

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.edu
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.

Teaching Writing In Middle And Secondary Schools Theory Research And Practice

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