This course is intended for graduate students teaching English 220 and English 280 to develop pedagogical skills and talk about approaches to teaching. It will be run as a workshop-style seminar where we will discuss theories and strategies associated with college-level teaching. While we will read some critical essays and articles on pedagogy, the class will mainly serve as a space to ask questions and engage in dialogues about your experiences in the classroom in order to grow as successful instructors.

COURSE OBJECTIVES/LEARNING OUTCOMES:

- Share teaching experiences and questions with other instructors.
- Engage in pedagogical theory through reading relevant articles.
- Develop pedagogical practice in workshops and through exposure to perspectives of guest speakers.

CONTENT VIA BLACKBOARD: [BB]

King, Rosamond S. “They Ask, Should We Tell?: Thoughts on Disclosure in the Classroom”
Lazos, Sylvia. “Are Student Teaching Evaluations Holding Back Women and Minorities?”
Lugo-Lugo, Carmen R. “A Prostitute, a Servant, and a Customer-Service Representative: A Latina in Academia”
Stark, Phillip. “Evaluating Evaluations”

Trauma and Trigger Warnings cluster – Lisa Duggan, Ann Pellegrini, Avgi Saketopoulou, Katherine McKittrick, Jack Halberstam, bullybloggers.wordpress.com

CONTENT VIA SDSU LIBRARY DATABASE: [LD]


**GRADE BREAKDOWN:**
- Attendance and Participation: 50%
- Teaching Portfolio: 50%

PLEASE NOTE: In order to receive a grade, all portions of the above must be completed. Failing to complete any of the above will result in failing the class.

**ELECTRONIC DEVICE POLICY:**
Turn off and put away all cell phones – no cell phone use is allowed at any time during the class. No laptops, either. Read SDSU English Professor Peter Herman’s essay on laptops: http://timesofsandiego.com/opinion/2014/06/12/world-digital-please-close-laptop-class/

**CLASS AND EMAIL ETIQUETTE:**
Please be on time and come prepared and alert. Feel free to bring a beverage with a lid but please do not bring food. If, during class, you are listening to music, using electronic devices, or show up without the assignments and/or the texts being discussed, you will be asked to leave. Emails should be clear and follow proper grammar, syntax, and spelling. They should be written like a business letter (Dear Professor Howard . . . signed with your first and last name). I will not respond to emails that resemble text messages. Please allow 24–48 hours for a response.

**ATTENDANCE:**
This class is part of your appointment as an instructor of 220 and 280. Only one absence will be permitted. If you have two absences, you will fail the class. If a situation outside your control causes you to miss a class, you are still responsible for the material covered in that day’s seminar. There will be a sign-in sheet circulated at the beginning of each meeting. If you are not here by the time the sign-in sheet goes around, then you will be considered absent. Please be on time and come prepared and alert.

**PARTICIPATION:**
In addition to active discussion of the assigned readings, your participation consists of the following:

**Classroom observations:** I will visit your classroom twice. We will need to schedule these visits as soon as possible. After each of my visits, you will complete a self-reflective statement. After that, we will discuss the observation at a mutually convenient time.

**Peer observation:** You must complete one observation of a peer’s class (someone else currently taking 796). After that, you will compose a brief statement reflecting on what you have learned about your own teaching as a result of this observation and share it with the group.
Workshops: You must actively participate in the scheduled workshops by bringing in the relevant materials and responding to the work of your peers.

Presentation: You must present on one of the readings and lead the discussion of that reading.

TEACHING PORTFOLIO:
The teaching portfolio consists of the following:

- Syllabus
- Examples of work you have assigned to your students (including writing prompts, exams)
- Samples of graded student work that demonstrate your evaluative practices
- Forms used for your classroom observations (including self-reflective statements)
- Teaching Philosophy

We will work on some of these components during our scheduled workshops and will discuss the process of selecting some of these documents.

LATE POLICY:
No assignments will be accepted after their due dates and times. No exceptions. Unless otherwise stated, always turn in hard copies of your assignments on their due dates, at the beginning of class. Unless stated otherwise, no assignments will be accepted via email.

SCHEDULE:
HIGHLY SUBJECT TO CHANGE – WE CAN JUGGLE THE READING SCHEDULE, IF NEEDED. WE WILL HAVE SEVERAL GUEST SPEAKERS THROUGHOUT THE SEMESTER.

***Please bring print-outs of the readings to class.***

JAN. 21: Introduction to course
Classroom observation scheduling; Presentation sign-up
Discussion of your first week of classes

JAN. 28: Johnson, “The Millennial Teacher” [LD]
Steinberg, “Literature and Influence” [LD]

FEB. 4: Lim, “The Strangeness of Creative Writing” [LD]
Ritter and Vanderslice, “Teaching Lore” [LD]

FEB. 11: Workshop: Making Assignments
Bring 7 copies of an example of an assignment for a paper or other activity you designed.

FEB. 18: Cooley, “Literary Legacies and Critical Transformations” [LD]
Linkin, “Performing Discussion” [LD]

FEB. 25: Farber, “Teaching and Presence” [LD]
Lugo-Lugo, “A Prostitute, a Servant, and a Customer-Service Representative” [BB]
MAR. 4: Miller, “The Coming Apocalypse” [LD]
Schreibersdorf, “Literary Discipline in the Margins” [LD]

MAR. 11: Workshop: Evaluating Student Writing
Bring 7 copies of a sample of student writing that you have evaluated.

MAR. 18: Do a mid-semester course evaluation in your class this week
Sword, “Teaching in Color” [LD]
Anderson, “The Way We Talk about the Way We Teach Now” [LD]

MAR. 25: Bring mid-semester course evaluations
Lazos, “Are Student Teaching Evaluations Holding Back Women and Minorities?” [BB]
Stark, “Evaluating Evaluations” [BB]

APR. 1: NO CLASS – UNIVERSITY HOLIDAY

APR. 8: King, “They Ask, Should We Tell?” [BB]
Winans, “Queering Pedagogy in the English Classroom” [LD]

APR. 15: Trauma and Trigger Warnings cluster – Duggan, Pellegrini, Saketopoulou, McKittrick, Halberstam [BB]

APR. 22: Workshop: Teaching Philosophy
Bring 7 copies of your teaching philosophy statement
related links, articles, and samples [BB]

APR. 29: Ferguson, “The Golden Era of Instructed Minorities” [BB]

MAY 6: Catch-up. Discussion of Teaching Portfolios.
Bring the components that you intend to include or have questions about.

MAY 11: TEACHING PORTFOLIOS DUE BY 12 NOON
Hard copies to AL 259