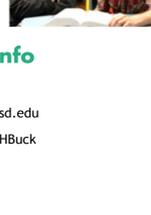
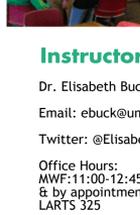


# ENL 359

Tutoring Writing



## Course Info

MWF: 10:00-10:50

Visual and Performing Arts 101

Prerequisite: ENL 102

## Instructor Info

Dr. Elisabeth Buck

Email: ebuck@umassd.edu

Twitter: @ElisabethHBuck

Office Hours:  
MWF: 11:00-12:45  
& by appointment  
LARTS 325

## What is this course?

Theories and dynamics of writing consultation and course-based tutoring. Readings theorize the writing process, conflicting ideas about writing itself, as well as writing center history, theory, and practice. The course is highly interactive, calling on students to use readings as the grounding for the critical examination of writing consultant practices, as well as the co-construction of classroom discussions and activities. Field work (one hour per week) as a writing consultant is required.

## What do you need for ENL 359?

- ✓ Laptop or other device with Internet connection
- ✓ Course readings as assigned (click for link to folder)
- ✓ WordPress account (click for link to course blog)

## What can you expect to learn in ENL 359?

This course will explore what it means to be a writing tutor through empirical, practical, and theoretical experiences. Working one-on-one with another writer—while ostensibly a straightforward process—can instead reveal the many complexities of language, education, and culture. As such, the writing center is the ideal forum to explore nuances of speech, conversational dynamics, gender/race, and, critically, how to communicate knowledge.

ENL 359 necessarily requires that a significant amount of time be spent outside of class completing field work hours, equivalent to approximately one hour per week (12 total hours). It is my hope that this time will not only help you to assist others in expanding their writing skills, but that you will also learn a great deal about your own writing, as well as what dynamic spaces writing centers can be.

Any individual interested in working at the Writing and Reading Center as a tutor must successfully complete this course. Enrollment in Tutoring Writing, however, is not a guarantee that you will be asked to continue to work as a tutor; rather, invitations to employment will be based on a comprehensive assessment of your work as a student, your professionalism, and your enthusiasm for working with others.

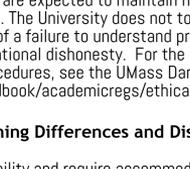
- By the end of this course, you will be able to:
- articulate the basic philosophical principles of contemporary writing center theory
  - conduct one-on-one writing consultations
  - help other writers understand their own processes, problem-solving strengths, and ideas
  - design and implement classroom presentations and discussions
  - reflect on your own work/process as a writer
  - discuss different types of solutions to typical "writing problems" with your peers
  - develop a praxis-based methodology for writing center research

## What are the major assignments in ENL 359?

### Bloggng and Field Work

One of your major assignments in this class will be your field work in the Writing and Reading Center. You will make an appointment with a tutor to work on your own writing, take notes on the center, observe experienced tutors, co-tutor, and, eventually, tutor independently. To document your experiences, you will also keep a WordPress blog, where the goal will be to interact with classmates and connect your field work experiences to course readings/discussions.

### Field Work Hour Breakdown



Center Observation (8.33%) Tutoring Session (8.33%) Tutor Observations (16.67%) Co-tutoring (16.67%) Final Co/Independent Tutoring (50%)

12 Total Field Work Hours

### Discussion Leaders

During one class day, you and a partner from in the class will be charged with facilitating discussion. As a team, you should prepare a short activity AND one-page handout that can help guide you, but the objective is to sustain conversation on the topic for the duration of the class period.

### Final Research/Multimodal Project

This assignment will serve as your culminating project in the course. There are three requirements for this project:

- 1) It must make an argument related to writing centers
- 2) It must draw on writing center scholarship in an explicit/clear way
- 3) Your work must demonstrate effort appropriate for a final project (it is worth 35% of your grade in the course).

While you can write a more traditional research-based essay, I also welcome multimodal and/or non-traditional forms of argumentation.

Here's what you will need to submit for this project:

- 1) Proposal (one page outline of argument/how you plan to make that argument, due Wednesday, April 11th via email)
- 2) Two minute presentation of project for class final (Monday, April 30th)
- 3) Final project deliverable (due on Monday, April 30th)

## How will you be evaluated?

Total Points:	Bloggng & Field Work
950-1000 = A	455 points
900-949 = A-	Discussion Leader
870-899 = B+	150 Points
840-869 = B	Final Research Project
800-839 = B-	350 points
770-799 = C+	Participation & Participation
740-769 = C	45 points
700-739 = C-	1,000 points total
670-699 = D+	
640-669 = D	
600-639 = D-	
599 and below = F	

## What else do you need to know to be successful in this course?

### Academic Integrity

All UMass Dartmouth students are expected to maintain high standards of academic integrity and scholarly practice. The University does not tolerate academic dishonesty of any variety, whether as result of a failure to understand proper academic and scholarly procedure, or as an act of intentional dishonesty. For the complete statement on Academic Regulations and Procedures, see the UMass Dartmouth Student Handbook: [www.umassd.edu/studenthandbook/academicregs/ethicalstandards.cfm](http://www.umassd.edu/studenthandbook/academicregs/ethicalstandards.cfm).

### Accommodations for Learning Differences and Disabilities

If you have a documented disability and require accommodations to obtain equal access in this course, please meet with me at the beginning of the semester and provide the appropriate paperwork from the Center for Access and Success (CAS). To contact CAS or learn more about the university's procedures for accommodating students with disabilities at their website: <http://www.umassd.edu/dss/>

### Additional Support and Title IX Information

The purpose of a university is to disseminate information, as well as to explore a universe of ideas, to encourage diverse perspectives and robust expression, and to foster the development of critical and analytical thinking skills. In many classes, including this one, students and faculty examine and analyze challenging and controversial topics. If a topic covered in this class triggers post-traumatic stress or other emotional distress, please discuss the matter with the professor or seek out confidential resources available at:

the Counseling Center  
<http://www.umassd.edu/counseling/>  
508-999-8648 or - 8650,

the Victim Advocate in the Center for Women, Gender and Sexuality,  
<http://www.umassd.edu/sexualviolence/>  
508-910-4584.

In an emergency contact the Department of Public Safety at 508-999-9191 24 hrs./day.

UMass Dartmouth, following national guidance from the Office of Civil Rights, requires that faculty follow UMass Dartmouth policy as a "mandated reporter" of any disclosure of sexual harassment, abuse, and/or violence shared with the faculty member in person and/or via email. These disclosures include but are not limited to reports of sexual assault, relational abuse, relational/domestic violence, and stalking. While faculty are often able to help students locate appropriate channels of assistance on campus, disclosure by the student to the faculty member requires that the faculty member inform the University's Title IX Coordinator in the Office of Diversity, Equity and Inclusion at 508-999-8008 to help ensure that the student's safety and welfare is being addressed, even if the student requests that the disclosure not be shared.

For confidential counseling support and assistance see <http://www.umassd.edu/sexualviolence>

### Attendance Policy

Your attendance at every class meeting (including and especially field work hours) is very important due to the community-oriented nature of this course; however, I understand that emergencies arise, people get sick, and, sometimes, things just happen. For this reason, you are given three "free" absences in which your grade will be unaffected. If you miss four or more classes, your overall grade may be lowered one half letter at the end of the semester. This means that an A will be lowered to an A-, a B to a B-, etc.

Please note that it will be helpful to exchange numbers with a classmate (or friend them on Facebook, follow them on Twitter, etc.) so that, in the event of an absence, they can let you know what was missed. I am also always happy to meet to meet with you during my office hours to discuss absences and missed work.

### Late/Missed/Incomplete Work

All work is due on the date indicated on the syllabus. Since assignments in this course will be collected electronically, they must be sent to me or posted by the beginning of class, unless otherwise noted on the course schedule. If an emergency prevents you from submitting this work on time, please let me know as soon as possible the nature of this emergency, and I will do my best to work with you. I do accept late/incomplete work, but your grade will be impacted based on the severity of the tardiness and/or omissions.

### Classroom Etiquette and Decorum:

This classroom is a place where all ideas, opinions, and voices are welcome. Therefore, any threatening, disrespectful, or discriminatory behavior will not be tolerated.

I advocate for a respectful use of technology: this means that I do not ban any technologies—in fact, I encourage you to bring an iPad, laptop, etc. to class—but I also hope that you will consider how you feel when you're trying to have a conversation with someone, and they keep checking their phone. Technology is (often) awesome and helpful, but so is interacting with people in a face-to-face capacity.

It is also okay if you need to bring food/drink to class. I just ask that you abide by the airplane rule, and try not to bring anything too messy, smelly, or loud.

### FERPA Statement

FERPA (The Family Educational Rights and Privacy Act) protects your privacy as a student; university personnel and faculty are not permitted to share information about your academic progress with anyone outside the university (e.g., your parents) without your permission. Blogs, websites, wikis, and other Internet-based compositions are PUBLIC. Thus, if you wish to protect your privacy, or simply prefer to remain anonymous, you may choose to publish using only your first name, initials, or a pseudonym; however, you must also be willing to share your information with everyone else in this course (instructor and students). Please note that I will not grade or evaluate your any of your work publicly.

### Formatting and Submitting Assignments

All work in this course will be submitted electronically, not just in an effort to "go green," but also because my handwriting is atrocious, and I want to make sure you're able to read my feedback via typed comments. We will go over in class the process of submitting assignments.

In your written projects, I am happy to have you utilize whatever citation style that you use most frequently. As writing tutors, however, you should expect to familiarize yourself with at least MLA, APA, and Chicago styles (and know how to locate resources on these styles!)

### Your continued enrollment in this course is confirmation that you agree to the policies outlined in this syllabus.

## What will be actually be doing/reading in ENL 359?

Note: One of the main reasons why I create a digital syllabus is that I adapt my courses to the specific students and the trajectory of class discussion; also, sometimes situations arise over the semester that require assignments or materials to shift. Putting the syllabus in this form means that I can make these alterations easily, so make sure that you check back with the document often. However, I will never make a major change (e.g., to a due date) without also announcing this in class and/or in an email.

### Weeks One and Two: Major Perspectives on Peer Tutoring & Writing Centers

Week 1  
M 1/22  
Course Introductions/WordPress set-up  
For Next Class: read Harris, "Talking in the Middle: Why Writers Need Writing Tutors"

W 1/24  
Discussion: What does it mean to be a tutor?  
For Monday's class: read Bruffee, "Peer Tutoring and the Conversation of Mankind,"

F 1/26  
Applying Tutoring Skills  
\*Last day to Add, Drop, or Audit a course\*

Week 2  
M 1/29  
Dissecting "Peer" Tutoring (Group Discussion Leader Example)  
For Next Class: read North, "The Idea of a Writing Center" and Harris, "Theory and Reality: The Ideal Writing Center (s)"

W 1/31  
What is your Idea of a Writing Center?  
For Monday's class: read Nicolas, "The Politics of Writing Center as Location" and Grutsch McKinney, "Leaving Home Sweet Home"

F 2/1  
Applying Tutoring Skills

**Field work check point: Observation at the WRC. Blog post on observation due by class time on Friday, 2/9**

### Weeks Three and Four: Writing Center Spaces and Histories

Week 3  
M 2/5  
Discussion Leader Group 1: Writing Center Spaces  
For Next Class: read Boquet, "Our Little Secret: A History of Writing Centers, Pre- to Post-Open Admissions"

W 2/7  
Writing Center Histories, Part I  
For Monday's Class: read McNamee and Miley, "Writing Center as Homeplace"

F 2/9  
Applying Tutoring Skills

**Field work check point: Schedule and attend tutoring appointment at the WRC. Blog post on appointment due by class time on Friday, 2/23**

### Weeks Five and Six: Peer Tutoring in Practice

Week 5  
\*President's Day--no class Monday, follow Tuesday's schedule\*  
T 2/20  
On Listening  
For Next Class: read Munday and Sugarman, "What Can You Possibly Know About my Experience?"

W 2/21  
Determining Students' Needs  
For Monday's Class: bring in questions for experienced tutors

F 2/23  
Applying Tutoring Skills

**Field work check point: Schedule observations with experienced tutors in WRC. Blog post on observations due by class time on Friday, 3/9**

### Weeks Seven and Eight: Tutor and Client Identities

Week 7  
M 3/5  
Assessing Tutor/Writer Identities  
For next class: read Varma, "Politics of Difference in the Writing Center," Hitt "Access for All: The Role of Dis/Ability in Multiliteracy Centers"

W 3/7  
Fostering Inclusivity in the WC  
For Monday's Class: read Tipper, "Real Men Don't Do Writing Centers" and Rafoty, et al. "Sex in the Center: Gender Differences in Tutorial Interactions"

F 3/9  
Applying Tutoring Skills

Spring Break  
3/12-3/16

Week 8  
M 3/19  
Discussion Leader Group 3: On Gender  
For next class: read Dixon, "Uncomfortably Queer" and Doucette, "Composing Queers: The Subversive Potential of the Writing Center"

W 3/21  
Queering the Writing Center  
For Monday's class: read Young, "Should Writer's Use They Own English?" and Suhr-Systma & Brown, "Theory Into Practice: Addressing the Everyday Language of Oppression in the Writing Center"

F 3/23  
Applying Tutoring Skills

**Field work check point: Complete two co-tutoring sessions with WRC mentor. Blog post on co-tutoring due by class time on Friday, 3/30**

### Weeks Nine and Ten: Tutoring English, English(s), and ELL + Introduction to Writing Center Research

Week 9  
M3/26  
Discussion Leader Group 4: Language and Privilege  
For next class: read Severino and Deifell, "Empowering L2 Tutoring: A Case Study of a Second Language Writer's Vocabulary Learning"

W 3/28  
Documentary screening: Writing Across Borders  
For Monday's class: read O'Connor, "Here Be Dragons: A Discussion of Expectations Placed Upon Tutors Working Outside the Center"

F 3/30  
Applying Tutoring Skills

Week 10  
M 4/2  
First-Year English Curriculum Overview & Conducting Writing Center Research, Part 1  
For Next Class: read Grouling and Buck, "Colleagues, Classmates, and Friends"

W 4/4  
Conducting Writing Center Research, Part 2  
For Monday's class: read Grutsch McKinney, "New Media Matters: Tutoring in the Late Age of Print"

F 4/6  
Applying Tutoring Skills

**Field work check point: Remaining blog posts on co- or independent tutoring sessions due by Friday, 5/4**

### Weeks Eleven and Twelve: Tutoring In/With New Media

Week 11  
M 4/9  
Discussion Leader Group 5: Tutoring with Technology  
For next class: submit research proposal via email

W 4/11  
Due: Final Project Proposal (one page outline of argument/how you plan to make that argument, send to ebuck@umassd.edu)  
Practicing multimodal argumentation  
For next Wednesday's class: read Archer, "Dealing with Multimodal Assignments in Writing Centers" (begins on page 10 of PDF)

F 4/13  
Applying Tutoring Skills

Week 12  
M 4/16  
Patriot's Day--no class

W 4/18  
Multimodality in the Writing Center  
For Monday's class: read Salem, "Decisions...Decisions"

F 4/20  
Applying Tutoring Skills

### Weeks Thirteen and Fourteen: Writing Center Future(s)

Week 13  
M 4/23  
Understanding "Our" Writing and Reading Center  
For Next Class: read Hughes, Gillespie, and Kail "What They Take with Them"

W 4/25  
Class Wrap Up: What will you take with you?  
For Next Class: final papers/presentations

F 4/26  
Applying Tutoring Skills

Weeks 14-15  
M 4/30  
Final class day  
Two-minute project presentations  
Final project due

W 5/2  
Final day to complete tutoring hours

F 5/4  
Final co/independent tutoring blog posts due