Course Enrollment Code: 46888  Credit Hours: 2
Course Title: 501B

COURSE CATALOG DESCRIPTION:
501B: Practicum in Academic Writing Instruction

Prerequisite: application submitted for Writing Program TA appointment.
Preparatory orientation and concurrent training for newly appointed Writing Program teaching assistants.
Topics include theories of composition pedagogy, academic literacies, principles of instructional design and curriculum development, effective classroom practices, and assessment of student writing.

COURSE’S CONTRIBUTION:

At its most fundamental level, this course is all about working on perfecting your teaching of writing—a lifelong endeavor. To that end, we will deal with some theoretical matters (issues of writing process, theories of collaborative learning, and even research in the teaching of writing), but the emphasis will be on what you, as a teacher, can do with these theories and ideas. To that end, this class involves a lot of modeling by the instructor, teaching by you, and an ongoing discussion about what you are doing as a teacher of writing. This course works focuses on pedagogy at its most practical and pragmatic.

MODES OF LEARNING

- Direct instruction (i.e. minilectures)
- Demonstration and presentation
- Cooperative and collaborative group work
- Large and small group discussion
- Reflective work
- Individual research
- Electronic discourse
- Student presentations

REQUIRED TEXTS

- Class Packet—available at the Alternative Copy Center in Isla Vista.
- Handouts distributed in class.
- The class website, located at http://www.writing.ucsb.edu/faculty/dean
COURSE REQUIREMENTS

Since this course is a graduate course that is graded pass/no pass, all work must be done at “B” level, and all work must be completed by the due dates listed in the “Schedule for 501B” at the back of this syllabus.

- **Syllabus Assignment:** By the end of the quarter, you must turn in your syllabus, with your unit schedules, into Chris in its final form.
  - 10% of final grade.
- **Central Writing Assignments and Rubrics or “Evaluation Sheets”:** You must turn in all of your writing prompts (either three or four), along with some statement about how the resulting paper will be graded, to Chris.
  - 40% of final grade
- **Weekly Participation in the 501B Listserv:** Weekly I will post a prompt, on Mondays, and you will have until Friday of that week to respond to the prompt. There will be ten prompts to respond to over the course of the quarter. I encourage you to use good netiquette (i.e. no “flaming”), and I strongly encourage you to spend time responding to each other’s postings. Start a good, civil discussion about pedagogy online and keep it going.
  - 20% of final grade
- **Presentation on “Back Pocket” Materials:** You will, for the edification of your classmates and me, present, for five to ten minutes, an idea that you have tried in your classroom. It should be an activity, handout, of small assignment that your peers might be able to use in their own teaching. You will sign up for presentation times in the second week. These presentations are informal in nature, but they are designed for you to help your peers with your every growing knowledge of composition pedagogy.
  - 10% of final grade
- **Attendance and Participation:** Since this is a class where attendance is a necessity, due to the workshop nature of the class, you cannot miss a class. We will also meet at least one time outside of class to conduct one-on-one conferences. This will be an opportunity for you to ask questions about assignments, teaching, the conduct of the class, and even more far ranging questions, like “What’s the secret to a happy life?” (The answer to this, by the by, is chocolate—lots of chocolate.)
  - 20% of total grade
- **Notice to Students with Disabilities:** If you are a student with a documented disability and would like to discuss special accommodations, please contact me during office hours, after class, or in whatever way would be best for you to talk to me privately.1
- **Rewrites:** You can rewrite your work up until our last class meeting. I am willing to discuss your work and teaching inside and outside office hours.
- **Access to an email account.** You will have one by virtue of being a UCSB student.

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1 This statement adapted from the “Guide to Constructing a Writing Program Syllabus,” which is available at [http://www.writing.ucsb.edu/information/info.html](http://www.writing.ucsb.edu/information/info.html)
Schedule for 501B

Week One: The First Week of Classes and “Whither Thou Goest?”
10-3-07

Reading: (All reading to be done prior to class)
• Gerald’s Nelms “Making Assignments Worth Grading”. (Handed out in orientation).
• Writer’s Reference by Diana Hacker: section C.
• “Forty-Eight Eyeballs” by Carrie Heimer and “Teachable Moments” by Chrissy Cooper. Both titles are from What to Expect When You’re Expecting to Teach. (Handed out in orientation).

Activities: (Subject to change)
• “Getting to Know You” (Breaking the “ice” in the classroom).
• Goal setting—for you.
• What to do with a writing sample. (Responding to students and setting the tone).
• Goal setting—for students
• Discussion of Nelms and digging through Hacker for scaffolding.
• Final thoughts about your first assignment.

Assignment Due: Final Draft of your first unit assignment to be handed out to students—along with some sort of rubric or other grading sheet.

Week Two: Handling and Assigning Reading and Writing
10-10-07

Reading: (All reading to be done prior to class)
• Donna Qualley’s “Using Reading in the Writing Classroom”. (From 501B packet).
• “Everyday Activities” from The St. Martin’s Guide to Teaching Writing.

Activities: (Subject to change)
• Reflecting and problem-solving.
• Modeling reading strategies—classroom activities led by Chris.
• Mini-lecture on reading theory and its applications to your classroom.
• Discussion of Qualley.
• Peer Review of your second formal writing assignment.

Assignment Due: First Draft of your second unit assignment to be handed out to students—along with some sort of rubric or other grading sheet.

Week Three: Writing from Informal to Formal And Keeping Yourself Sane and Happy While Teaching
10-17-07

Reading: (All reading to be done prior to class)
• Reading from They Say, I Say by Gerald Graf. In 501B packet.
• “Teaching Two Kinds of Thinking by Teaching Writing” by Peter Elbow. In 501B packet.

Activities: (Subject to change)
• Presentations.
• Reflecting and problem-solving.
• Activities work in context of the third week. (Or Chris’ favorite “back-pocket” exercises.)
• First sharing of ideas for teaching—presentations by classmates of “back pocket” ideas.
• In-class activity on informal to formal writing—moving towards your second assignment.
Week Four: Responding to Student Writing  
From First to Final Draft  
10-24-07  

Reading: (All reading to be done prior to class)  
• Selection from Sharing and Responding by Peter Elbow and Pat Belanof.  

Activities: (Subject to change)  
• Reflecting and problem-solving.  
• Peter Elbow’s “Types of Responses” theater.  
• Discussion of Rule.  
• Grading workshop.  
• Pre-reading work for Selfe.  
• Peer review of second assignment.  
• Presentations by classmates of “back pocket” ideas.  

Assignment Due: Final draft of your second unit assignment to be handed out to students—along with some sort of rubric or grading sheet.  

Week Five: The Lab, The Lab  
Or  
What Would Tattoo Say to Working with Computers?  
10-31-07  

Reading: (All reading to be done prior to class)  
• Cynthia Selfe’s “Technology and Literacy: A Story about the Perils of Not Paying Attention”. (From St. Martin’s Guide to Teaching Writing).  

Activities: (Subject to change)  
• Reflecting and problem-solving.  
• Online discussion of Selfe.  
• Chat experiment.  
• Brainstorming uses for computers.  
• Editing with computers.  
• Presentations by classmates of “back pocket” ideas.  

Assignment Due: First Draft of your third unit assignment to be handed out to students—along with some sort of rubric or other grading sheet.  

Week Six: Midway Adjustments and Debriefing  
11-7-07  

Reading: “Grading as a Teaching Strategy” by Derek Soles.  

Activities: (Subject to change)  
• Reflecting and problem-solving.  
• Midway evaluation of 501B and its application to your class.  
• Grading workshop, part two.  
• Responding to grammar.  
• Presentations by classmates of “back pocket” ideas.
Week Seven: Grammar and Other Fun Bits
11-14-07

Reading: (All reading to be done prior to class)
• “Minimal Marking” by Richard Haswell. (From 501B packet).

Activities: (Subject to change)
• Course Evaluations
• Reflecting and problem-solving.
• Working with Grammar: Jeopardy to keeping it in context.
• Peer review of unit three assignments.
• Other activities that we want to see.
• Final presentations by classmates of “back pocket” ideas.

Assignments Due: Final Draft of your third unit assignment to be handed out to students—along with some sort of rubric or other grading sheet.

Week Eight: Thanksgiving and On Your Own (Online Work)
11-21-07

• Respond to online prompt.

Week Nine: Wrapping Up (Online Work)
11-28-07

• Respond to online prompt.

Week Ten: Ending the Class (Online Work)
11-7-07

• Respond to online prompts.
• Final Draft of all Assignments Due—including the following: ALL TO BE TURNED INTO OUR MOODLE SITE.
  o Syllabus and schedule due.
  o Final Response to Listserv.
  o Final version of Backpocket Presentation.