suffer from anxiety, depression, or other mental health challenges, please consider making an appointment with UCSC’s Counseling and Psychological Services. During regular business hours, you may call 831-459-2628 to schedule an appointment. After hours/weekend help is available at the same number. For more information, please visit this site.

Additionally, if you cannot receive immediate assistance through CAPS, you may receive immediate help through the **Crisis Text Line**. Text “HOME” to 741741 to talk with a Crisis Counselor. This service is available 24hrs/day.

**Resources for Sexual Violence and Harassment**

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) Office by calling (831) 502-2273. You can also report gender discrimination directly to the University’s Title IX Office, (831) 459-2462. Reports to law enforcement can be made to UCPD, (831) 459-2231 ext. 1. For emergencies call 911.

Additionally, all faculty, staff, and graduate students instructors are required to report sexual violence and harassment to the Title IX Office if a student reports to them (called “mandatory reporting”). This **flowchart** presents the process for graduate students specifically.

**Direct Help Resource**

UCSC has created a new resource for all faculty, staff, and students with respect to finding the right resources to assist with any kind of harassment or discrimination. Please click on this **link** to learn more.
# Writing 203  *Theories and Practices for Teaching Writing*

**Winter 2020  Dynamic Course Schedule**

*NOTE: This document is a “living” document that will change and grow according to our course progress.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics and Readings</th>
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</table>
| 1    | Syllabus & Course Overview  
→ Reaffirming Our Values  
  - bell hooks, “Engaged Pedagogy”  
→ UCSC’s Curriculum  
  - Academic Literacy Curriculum Overview & WRIT 2 General Education Outcomes  
→ Threshold Concepts, Part 1  
  - Meyer and Land, *Overcoming Barriers to Student Understanding*, Chapters 1-2 |
| 2    | Threshold Concepts, Part 2  
  - Adler-Kassner and Wardle (Eds.), *Naming What We Know*, Concepts 1-3  
  - CWPA Writing Outcomes (PDF also available here)  
→ Threshold Concepts, Part 3  
  - Adler-Kassner and Wardle (Eds.), *Naming What We Know*, Concepts 4-5 |
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<tr>
<th>3</th>
<th>Models of First-Year Composition, Part 1</th>
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<tr>
<td></td>
<td>First-year Composition: From Theory to Practice, Chapters 10-11</td>
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<tr>
<th>4</th>
<th>Models of First-Year Composition, Part 2</th>
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<tbody>
<tr>
<td></td>
<td>First-year Composition: From Theory to Practice, Chapters 3 &amp; 7</td>
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<td></td>
<td>For reference: WRIT 2 Outcomes &amp; Academic Literacy Curriculum Overview</td>
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<th>4</th>
<th>Teaching for Transfer, Part 1</th>
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<tr>
<td></td>
<td>Ambrose, et al., “How Does Students’ Prior Knowledge Affect Their Learning?”</td>
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<td>Ambrose, et al., “How Do Students Develop Mastery?”</td>
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<th>5</th>
<th>Teaching for Transfer, Part 2</th>
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<tr>
<td></td>
<td>Tinberg, “Teaching for Transfer: A Passport for Writing in New Contexts”</td>
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<td>Ritola, Teaching for Transfer WRIT 2 Materials</td>
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<th>5</th>
<th>Removing Barriers to Student Access, Part 1</th>
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<tr>
<td></td>
<td>Wood, Dolmage, Price, Lewiecki-Wilson, “Moving Beyond Disability 2.0 in Composition Studies”</td>
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<td>Dolmage, “Universal Design: Places to Start”</td>
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<th>5</th>
<th>Removing Barriers to Student Access, Part 2</th>
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<tr>
<td></td>
<td>Salazar, “Pedagogical Stances of High School ESL Teachers”</td>
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<td></td>
<td>Paris, “Culturally-Sustaining Pedagogy”</td>
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<tr>
<td>6</td>
<td>Assignment Design</td>
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<tr>
<td>Faculty Focus, <em>Keys to Designing Effective Writing and Research Assignments</em></td>
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<tr>
<td>Workshop on WP #2, Part 1. Please provide access to this document for peer review.</td>
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<th>6</th>
<th>Building a Unit Plan</th>
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<tr>
<td>Fishbowl activity on <em>Faculty Focus</em> reading</td>
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<tr>
<td>Prepare for peer review on WP #2 draft</td>
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<tr>
<td>WAC Clearinghouse, “Sequencing Writing Assignments”</td>
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| 7 | Book Review In-Class Presentations |

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<thead>
<tr>
<th>7</th>
<th>What Makes a Good Writing Class?</th>
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<tbody>
<tr>
<td>Reid, “Designing a Good Class”</td>
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<tr>
<td>WAC Clearinghouse, “Planning a Class”</td>
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<tr>
<td>WAC Clearinghouse, “Creating Lesson Plans”</td>
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<th>8</th>
<th>Feedback: Commenting on Projects, Part 1</th>
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<tr>
<td>Sommers, “Responding to Student Writing”</td>
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<tr>
<td>Inoue, “Antiracist Pedagogies, Foreword,” “Antiracist Writing Assessment Ecologies,” and Contract Grading</td>
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<tr>
<th>8</th>
<th>Feedback: Commenting on Projects, Part 2</th>
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<tr>
<td>Martin, “Scoring Rubrics and the Material Conditions of Our Relations with Students”</td>
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| 9 | Feedback: Peer Review  
  - Read sample peer review activities in Week 9: Sample Peer Review folder  
  - Bring in your major assignment for WP #2 |
| 10 | Multimodal Composition  
  - Selfe and Takayoshi, “Thinking about Multimodality”  
  - Sweetland Center for Writing, “Teaching Multimodal Composition”  
  
  → Graduate Student Instructor Panel  
  
  → Course Wrap-Up |
| FINALS Week | Exam Time: XXX: We will not meet in person. |