UWC

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English 3875: Peer Tutoring | TR 2:00 – 3:15 pm | Rawl 103

Writing Centers have been on college campuses since the 1970s, and some would argue even earlier than that (documentation gets sketchy). While Writing Centers tend to be viewed as fix-it shops or places where students drop off papers, this is not their pedagogy. In this class, we will look deeply at writing center pedagogy to understand how Writing Centers came to be viewed as "fix-it" locations. We will also look at some historical writing center research and then more recent conceptions of writing center work to understand and answer the key question: "What is a writing center?" In 2013, a new Writing Center book was published that argues that Writing Centers are more than just a space where tutoring happens. We will be reading that book, which won the 2014 International Writing Center Association (IWCA) Outstanding Book Award, so keep a broad definition of writing centers in mind as we are reading research; it may be something to integrate into your final research project. Aside from focusing on the larger concept of a Writing Center, we will also spend time discussing what makes Writing Centers work: Peer Consultants. The goal of this course is to help students learn how to work with writers and improve their own writing skills. The assignments are divided into 3 categories: Tutoring Experience, Tutoring Research, and Tutoring at ECU.

Course Objectives
ENGL 3875: Peer Tutoring is a writing intensive course in the Writing Across the Curriculum Program at East Carolina University. This course will focus on the development of writing skills.

Upon completion of the course, students will:
1. Use writing to investigate complex, relevant topics and address significant questions through engagement with and effective use of credible sources
2. Produce writing that reflects an awareness of context, purpose, and audience, particularly within the written genres (including genres that integrate writing with visuals, audio, or other multimodal components) of their major disciplines and/or career fields
3. Demonstrate that they understand writing as a process that can be made more effective though drafting and revision
4. Proofread and edit their own writing, avoiding grammatical and mechanical errors
5. Assess and explain the major choices that they make in their writing

This course contributes to the twelve-hour WI requirement for students at ECU. Additional information is available at the following site: http://www.ecu.edu/writing/wac/

In addition to these writing goals, this course focuses on helping students to:
1. explore the history of writing centers
2. understand and apply collaborative writing and response theory to writing center work
3. develop a personal tutoring identity
4. develop individual writing, proofreading, and editing skills
5. understand the work and policies of the UWC and Writing Mentors Program
6. research writing center work

Course Texts
1. Murphy, Christina, and Steve Sherwood. *The St. Martin's Sourcebook for Writing Tutors*. 4th ed. Boston: Bedford/St. Martin's, 2011. Print.

2. Grutsch McKinney, Jackie. *Peripheral Visions For Writing Centers*. Logan, UT: Utah State University Press, 2013. Print.

NOTE: This text is available for purchase or rental through the Dowdy Student Store and/or is available through Joyner Library's online access available here: http://goo.gl/riZk8f. The library provides free, unlimited online access (on or off campus) for students.

Within online access to the book, the difference between online reading and downloading (i.e., a 'check-out') is that, when a user downloads the e-book, the user can access (via Adobe Digital Editions) the e-book off-line. There is no limit on the number of times that an individual user can sequentially check-out the e-book and, likewise, there is no limit on the number of different users that can concurrently check-out the e-book. There is also no limit on the number of users that can currently access the e-book online. As for printing, for this particular e-book, a user can print no more than 14 pages during a single check-out period. As for online reading, each user should be able to print out a total of 49 pages.

3. PDFs of articles and books chapters posted in Blackboard

Course Policies

Participation
Because this is a course designed to help students become effective tutors, this course is in essence a large tutorial. To that end, a student's participation is crucial to the success of the course and to the student's success as a tutor/consultant.

Class meetings will be structured by students. Participation is, thus, an essential element in creating a successful learning environment for this class. Although I may give impromptu mini-lectures as the situation and need demands, participants will be equally responsible for the development of the discussion. I see part of my role as the instructor as setting up a class structure (i.e. providing relevant and important texts, setting ground rules for class activity), then guiding class discussion when it needs prodding to move into more productive directions (or directing conversation away from what I can foresee as a dead end) and speaking (as a contributor or as a lecturer) when my professional knowledge and experience can move the conversation in productive and necessary directions.

Students will receive a grade for participation based on both the quantity and quality of their

participation. This means students need to participate regularly and responsibly. Students may find that they need to monitor themselves so that one participant doesn't dominate the conversation and unintentionally silence others. Or students may need to consciously work against their challenges with speaking in front of large groups or taking positions on issues in discussion. If a student finds that she is having trouble fully participating in class discussion, please talk to me as soon as this becomes a problem.

Attendance
Regular attendance is expected. **Three** absences are grounds for alteration of a student's final letter grade; **six** unexcused absences are grounds for **failure** of the course.

Late Work
Late work is not acceptable (unless students have documentation of an extremely dire situation: accident report, hospital bill, university excused, etc.). If students have to miss class on a day an assignment is due (that isn't an electronic/Blackboard submission), please arrange to have a classmate bring it to class for the absent student, bring it to me before class, or email it to me before class.

Classroom Expectations
Respect for others is expected. Any behavior that distracts (loud eating, talking while others are talking, etc.) or is disrespectful (personal attacks, etc.) is unacceptable. Students may be asked to leave the classroom if they choose to act in such a way. Cell phones, Facebook and other social media, and email should be turned off during class time.

Academic Integrity
Academic integrity is the expected standard. Cheating, plagiarism (poaching someone else's work without attribution and presenting it in bad faith as the student's own effort), falsification (statement of untruth regarding student's work), and any attempts of these academic violations are intolerable offenses in an academic community. Any student who commits academic integrity violations on any portion of the course will receive an F for this course. For more information, go to http://www.ecu.edu/cs-studentlife/policyhub/academic_integrity.cfm

Accommodations
East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138 ((252) 737-1016 (Voice/TTY)). For more information, please go to http://www.ecu.edu/cs%2Dstudentlife/dss/

Weather and Other Emergencies:
University emergency information can be found on the ECU homepage: http://www.ecu.edu. It is usually highlighted with a red bar that will specify the alert. Alternatively, information is posted at http://www.ecu.edu/alert or can be accessed via the emergency hotline: (252) 328-0062.

Grading

We will be following ECU's plus and minus scale (Faculty Senate Resolution #07-03). The grade breakdown is as follows:

Grade	Points
A	940-1000
A-	900-930
B+	870-890
B	830-860
B-	800-820
C+	770-790
C	730-760
C-	700-720
D+	670-690
D	630-660
D-	600-620
F	Below 600

Assignment	Points	Total Points
Participation & in-class work*	distributed throughout	100 points
Podcasts	20 points (7 per semester)	140 points
Peer Reviews	20 points (3 per semester)	60 points
Tutoring Observation	50 points	50 points
Tutoring Practice	50 points	50 points
Stylistic Analysis + Reflection	100 points	100 points
Research Proposal	100 points	100 points
Research Paper	150 points	150 points
Tutoring Philosophy	100 points Week 4 Draft = 50 points	150 points
WID Handout	100 points	100 points
Total Points		1000 Points
*Points subject to change as assignments are reassessed for these areas.		

Course Projects

Bi-Weekly Podcasts: Every other week, students (with their small group) will submit a 10-15 minute podcast. During students' podcast shows, students will engage in critical reflection and conversation about the readings and activities of the class. These podcasts will occasionally be shared in class and with current UWC consultants during staff meetings, so students will have a "live" audience.

Tutoring Observation: Throughout the semester, students will be asked to observe a session in the UWC. After the session, students will write a 3-4 page paper about what was observed. This paper should include a brief summary of what happened. Then, writers should connect the readings of the course to what was observed -- like a theory-in-practice paper. How are the concepts we are reading about being enacted in sessions? At the end of the paper, the writer should discuss what she would do differently in the session.

Tutoring Practice: After students observe, they will have a chance to facilitate their own tutoring session while a current UWC consultant observes. When the session is over, discuss what happened with the consultant. What do you think went well? What was difficult? What would you do differently? Afterwards, write a 3-4 page paper about the experience. This is similar to the observation paper, only students are reflecting on their own experience. Be sure to make connections to course readings.

WID Document: Part of this course also focuses on learning about writing outside of the discipline of English. To help students learn more about writing in the disciplines, students will select a discipline other than their own and create a 1 page (front and back) handout. On the front, describe what writing looks like in that discipline, and on the back, describe how to tutor that type of writing. For examples, please visit the UWC's collection of WID documents: http://www.ecu.edu/cs-acad/writing/wac/resources_writing_disciplines.cfm#Disciplines Your documents will be shared on our website.

Tutoring Philosophy: At the end of the semester, once students have read almost everything for the course, you will compose a 2-3 page statement of tutoring philosophy. Drawing from the readings, observations, and experiences, the writer should describe her approach to tutoring and explain why she makes those choices. Students will submit an early draft in week 4 for feedback.

Stylistic Analysis: During a class period, students will complete a stylistic analysis of their own writing. This analysis is to help students recognize patterns and places for improvement for your own writing (and hopefully new skills you can help pass on to other students). After students complete the analysis, students will write a 2-3 page reflection paper.

Research Proposal/Paper: This is the major project of the semester. After we've gotten pretty far into the semester with reading writing center research, students will identify an area of interest to research. In the **proposal**, identify the topic, your research question, and your plan for answering the research question (students have access to some writing center data at ECU and can look at how other writing center scholars research their topics). The final **paper** should be 10-12 pages long and in MLA or APA format.

Schedule

The schedule below is tentative. I say this is a tentative schedule because we will work together to assess when we need more time for certain projects or when we can forge ahead. We will talk regularly throughout the course about the schedule of activities.

Always bring any needed materials to class. For texts distributed via blackboard, students may choose to print them or bring a laptop to class for digital access during class.

Readings marked **(PDF)** can be found on Blackboard in the weekly readings folders, readings marked **(SMS)** come from *The St. Martin's Sourcebook for Writing Tutors,* and chapters marked **(PV)** are from the *Peripheral Visions* text. If documents are slow to download to a student's computer, students are still required to read them. Do not come to class with the excuse that the document couldn't be downloaded.

Week	Date	Readings for class	Due in class/Activity
Week 1	Jan. 13		Syllabus Overview + podcasts
	Jan. 15 Introduction to Writing Centers	"Part I. The Tutoring Process: Exploring Paradigms and Practices" (SMS p. 1-34)	
Week 2	Jan. 20 Professional Conversations	"The Idea of a Writing Center" (SMS) "Lessons of Inscription: Tutor Training and the 'professional conversation'" (SMS) "Collaboration, Control, and the Idea of a Writing Center" (SMS)	Discuss Tutoring Philosophy
	Jan. 22 Talking about Tutoring	"Power and Authority in Peer Tutoring" (SMS) "Minimalist Tutoring: Making the Student Do All the Work" (SMS) "A Critique of Peer Tutoring" (SMS)	**Podcast 1 DUE (by Friday)**

Week	Date	Readings for class	Due in class/Activity
Week 3	Jan. 27	"Tutoring Style, Tutoring Ethics" (SMS) "Tutor and Student Assessments of Academic Writing Tutorials" (SMS)	
	Jan. 29 Composing Theory	"Understanding Composing" (PDF) "Writing as a Social Process: A Theoretical Foundation for Writing Centers" (PDF) "Writing and Knowing: Toward Redefining the Writing Process" (PDF)	
Week 4	Feb. 3	"Personality and Individual Writing Processes" (PDF) "Reading the Writing Process" (PDF)	**Working draft of Tutoring Philosophy to submit for feedback** MBTI in class with Dr. Nikki Caswell, UWC Director
	Feb. 5 Audience and Discourse	"The Concept of Control in Teacher Response: Defining the Varieties of Directive and Facilitative Commentary" (PDF) "Audience addressed/audience invoked: the role of audience in composition theory and pedagogy" (PDF) "Reflections on Academic Discourse" (PDF)	**Podcast 2 DUE (by Friday)**

Week	Date	Readings for class	Due in class/Activity
Week 5	Feb. 10	"Talk to Me: Engaging Reluctant Writers" (PDF) "Being a Writer vs. Being an Academic: A Conflict in Goals" (PDF)	
	Feb. 12 Writing in the Disciplines	http://wac.colostate.edu/ATD/articles/brammeretal2008.cfm http://wac.colostate.edu/atd/articles/johnson_krase2012/index.cfm Exporting Writing Center Pedagogy (SMS)	**Tutoring Observation DUE**
Week 6	Feb. 17	What Difference Do Writing Fellows Programs Make? (PDF) Writing Fellows as Agents of Change (PDF)	
	Feb. 19 (NO CLASS — out of class work)	In lieu of this class meeting, students will find and select a cultural event to attend and write a brief (1-2 page) reflection about the event. The reflection is due at the last class meeting before Spring Break. Suggestion: 2nd Annual Human Library @ Joyner Library (Faulkner Gallery) Wednesday, February 25th: 2-4pm & 5-7pm	**Podcast 3 DUE (by Friday)**
Week 7	Feb. 24 Tutoring and the Contact Zone	"Contact Zones and English Studies" (PDF) "Navigating Conversational Turns: Grounding difficult discussions on racism" (PDF) "Tutoring in the 'Contact Zone'" (PDF)	
	Feb. 26	Chapter 1 of PV "Censoring Students, Censoring Ourselves" (PDF)	**Bring Draft of WID Document for Peer Review**

Week	Date	Readings for class	Due in class/Activity
Week 8	March 3 Writing Center Visions	Chapters 2, 3, and 4 of PV	**WID Document DUE**
	March 5	Chapters 5 and 6 of PV	**Podcast 4 DUE (by Friday)**
	March 8 – March 15	SPRING BREAK	
Week 9	March 17 Power and Politics	"Racial Literacy and the Writing Center" (PDF) "Cultural Diversity in the Writing Center: Defining Ourselves and our Challenges" (PDF)	
	March 19	"Should Writers Use Their Own English?" (PDF) "Learning Disabilities and the Writing Center" (SMS)	
Week 10	March 24	"Characterizing Successful 'Intervention' in the Writing Center Conference" (PDF) "The Worth of the Writing Center: Numbers, Value, and Culture in the Rhetoric of Budget Proposals" (PDF)	**Tutoring Practice DUE**
	March 26 Writing Center Concerns	Examining Our Lore: A Survey of Students' and Tutors' Satisfaction with Writing Center Conferences" (PDF) "Mapping the Meaning of 'Help'" (PDF)	**Bring Draft of Proposal for Peer Review** **Podcast 5 DUE (by Friday)**

Week	Date	Readings for class	Due in class/Activity
Week 11	March 31	"The Dark Side of the Helping Personality: Student Dependency and the Potential for Tutor Burnout" (PDF) "Difficult Client and Tutor Dependency: Helping Overly Dependent Clients Become More Independent Writers" (PDF)	**Proposal Due**
	Apr. 2 Grammar and Editing	"Grammar in the Writing Center: Opportunities for Discovery and Change. (PDF) "Nonacademic Professionals' Perception of Usage Errors" (PDF)	
Week 12	Apr. 7	"The Study of Error" (PDF) "Explaining Grammatical Concepts" (PDF) "Reassessing the Proofreading Trap" (SMS)	
	Apr. 9 ESL	"Tutoring ESL Students: Issues and Options" (PDF)	**Tutoring Philosophy DUE** **Podcast 6 DUE (by Friday)**
Week 13	Apr. 14: ESL	Stylistic Analysis Readings + Activity (Bring Proposal for activity)	
	Apr. 16: Multi-modal Writing Center	"How can tutoring sessions be effective when it's just students and the computer" (PDF) "New Media Matters: Tutoring in the Late Age of Print" (SMS)	

Week	Date	Readings for class	Due in class/Activity
Week 14	Apr. 21	"Preserving the Rhetorical Nature of Tutoring When Going Online" (SMS) "Consultations without bodies: technology, virtual space and the writing center" (PDF)	**Stylistic Analysis Reflection Paper DUE**
	Apr. 23 (Last Class)	Peer Review Day	Draft of research Paper **Podcast 7 DUE (by Friday)**
Week 15	Finals Week	Final Exam Period: Thursday, April 30th, 2-4:30 pm	**Research Paper Due via e-mail by end of Final Exam Period**

Final Note: This syllabus represents a written contractual agreement between us. Occasionally, it may be necessary to revise this syllabus to meet students' or university needs. I reserve the right to revise this syllabus if the need arises. Advance notification of any changes will be provided to students.