



The Little Seagull Handbook (Berea College Trail Guide to Writing)

Instructor Overview and Tips for Course Integration

Overview: Getting to Know the Book

- Color Coding for Sections - There are four color-coded sections to our edition: Write (red), Research (blue), Edit (yellow), and Exercise (green). Various sections on APA, MLA, and Chicago are also color-coded.
- Menus on Front and Back Covers – These menus are a quick-reference table of contents with accompanying page numbers.
- Documentation Shortcuts - The final pages of the book contain “Documentation Directories” for MLA, APA, Chicago, and CSE for those moments when students are looking for a fast index of particular kinds of citations.
- College Writing and Revising – The Write (red) section contains useful sections on general principles of academic writing expectations and processes (p.2-42).
- Genres of Academic Writing - The Write (red) section contains a section on common academic genres of writing with suggested organizational layouts for those genres: arguments, rhetorical analyses, reports, personal narratives, literary analyses, proposals, reflections, annotated bibliographies, and abstracts (p.43-82).
- Reading Strategies - For students who need to develop more reading strategies: p.83.
- Digital Resources
 - InQuizitive, an adaptive game that comes with the book, may be useful if you’d like students to do sentence-level work throughout the semester. See Digital Tools sheet for more information.
 - You can also link a digital version of the handbook to your Moodle page (which includes an integrated text-reader for students who prefer to hear information out loud).

Suggestions for General Course Integration

- Introduce the book as you have your TA hand it out in class; try not to assume that students “should already know” how to use the book. Take a few minutes to explain the shortcut pages and indices and how they might use the book individually throughout the semester. For some students, this will be their first interaction with a stylebook designed to be used as needed rather than being read all the way through, so it helps to voice that fact to the class. Facilitating a short discussion by asking them if they’ve used stylebooks before and explaining any gaps in understanding can be helpful.
- Integrate short, early readings on writing along with your content essays; create explicit space for teaching about college writing if teaching GSTR110. The sections on reading strategies and academic writing might be particularly helpful for first-semester freshmen when paired with classroom activities and discussion. Don’t over-assign readings from the book (boredom can be a factor if students have to read very long chunks of this particular text), but mixing a few early readings in with your content essays during the first unit or two might be helpful in establishing expectations for college writing with the class and creating an open discussion space for students who are trying to figure out how to play the game in academia.



Tips for General Course Integration (continued)

- Incorporate page numbers for relevant book sections in your assignment sheets when naming what you want students to accomplish. For example, if you're assigning a report, you might want to include the page numbers describing what a report does at the top of the assignment sheet before moving students on to the specific tasks you want their version of a report to accomplish.
- Trying to find balance between teaching writing and the other content of the course? Consider adding a writing day once a week or having a short writing-related "bellringer" at the beginning of each class before moving on. See Berea's Early Writing Guide or the WAC Clearinghouse website for further information on incorporating the teaching of writing into your course.

Need More Help?

- Dr. Chris Green, Chris_Greene@berea.edu, and Amy McCleese Nichols, Amy_Nichols@berea.edu, will be collaborating to support instructors who want more guidance in integrating the handbook into their courses. Please don't hesitate to reach out.