

California Institute of Integral Studies
School of Consciousness and Transformation

Academic Writing Skills

CT 8799—Fall 2016
California Institute of Integral Studies
Mon 3:00PM – 6:00PM
Room: 207
Grading: Letter Grade or Pass/No Pass

Instructor: Jeremie Zulaski
Email: jzulaski2@ciis.ed
Office Hours: By appointment, Room 224

“What is written without effort is in general, read without pleasure.”

—Samuel Johnson

Course Description

This course will provide students with the academic writing skills that will support them in communicating more effectively and confidently with the written word. In alignment with a substantive writing project related to a student’s scholarly work, students examine numerous aspects of academic writing conventions from a variety of perspectives. As students’ previous experiences, goals, and challenges pertaining to academic writing vary widely, each student will identify and are supported in meeting personalized goals during the course. In a safe, supportive, and rigorous workshop environment, students will learn to receive and offer critical and constructive feedback from/to fellow students during the drafting process. Topics include: Goal-setting, analyzing syllabi and assignments, finding/narrowing topic, reading strategies, pre-writing, building the corpus, organization and structure, voice, and stylistic conventions.

Learning Objectives

After completing this course, student will be able to:

- Understand and critically evaluate common conventions and practices of academic writing and apply processes, strategies, skills, and tools toward future writing projects.
- Conceptualize, coordinate, and successfully complete a significant writing project.
- Assess your personal writing practice and identify areas for growth and improvement.
- Develop an action plan and timetable for addressing personal issues with writing projects.
- Contribute to learning communities of writers who will provide an audience and for your writing products.
- Foreground key aspects of genre, style, and rhetoric expected of scholars in your field(s).
- Review and emphasize relevant aspects of English lexicon and syntax.
- Recognize the (typically hidden) structures of different academic genres that govern the writing of scholars in various disciplines.
- Expand their repertoire of “available designs” for writing in your field and in general.

- Evaluate and analyze source material to effectively summarize, paraphrase, critique, and cite according to publication style sheets for discipline.
- Skillfully offer and respond to constructive criticism during peer-review sessions.

Required Texts

- Graff, G., & Birkenstein, C. (2007). *They Say/I Say: The Moves that Matter in Persuasive Writing*. WW Norton & Company.
- Additional readings will be posted on CANVAS.

Assignment Details

- 1) **Writing Project:** (10–15 pages, approved by instructor)

Make an appointment with a reference librarian and complete the form provided.

- DUE WEEK 4 (10/3).

Beginning Week 5 (10/10), submit a section (3–5 pages) of writing each week. Include a “writer’s cover memo,” a short preamble which summarizes your intention, stage of writing process, etc. Instructor will provide guidelines for cover memos.

- FULL DRAFT DUE ON 11/14 FOR INSTRUCTOR FEEDBACK BEFORE THE FINAL DRAFT SUBMISSION DUE ON 12/14.

Assignment Options May Include:

LITERATURE REVIEW—Review of a “corpus,” a body of 6–10 articles, books, or chapters directly relevant to your own area(s) of scholarly interest or specialization.

ANNOTATED WRITING PORTFOLIO—A “living” record of your best writing (6-8 annotated papers formatted in a publication style sheet APA, MLA etc.). A current hard-copy and electronic portfolio of annotated scholarly written work. The annotation will serve to highlight the writing’s significance and place in one’s scholarly trajectory.

EXISTING COURSE ASSIGNMENT—A substantial writing project of your own choosing. This will be developed in stages and drafts over the course of the class.

- 2) **Journals Entries:** (2 pages per week emailed to instructor) Weekly prompts will be offered which focus on self-reflection concerning emergent issues over the course of the semester in the writing process and class assignments.
- 3) **Participation & Discussion:** Read two chapters of *They Say/I Say* each week, attend classes and participate in discussions on readings and course topics. Remain active online (review resources, upload assignments and update instructor on course progress).
- 4) **Interview:** Interview someone who you feel has a well-developed writing practice. Prepare a list of questions that will shed light on writing practices, strategies, challenges the creative process, etc. Prepare a 10–12-minute oral report in class on what you have learned that others might also benefit from (strategies, perspectives, rituals, etc.).
 - DUE WEEK 5 (10/10).

Evaluation Criteria

Grading Policy

Writing Project	50 percent of overall grade
Journal	20 percent of overall grade
Participation	20 percent of overall grade
Interview	10 percent of overall grade

Course Outline

Week 1 (9/12)—Introducing the Course: Creating an Intentional Writing Community

Week 2 (9/19)—Preparing to Write: Designing a Writing Life

Week 3 (9/26)—Reading Strategies

Week 4 (10/3)—Genre, Audience, Voice (DUE—REFERENCE LIBRARIAN APPT. AND FORM)

Week 5 (10/10)—Peer Review (DUE—INTERVIEW ASSIGNMENT & 10–12 MINUTE ORAL REPORT)

PEER REVIEW

INTERVIEW REPORTS

Week 6 (10/17)—Introductions, Précis' and Abstracts

PEER REVIEW

INTERVIEW REPORTS

Week 7 (10/24)—Literature Reviews (DUE—BIBLIOGRAPHY WITH SOURCES FROM YOUR CORPUS)

Peer Review

Week 8 (10/31)—Style, Syntax, & Grammar (DUE—3–5-PAGE SECTION OF YOUR FINAL PAPER)

PEER REVIEW

Week 9 (11/7)—Transitions, Revisions, Polishing, Summaries & Conclusions

Week 10 (11/14)—Synthesis, Presenting & Submitting Work, & Next Steps (DUE—FULL DRAFT FOR INSTRUCTOR FEEDBACK; FINAL DRAFT DUE ON 12/14)

Course Policies

Class Attendance Policy: Students are expected to attend all class meetings regularly and punctually. Students are assigned an F (Failure) or NP (No Pass) grade if they are absent for more than 20 percent of a course. This maximum includes both excused and unexcused absences. Three instances of tardiness or leaving early are considered equivalent to one absence. Instructors may permit a student to deviate from this rule on the grounds of illness necessitating confinement for 24 hours or more, a death in the family, or other extreme emergencies. The instructor may request verification of these circumstances by a letter from a medical professional, the Dean of Students, or the Academic Vice President as appropriate. Due to the nature of some courses, individual programs, departments, and instructors may enforce stricter policies than these. Check the program handbook and/or the syllabus of a course to see these policies.

Academic Integrity: Creative and original scholarly research is at the heart of the Institute's academic purpose. It is essential that faculty and students pursue their academic work with the utmost integrity. This means that all academic work produced by an individual is the result of the individual's efforts and that those efforts acknowledge explicitly any contribution by another person. Reproducing another's work and submitting it as one's own work or without acknowledging the source is called "plagiarism," or stealing the intellectual property of another, which is the antithesis of scholarly research. Any use of other ideas or others' expression in any medium without attribution is a serious violation of academic standards. If confirmed, plagiarism subjects a student to disciplinary action.

Student Disability Services: A student with a permanent or temporary disability may request accommodations by contacting Student Disability Services (SDS). The Student Disability Services Coordinator works with students to provide reasonable accommodations that will allow for full access and participation in the academic environment. The student must provide documentation from a licensed healthcare professional. The Student Disability Services Coordinator will communicate with the student's faculty only after receiving a written request from the student; the nature of the disability is never disclosed. More information about registering with Student Disability Services can be found in the Student Life tab of MyCIIS.

Instructor Biography

Jeremie Zulaski has 10 years of teaching experience as a lecturer, instructor, state-certified secondary educator, administrator, and tutor in university, museum, and secondary learning environments. He received his Master of Arts in East–West Psychology from the California Institute of Integral Studies in San Francisco, California, and his Bachelor of Fine Arts from SUNY Buffalo in Buffalo, New York. He has earned both CELTA and TESOL English language teaching certifications and is proficient teaching visual and textual literacies including academic writing and teaching skills, studio art, visual culture, and world art studies. He currently lives in the San Francisco Bay Area with his family.

****The instructor reserves the right to change the content, format, course schedule, and grading policies of this class. If any changes occur, you will be notified as soon as possible.**

California Institute of Integral Studies
School of Consciousness and Transformation

Teaching Academic Writing I Theory, Practice, and Research

CT 6364—Fall 2016

California Institute of Integral Studies

Mon 11:45AM – 2:45PM

Room: 308

Grading: Letter Grade or Pass/No Pass

Instructor: Jeremie Zulaski

Email: jzulaski2@ciis.ed

Office Hours: By appointment, Room 224

Course Description

This course presents an overview of select theories and approaches to the teaching of writing in college settings (e.g., genre theory, process writing, tutoring, and peer review) with special emphasis on how these can inform students' practice as academic writing tutors, facilitators, and instructors in CIIS' Center for Writing and Scholarship. Students will learn how to assess writing, establish and manage professional relationships with student writers, and design and assess interventions to improve academic literacy at all levels (listening, speaking, reading, writing, critical thinking). Key topics will include: The psychological, developmental, and affective dimensions of academic writing; the socialization of scholars to communities-of-practice and disciplinary discourses; contrastive (cross-cultural) rhetoric; addressing the needs of diverse populations (such as nonnative writers); and effective response and feedback strategies. The final part of the course will involve students' inquiry into their own identities as writers and scholars, as students reflect on how teaching and tutoring shapes their relationship to the art of writing, reading, and doing scholarship.

Learning Outcomes

After completing this course, student will be able to:

- Establish and manage professional relationships with student writers, and design and assess interventions to improve academic literacy at all levels (listening, speaking, reading, writing, critical thinking).
- Assess student writing for content, organization, sentence construction, vocabulary usage, voice(s), and rhetorical moves and how to conduct on-the-spot mini-lessons as a form of intervention.
- Plan, implement, and evaluate strategies for scaffolding the development of student writing at the individual level in both on-going and one-time appointment sessions to build competence and confidence in tutoring practice.
- Engage with most effective practices for conducting one-on-one tutoring sessions for students from diverse programs and backgrounds at the undergraduate and graduate levels, including how to prioritize writing concerns and patterns of error in students' work to make the best use of time available.

- Connect theories and approaches from the readings to inform practice and decision-making in the tutoring of academic writing.
- Consider how issues of class, privilege, race, culture, gender, and power function in the discourses of student writing, tutoring, workshops, research, and institutional policies by critically reading and evaluating discourse practices.
- Critically reflect on and analyze one's practices as a tutor and teacher of writing, utilizing a praxis-oriented modified autoethnographic approach.
- Cultivate an understanding of one's individual identity and practices as a writer and scholar through written inquiry, classroom conversation, and reflection on one's work as a tutor and teacher of writing.

Required Texts

- Bean, John C., and Maryellen Weimer. 2013. *Engaging ideas: the professor's guide to integrating writing, critical thinking, and active learning in the classroom*. San Francisco, Calif: Jossey-Bass.
- Additional readings will be uploaded on Canvas.

Fellowship Responsibilities for the Fall Semester

- Pre-semester intensive
- Individual tutoring 5 hours weekly (9/8–12/8)
- Workshop facilitation 3 hours weekly (9/15–12/1)
- Workshop preparation 3 hours weekly (9/1–11/17)
- Mentorship meeting with Senior CWS Fellow 30 minutes weekly (9/15–12/8)

Assignment Details

- 1) **Attendance:** Course attendance is required, as each class will build upon the skills learned in weeks prior. University policy states that no more than 20% of a course may be missed for the student to receive a passing grade. If a class must be missed, students are responsible for the material covered, and must be prepared to participate fully in the next session. Full participation in each class session is expected.
- 2) **Reading Facilitation:** Students will facilitate two reading discussions based on the week's assigned readings. This may include summary of main ideas, critiques, analysis, synthesis, possible practical applications, questions that arose, etc.
 - READING FACILITATION DATES WILL BE DETERMINED IN CLASS WEEK 1.
- 3) **Tutoring Logs:** Tutoring logs are required of all CWS Fellows to document client session attendance and notes. Reports generated from these inform CWS' Director for timecard accuracy. Pertaining to this course, these client case file notes writing are to be used and will be evaluated as a part of your Midterm Integrative essay (see below).
- 4) **Weekly Ideas and Connections Notebooks (ICNs):** The Ideas and Connections Notebook is a research synthesis tool and note-taking device designed to allow students to engage more deeply with significant and meaningful points from the readings in preparation for the Midterm and Final Papers. This is not an academic essay; draft quality is sufficient. Examples will be discussed in class on Week 1.

Each ICN consists of two main components:

A) Ideas: Points of interest from the readings (direct quotes and summaries or paraphrases of significant ideas, responses, etc.). May be in an informal bullet-point list but page numbers should be supplied for all passages requiring citation.

B) Connections: 1–2 informal reflection paragraphs identifying and exploring connections from the readings to other sources covered in or outside of the course and/or to your own experiences during tutoring. Consider what questions arise, engage critically and respond to the authors.

Procedures and evaluation:

ICNs do not have a specific length expectation but students should try to demonstrate comprehension of primary concepts, identify and substantively engage with multiple sources and perspectives, organize and sequence ideas, critiques and arguments, and consider personal resonance. This generally requires 2-3 pages. Responses should be posted online in the CT 6364 Canvas course space in the appropriate folder for the week. Instructors will comment in the discussion forum periodically throughout the course or at key points to guide discussion. On occasion, one of the instructors may ask a student to read from an ICN to prompt discussion at the start of class, so please print and bring a hard copy (or have a digital copy handy) of your ICN with you to each class meeting.

A grade will not be assigned for ICNs until the end of the course, when they will be evaluated holistically. Entries that do not reference the readings in any way or that show a lack of adequate preparation will not be counted toward the 20 percent course grade total. If you would like more detailed feedback on these notebook entries at any time, please arrange to meet with one of the course instructors.

- 5) **Midterm Paper – Integrative Essay:** In 8–10-pages students will integrate readings from class, ICN responses, and tutoring log case notes using a modified autoethnographic approach. Students will critically reflect on their personal tutoring practice experience in relationship to the perspectives presented in the course readings as well as their own responses to those perspectives. Specific guidelines will be discussed in class.
 - DUE WEEK 10 (11/3).

- 6) **Final Paper – Cultivating Your Identity as a Writer:** In 8–10-pages students will consider practices and development as writer–educators. Areas of focus should include a) personal insights into the art of craft of writing b) how your tutoring and teaching experiences as a CWS Writing Fellow have influenced your views on writing process and purpose; c) relevant literature. Specific guidelines will be discussed in class.
 - DUE WEEK 15 (12/8).

Evaluation Criteria

Grading Policy

Attendance	10 percent of overall grade
Reading Facilitation	10 percent of overall grade
Weekly ICNs	20 percent of overall grade
Midterm Paper - Integrative Essay	30 percent of overall grade
Final Paper - Identifying as a Writer	30 percent of overall grade

Course Outline

Weekly course components include:

- 1) Shared in the round 2-minute “flash reading.” Writing can be yours or someone else’s. Reading selections prompt consideration of writing as a method and craft both static on-page and dynamically expressed through the voice.
- 2) Brief check-in & troubleshooting tutoring issues that arise in-session.
- 3) Weekly reading facilitator will lead discussion of the week’s required readings. This may include summary of main ideas, critiques, analysis, synthesis, possible practical applications, questions that arose, etc.

Week 1 (9/1)—Welcome! Review of Procedures, Handbook, & Syllabus

Required Readings:

CWS Handbook (prepare questions as needed)

Gillespie, Paula & Lerner, Neal: “The Tutoring Process” (review)

ICN Description and review of examples

Week 2 (9/8)—The Tutoring Process: Initial Approaches, Concerns and Reflections

(DUE–ICN #1)

Required Readings:

Bruffee, Kenneth A: “Peer Tutoring and the ‘Conversation of Mankind’”

Babcock & et. al.: *A Synthesis of Qualitative Studies of Writing Center Tutoring 1983-2006* Ch. 4, “Roles” & Ch. 5, “Communication”

Gillespie, Paula & Lerner, Neal: “Reflecting on the First Session”

Macauley Jr., William J.: “Setting the Agenda for the Next Thirty Minutes”

Additional Suggested Readings:

Meyer, Emily & Louise Z. Smith: “Meeting the Writer”

Wingate, Molly: “What Line? I Didn’t See Any Line”

Week 3 (9/15)—Helping Students to Develop their Academic Writing Voice

(DUE–ICN #2)

Required Readings:

Bean, John: *Engaging Ideas* Ch. 3 “Helping Writers Think Rhetorically”

Graff, Gerald & Cathy Birkenstein: *They Say, I Say*, “Preface, Intro, Ch. 1, They Say,” p. 16-45

Neman, Beth: *Teaching Students to Write* Ch. 6, “Teaching Audience and Voice”

Additional Suggested Readings:

Bean, John: *Engaging Ideas* Ch. 4 “Using a Range of Genres to Extend Critical Thinking and Deepen Learning”

Meyer, Emily & Louise Z. Smith: “Engaging in Dialogue”

Week 4 (9/22)—Deepening Issues: Voice and the Academy

(DUE–ICN #3)

Required Readings:

Elbow, Peter: “Resonant Voice”

Bartholomae: “Inventing the University”

Graff, Gerald & Cathy Birkenstein: *They Say, I Say*, “Ch. 2, 3, & 4 (p. 47-76)”

Additional Suggested Readings:

Rodriguez, Richard: *Hunger of Memory*, “The Achievement of Desire” (excerpt)

Anderson, Rosemarie: “Embodied Writing and Reflections on Embodiment”

Lu, Min-Zhan: “From Silence to Words: Writing as a Struggle”

Week 5 (9/29)—On Developing Critical Consciousness 1: Social Justice Awareness

(DUE–ICN #4)

Required Readings:

Freire, Paulo: “Chapter Two”

Johnson, Michelle: “Racial Literacy and the Writing Center”

McIntosh, Peggy: “White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women’s Study”

Babcock & et. al.: *A Synthesis of Qualitative Studies of Writing Center Tutoring 1983-2006* Ch. 2 “Personal Characteristics”

Week 6 (10/6)—On Developing Critical Consciousness 2: International & ESL Learners

Required Readings:

Bruce, Shanti & Rafoth, Ben: “Insights Into Cultural Divides”

Denny, Harry: “Facing Nationality in the Writing Center”

Leki, Ilona: “Understanding ESL Writers”

Leki, Ilona: “English as a Second Language and Basic Writers”

Leki, Ilona: “Characteristics of ESL Students”

Macedo, Donald. “English-Only: The Tongue-Tying of America”

Week 7 (10/13)—Helping International & ESL Learners

(DUE–ICN #5)

Required Readings:

Bruce, Shanti & Rafoth, Ben: “ESL Students Share Their Writing Center Experiences”

Bruce, Shanti & Rafoth, Ben: “Getting Started”

Leki, Ilona: “L2 Composing”

Leki, Ilona: “Responding to ESL Writing”

Week 8 (10/20)—Helping Students Develop their Analytic Reading Skills

(DUE–ICN #6)

Required Readings:

Bean, John: *Engaging Ideas* Ch. 9 “Helping Students Read Difficult Texts”

Bean, John: “Promoting Students’ Growth as Critical Thinkers”

Montouri, Alfonso: “Literature Review as Creative Inquiry”

Montouri, Alfonso: “Quest for a New Education”

Week 9 (10/27)—Helping Students to Develop Analytic Writing Skills

(DUE–ICN #7)

Required Readings:

Murray, Donald: “Making Meaning Clear”

Meyer, Emily & Smith, Louise Z.: “Helping Writers Form Concepts”

Additional Suggested Readings:

Faigley & Witte: “Analyzing Revision”

Sommers, Nancy: “Revision Strategies”

Week 10 (11/3)—Helping Students to Revise

(DUE– MIDTERM PAPER)

Required Readings:

Lamott, Annie: “Shitty First Drafts”

Meyer, Emily & Smith, Louise Z.: “Helping Writers Form Concepts” & “Sentence-Level Errors”

Murray, Donald: “Making Meaning Clear”

Sommers, Nancy: “Revision Strategies of Student Writers and Experienced Adult Writers”

Week 11 (11/10)—Sentence-Level Clarity: Assisting Students & Checking Assumptions

(DUE–ICN #8)

Required Readings:

Jordan, June: “Nobody Means More to Me Than You and the Future Life of Willie Jordan”

Rose, Mike: “The Language of Exclusion: Writing Instruction at the University”

Week 12 (11/17)—Writing as Liberatory Practice

Required Readings:

Lundgren-Williams, Kai: “Writing as a Practice of Freedom”

hooks, bell: “On Self-Recovery”

Week 13 (11/24)—HOLIDAY, NO CLASS

Week 14 (12/1)—Self-Reflection as Educational Practice

Required Readings:

Jen, Gish: “Art, Culture, and Self” from *Tiger Writing*

Morrison, Toni: “The Site of Memory” from *Inventing the Truth: The Art and Craft of Memoir*

Saito, Brynn: “If Your Nerve Deny You: Pedagogical Reflections in Verse”

Week 15 (12/8)—WRAPPING-UP, FINAL CLASS MEETING

(DUE–FINAL PAPER)

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Instructor Biography

Jeremie Zulaski has 10 years of teaching experience as a lecturer, instructor, state-certified secondary educator, administrator, and tutor in university, museum, and secondary learning environments. He received his Master of Arts in East–West Psychology from the California Institute of Integral Studies in San Francisco, California, and his Bachelor of Fine Arts from SUNY Buffalo in Buffalo, New York. He has earned both CELTA and TESOL English language teaching certifications and is proficient teaching visual and textual literacies including academic writing and teaching skills, studio art, visual culture, and world art studies. He currently lives in the San Francisco Bay Area with his family.

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California Institute of Integral Studies
School of Consciousness and Transformation

Teaching Academic Writing II Leading Classes, Workshops, & Groups

CT 6366—Fall 2015

California Institute of Integral Studies

Mon 11:00AM – 2:00PM

Room: 303

Grading: Letter Grade or Pass/No Pass

Instructor: Jeremie Zulaski

Email: jzulaski2@ciis.ed

Office Hours: By appointment, Room 224

Course Description

This course applies current pedagogical research to the facilitation of small groups, workshops, and peer reviews. Drawing from a variety of pedagogical approaches, as well as critical thinking skills, self-reflection, scaffolding, and genre-based teaching, students will learn how to design and implement their own workshops. Topics include: Course lesson planning and facilitation; integral approaches to academic writing; responding to student work and facilitating peer review; and helping students build convincing arguments and challenge assumptions. Students will also continue the research inquiries that they initiated in their first semester of the CWS training program, with an opportunity to present a teaching demonstration related to their workshop experiences and research topics at the end of the semester. Throughout the semester, educators from the CIIS community will visit the class to model a variety of pedagogical approaches.

Learning Objectives

After completing this course, student will be able to:

- Design, form and facilitate writing groups in a variety of formats for students working in diverse programs, including online, and at all degree levels.
- Assess drafts from a variety of perspectives to identify and prioritize opportunities for development in content, organization, sentence construction, vocabulary usage, voice, and rhetorical moves.
- Plan, implement, and evaluate strategies for scaffolding the development of student writing at the individual and group level. Strategies will be grounded in professional literature and application of best practices.
- Build competence and confidence as reflective practitioner and emerging literacy professional who can apply experiences and feedback for continuous improvement.
- Review, create, evaluate, and refine curricula, lesson plans, handouts, and other instructional materials necessary for the execution of classes, workshops, and groups that support a variety of outcomes.
- Skillfully apply knowledge of small group dynamics, teaching, and learning as a group facilitator.

Required Texts

- Bean, J. (2011). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom* (Revised/Expanded ed.). San Francisco: Jossey-Bass.
- Course Reader (provided by the Center for Writing and Scholarship).

Fellowship Responsibilities for the Spring Semester

- Pre-semester intensive
- Individual tutoring 3 hours weekly (1/25–5/13)
- Workshop facilitation 3 hours weekly (2/1–5/9)
- Workshop preparation 3 hours weekly (1/25–5/9)
- Mentorship meeting with Senior CWS Fellow 30 minutes weekly (2/1–5/9)

Assignment Details

- 1) **Teaching Portfolio:** Includes C.V., biographical statement, 1–2-page teaching philosophy, and your writing workshop description with learning outcomes.
 - INITIAL DRAFT DUE WEEK 10 (3/31, VIA CANVAS); PORTFOLIO WORKSHOP WILL OCCUR IN CLASS ON WEEK 13, (4/21); FINAL DRAFT WILL BE SUBMITTED ON WEEK 14 (4/28 VIA CANVAS).
- 2) **Mini-lesson:** Facilitate one 30–45-minute mini-lesson related to your workshop topic or area of research interest. Lesson should include a one handout and an agenda. Be prepared to discuss your goals and intentions for the lesson, how you developed the sequence of activities, and how your lesson relates to your values as an educator.
 - LESSON FACILITATION DATES WILL BE DETERMINED IN CLASS WEEK 1.
- 3) **Reading Facilitation:** To continue the practice from last semester, facilitate two reading discussions based on the week's assigned readings which may include: Group work; lecture; experiential activity; collaborative inquiry; free-writing; or other modalities and activities. Consider how you might make the readings come alive through critical inquiry, textual analysis, or question-posing.
 - READING FACILITATION DATES WILL BE DETERMINED IN CLASS WEEK 1.
- 4) **Tutoring Observation:** As part of your professional development as a tutor and teacher, you will engage in a 30-minute peer tutoring session, which will be observed by the CWS director. Following the session, you will meet for the CWS director for 30 minutes, for dialogic feedback.
 - PLEASE SCHEDULE YOUR OBSERVATION BEFORE WEEK 9 (3/17).
- 5) **Posting for Academic Writing Center Online:** Craft a short post for AWC online. Your post should address some element of writing, research, or pedagogy, including helpful tips, strategies, or frames for students navigating the terrain of scholarship. Include a handout(s), links to web-based learning resource, or other helpful material. Your blog post may be related to your workshop and research interests (handouts created for your workshop may be use for your post as well).
 - PLEASE UPLOAD YOUR POST BY WEEK 7 (3/3, VIA CANVAS).

- 6) **Tutoring Logs & Praxis Journal:** As part of your ongoing praxis (action and reflection) work, continue to complete and submit your tutoring logs after your tutoring sessions. To complement this activity, each of you will have a designated “praxis journal” on Canvas—a space to post reflections after your workshop sessions and make connections between course readings and your tutoring/teaching practices. Reflections might respond to the following: How many students were present at your workshop? What learning activities did you engage in? How did these activities connect to your goals and learning outcomes for the workshop? How did you feel (emotionally, somatically, etc.) during your workshop session? What questions or concerns arose for you? How were these questions in conversation with readings and course themes? And how are you embodying and forming your philosophy as an educator?
- 7) **Teaching Demonstration:** A Fellowship “graduation” celebration and community offering, all Fellows will deliver a short 20–40-minute teaching demonstration on a topic related to teaching and tutoring writing. These presentations will be open to the entire CIIS community. This is an opportunity for you to present your passions to the community and demonstrate your skills in ways that will assist CIIS staff, faculty, and students to understand the richness and complexity of the writing process.
- YOUR TEACHING DEMONSTRATION WILL BE GIVEN ON THE FINAL DAY OF CLASS, WEEK 15 (5/5).
- 8) **Final Praxis Essay:** A culminating 6–8-page essay, you are invited to articulate your professional identity as a reflective educator and tutor. Draw on your tutoring logs, praxis journal, teaching demo, and feedback as well as your research paper from last semester and reflectively write on the work you completed this semester, considering such questions as: What has been revealed to you about your philosophy and practice as an educator? What work were you most proud of and what zones of development or growth edges can you identify? In what ways did your work as a facilitator and designer of workshop curriculum connect to your research interests from the first semester? How do you feel literacy and writing instruction should be carried out in learning spaces and why?
- PLEASE POST YOUR ESSAY BEFORE WEEK 15 (5/5, VIA CANVAS).

Evaluation Criteria

Grading Policy

Teaching Portfolio	20 percent of overall grade
Mini-lesson	10 percent of overall grade
Reading Facilitation	10 percent of overall grade
Tutoring Observation	10 percent of overall grade
Post for AWC Online	5 percent of overall grade
Tutoring Logs & Praxis Journal	10 percent of overall grade
Teaching Demonstration	15 percent of overall grade
Final Praxis Essay	20 percent of overall grade

Course Outline

*All-Fellows Meeting, 10:00AM – 11:30AM

Week 1 (1/21)—Introducing the Course

Readings:

Glenn & Goldthwaite, *Everyday Activities*

Ryan, *Integral Yoga*

Takacs, *How Does Your Positionality Bias Your Epistemology?*

Pedagogical Approaches (handout)

***Week 2 (1/28)—Shaping the Classroom Learning Environment**

Readings:

Bain, *How Do They Conduct Class?*

Bean, *Bringing More Critical Thinking into Lectures and Discussions*

Lundgren-Williams, *Negotiating Communication Across Complex Difference*

Week 3 (2/4)—Critical and Engaged Pedagogies

Readings:

Denny, *Facing the Center: Toward an Identity Politics of One-to-One Mentoring*

Giroux, *Critical Pedagogy in Dark Times*

hooks, *Teaching to Transgress* (handout)

Horton and Freire, *Educational Practice* (optional)

Week 4 (2/11)—Collaborative Learning and Peer Response

Readings:

Bean, *Using Small Groups to Coach Thinking*

Bruffee, *The Conversation of Mankind*

Byland, *Educating Students About Peer Response*

Lerman and Borstel, *Critical Response Process*

GUEST FACULTY VISIT

Week 5 (2/18)—Experiential Education

Readings:

Kolb, *The Process of Experiential Learning*

Kolb, et al., *On Becoming an Experiential Educator: The Educator Role Profile*

***Week 6 (2/25)—Critical Perspectives on Rethinking the Writing Center**

Readings:

Grimm, *Retheorizing Writing Center Work to Transform a System of Advantage Based on Race*

Powers, *Rethinking Writing Center Conferencing Strategies for the ESL Writer*

Week 7 (3/3)—Language and Transformation (DUE–POST FOR AWC ONLINE)

Readings:

Bronson, *The Grammar of Transformation: What ESL Graduate Students can Teach the Anthropology of Consciousness*

Ferris, *Is Error Treatment Helpful for L2 Writers?*

Ferris and Hedgcock, *L2 Reading: Focus on the Text* (optional)

Week 8 (3/10)—Responding to Student Work

Readings:

Bean, *Writing Comments on Student Papers*

Bean, *Using Rubrics to Develop and Apply Grading Criteria*

Neman, *Responding to Students' Work*

Week 9 (3/17)—Teacher Narratives, Reflections, and Philosophies

Readings:

Yagelski, *The Ambivalence of Reflection: Critical Pedagogies, Identity, and the Writing Teacher*

Gallagher, Gray, and Stenberg, *Teacher Narratives as Interruptive: Toward Critical Collegueship*

Teaching Philosophies (handout)

***Week 10 (3/31)—Integral and Transformative Educational Models (DUE—DRAFT OF TEACHING PHILOSOPHY)**

Readings:

Chaudri, *Education for the Whole Person*

Fraser Hageman, *The Value of an Integral Education*

Mezirow, *An Overview of Transformative Learning*

Subbiondo, *Integrating Meditation into Higher Education*

GUEST FACULTY VISIT

Week 11 (4/7)—Compassion and Contemplative Pedagogy

Readings:

Ferrer, *Dialogic Inquiry as Spiritual Practice*

Gozawa, *Contemplative Pedagogy and Compassionate Presence*

Week 12 (4/14)—Reflecting on Research: Methods and Inquiries

Readings:

Shirazi, *Integrative Research*

Voss, *A Methodology of the Imagination*

GUEST FACULTY VISIT

Week 13 (4/21)—Collective Peer Review (DUE—DRAFT OF TEACHING PORTFOLIO)

***Week 14 (4/28)—Preparing a Teaching Demonstration (DUE—TEACHING PORTFOLIO)**

GUEST FACULTY VISIT

Week 15 (5/5)—TEACHING DEMONSTRATIONS, FINAL CLASS MEETING

Course Policies

Class Attendance Policy: Students are expected to attend all class meetings regularly and punctually. Students are assigned an F (Failure) or NP (No Pass) grade if they are absent for more than 20 percent of a course. This maximum includes both excused and unexcused absences. Three instances of tardiness or leaving early are considered equivalent to one absence. Instructors may permit a student to deviate from this rule on the grounds of illness necessitating confinement for 24 hours or more, a death in the family, or other extreme emergencies. The instructor may request verification of these circumstances by a letter from a medical professional, the Dean of Students, or the Academic Vice President as appropriate. Due to the nature of some courses, individual programs, departments, and instructors may enforce stricter policies than these. Check the program handbook and/or the syllabus of a course to see these policies.

Academic Integrity: Creative and original scholarly research is at the heart of the Institute's academic purpose. It is essential that faculty and students pursue their academic work with the utmost integrity. This means that all academic work produced by an individual is the result of the individual's efforts and that those efforts acknowledge explicitly any contribution by another person. Reproducing another's work and submitting it as one's own work or without acknowledging the source is called "plagiarism," or stealing the intellectual property of another, which is the antithesis of scholarly research. Any use of other ideas or others' expression in any medium without attribution is a serious violation of academic standards. If confirmed, plagiarism subjects a student to disciplinary action.

Student Disability Services: A student with a permanent or temporary disability may request accommodations by contacting Student Disability Services (SDS). The Student Disability Services Coordinator works with students to provide reasonable accommodations that will allow for full access and participation in the academic environment. The student must provide documentation from a licensed healthcare professional. The Student Disability Services Coordinator will communicate with the student's faculty only after receiving a written request from the student; the nature of the disability is never disclosed. More information about registering with Student Disability Services can be found in the Student Life tab of MyCIIS.

Instructor Biography

Jeremie Zulaski has 10 years of teaching experience as a lecturer, instructor, state-certified secondary educator, administrator, and tutor in university, museum, and secondary learning environments. He received his Master of Arts in East–West Psychology from the California Institute of Integral Studies in San Francisco, California, and his Bachelor of Fine Arts from SUNY Buffalo in Buffalo, New York. He has earned both CELTA and TESOL English language teaching certifications and is proficient teaching visual and textual literacies including academic writing and teaching skills, studio art, visual culture, and world art studies. He currently lives in the San Francisco Bay Area with his family.

****The instructor reserves the right to change the content, format, course schedule, and grading policies of this class. If any changes occur, you will be notified as soon as possible.**