**Time & Location: MWF 1:00-1:50 PM, Morrill 101 Instructor: Mrs. Mary Pull Office: Library 16G (inside the Center for Writers)  
E-mail:** [**mary.pull@ndsu.edu**](mailto:mary.pull@ndsu.edu) **Telephone: 231-7928 Office Hours: M-F, 10:00-11:00 and by app.**   
 **Required Texts and Materials**--Ryan, Leigh, and Lisa Zimmerelli. *The Bedford Guide for Writing Tutors*. 6th ed. Boston: Bedford/St. Martin’s, 2016. *(BG)*--Murphy, Christina, and Steve Sherwood. *The St. Martin’s Sourcebook for Writing Tutors*. 4rd ed. Boston: Bedford/St. Martin’s, 2011. *(SMS)*--Bruce, Shanti, and Ben Rafoth, eds. *ESL Writers: A Guide for Writing Center Tutors.* 2nd ed. Portsmouth, NH: Heinemann, 2004. *(ESL)*--A reliable storage device to store your work, (e.g. Blackboard file, Dropbox, email, USB drive).  
--Loose-leaf paper for in-class writing activities.   
 **Bulletin description \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Introduction to individual writing instruction and conventions of disciplinary writing. In addition to classroom work and assignments, students will complete a practicum in the Center for Writers. Recommended for prospective educators, writing specialists in all fields, and peer tutors in the Center for Writers. Prerequisite: ENGL 120.  
  
**Course Outcomes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**By the end of this course, students will   
--understand the creation and development of writing center theory and practice and the Writing Across the Curriculum and Writing in the Disciplines movements   
--conduct effective one-on-one writing conferences according to current theory and best practices  
--provide individualized instruction for English Language Learners to improve their written communication  
--provide feedback on genres from a variety of disciplines across NDSU  
--improve their own writing ability

**Course Activities \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_**Throughout the course, students will   
--read assigned works and participate in class discussions

--respond to readings and activities in response journals  
--learn and practice peer tutoring strategies  
--work collaboratively as they move through the writing process, including conducting research, writing papers, and responding to each other’s writing  
--develop and demonstrate professional behaviors and attitudes  
--complete a practicum of 7-10 hours at the Center for Writers (CFW) and reflect upon their experiences

**English Department Outcomes \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_**

Outcome 1: English majors will be able to write and speak effectively for a variety of purposes and audiences in a variety of genres and media.  
Outcome 2: English majors will be able to read (analyze, interpret, critique, evaluate) written and visual texts.  
Outcome 3: English majors will be able to conduct research effectively using a variety of research strategies and sources and documenting their sources   
 according to standard guidelines.  
Outcome 7: English majors will develop professionalism exhibited in such qualities as self-direction, cooperation, civility, reliability, and care in editing   
 and presenting the final product.

**American Disabilities Act for Students with Special Needs \_\_\_\_\_\_\_**   
Any students with disabilities or other special needs, who need special accommodations in this course, are invited to share these concerns or requests with the instructor and contact the Disability Services Office (www.ndsu.edu/disabilityservices) as soon as possible.

**Military Personnel \_\_\_\_\_\_\_**Veterans and student service members with special circumstances or who are activated are encouraged to notify the instructor as soon as possible and are encouraged to provide Activation Orders.

**Academic Honesty \_\_\_\_\_\_\_**The academic community is operated on the basis of honesty, integrity, and fair play. NDSU Policy 335: Code of Academic Responsibility and Conduct applies to cases in which cheating, plagiarism, or other academic misconduct have occurred in an instructional context. Students found guilty of academic misconduct are subject to penalties, up to and possibly including suspension and/or expulsion. Student academic misconduct records are maintained by the Office of Registration and Records. Informational resources about academic honesty for students and instructional staff members can be found at [www.ndsu.edu/acadmichonesty](http://www.ndsu.edu/acadmichonesty). Academic Misconduct/Plagiarism Defined: NDSU Policy 335 defines *plagiarism* as “submitting work that is, in part or in whole, not entirely one’s own, without attributing such portions to their correct sources.” Paraphrasing and summarizing responsibility means **completely rephrasing** the ideas with new words and sentence structure—**not** simply substituting a few synonyms or phrases into someone else’s sentences. Ask me or visit the Center for Writers if you have not learned how to properly quote, paraphrase, summarize, or use a documentation style.

**Attendance \_\_\_\_\_\_\_**According to NDSU Policy 333 (www.ndsu.edu/fileadmin/policy/333.pdf), **attendance in classes is expected,** so the English Department has further clarified the expectations for English courses:

*In compliance with NDSU University Senate Policy, Section 333: Class Attendance and Policy and Procedure . . . all English Department courses require active learning. Students are expected to speak, listen, and contribute. Therefore, prompt, regular attendance is required. Students who miss more than four weeks of class during the standard academic semester (e.g.* ***twelve 50-minute classes****, eight 75-minute classes, or their equivalent) will not pass the course. Moreover, each student is accountable for all work missed because of absence, and instructors have no obligation to make special arrangements for missed work. Additional attendance requirements may be implemented at the discretion of the individual instructor.*

**If you do not inform me in advance that you will be absent, you will not be able to make up in-class points. Excessive tardiness is rude and unprofessional, so please make every effort to arrive in class on time. Also, please turn off cell phones before class.   
  
Assignments \_\_\_\_\_\_\_**All assignments must be submitted during class on the due dates, unless prior arrangements are made. Late work will be penalized one letter grade per day. **In order to receive a final grade, all assignments must be turned in.** Assignments that fail to meet the specified page requirements are considered “deficient” and will earn a D or F grade.

***--Journal (200 pts.)***: You will keep an electronic journal in which you will react to the reading assignments, practicum hours, and writing experiences. Follow this   
 procedure to create and complete your journal:

1. Open the template located on the course Blackboard site under “Course Information.”
2. Follow directions to personalize and save the template as your journal.
3. Follow the syllabus and add each journal entry to the same document.
4. Write each entry to fill at least one full page of double-spaced text (12 pt.)
5. Submit your journal to me by email **before each class period** for which you have a reading assignment and **after you submit an assignment**.

***--Paper (200 pts.):*** You will write a rhetorical analysis, submit all drafts and source materials in a pocket folder, and submit the final draft through   
 email.

1. Locate, analyze, and evaluate an article from an academic or professional journal (in the field chosen for the presentation) and write a 4-page paper with a separate works cited page.
2. Write in MLA style (double-space in 12pt Times New Roman font with 1” margins, ID block, header with last name and page numbers, and works cited page).
3. Reflect on the writing process in your journal.

**--*Presentation about writing in a discipline (200 pts.)***: You will investigate and present information about the genres, conventions, and expectations for writing in a

particular field:

1. Conduct an interview with an instructor who teaches writing in the field (content course or 300-level Gen. Ed. course like ENGL 320).
2. Examine the course materials.
3. Locate at least 3 secondary sources that discuss writing in the field (some are available in the Center for Writers).
4. Create and conduct a 30-45-minute PowerPoint presentation of your findings to the class.
5. Reflect in your journal.

***--Practicum (200 pts.):*** You will complete a practicum of 7-10 hours at the Center for Writers (CFW) and reflect upon the experiences in your journal. For full

credit, your practicum will involve both observation, supervised conferencing, and unsupervised conferencing.

1. Observe and reflect on ten (10) writing conferences conducted by experienced consultants at the Center for Writers (5 hours).
2. Conduct and reflect on eight (8) supervised writing conferences with an experienced tutor (4 hours).
3. Conduct and reflect on two (2) unsupervised writing conferences (1 hour).
4. Meet with Mrs. Pull to discuss the practicum experience and your journal.

**Important Notes:**

* 1. Although the main goal of the class is to prepare you for and provide you with experience in tutoring, some of you may not actually tutor. You may decide—based on readings and class discussion—that you are uncomfortable with the conference model of teaching, or I may decide—based on your class performance, poor attendance, or tardiness—that I am unwilling to allow you tutor. In either case, you must complete at least 7 hours of observation to pass the course.
  2. All students will be graded according to the number of completed hours and journal entries: 7 hours earns a D grade; 8 hours earns a C grade; 9 hours earns a B grade; 10 hours earns an A grade.

***--Electronic conferencing (100 pts.):*** You will insert marginal and end comments on a draft of a classmate’s commentary as an online conference (25 pts.), and you

will practice a second-draft online conference using Blackboard technology (25 pts.). You will copy all correspondence to your instructor, including

the drafts with your comments.

***--Exam (100 pts.):*** Your final exam will test your editing skills (sentence structure, clarity, usage, and punctuation).

***Total possible = 1,000 pts.***

**Grading Scale and Guidelines \_\_\_\_\_\_\_**

A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 59% & below

**"F" work is unsatisfactory.** Work shows little if any understanding of the given task, text, or rules. Content is disorganized and deficient and does not communicate an understanding of audience, purpose, or genre. Numerous grammar, spelling, and typographic errors impair understanding.

**"D" work is below average.** Work shows an inconsistent understanding of the given task, text, and rules. Thought and writing are often disorganized and do not communicate an understanding of audience or genre. Ideas are not supported with evidence; paper seems to be written quickly with little attention to revision or proofreading. Serious grammar, spelling, and typographical errors impair understanding.

**"C" work is satisfactory.** Work shows familiarity with, though not a complete understanding of, the given task and rules for writing as set out in the syllabus or assignment sheet. Thought shows inconsistent critical engagement or originality. Ideas might be too broad and not clearly supported with evidence. Writing tends to summarize or describe rather than analyze. Grammar, spelling, and typography contain multiple errors that impair understanding.

**"B" work is above average.** Work shows understanding of the given task and the rules for writing as set out in the assignment. Thinking is clear and shows insight, though it is not necessarily as highly critical or highly original as “A” work. Ideas are supported and explained, although not always clearly or consistently. Grammar, spelling, and typography contain a few errors, but none impair understanding.   
"**A" work is outstanding.** Work far exceeds the basic requirements of the assignment and the class. The content shows evidence of critical and original thinking. Ideas are clearly supported and explained. Grammar, spelling, and typography are almost error-free, and no errors impair understanding.

***TENTATIVE* Daily Schedule**

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| --- | --- | --- | --- |
| **Wk** | **Day** | **Homework to Complete Before Class** | **In-Class Activities** |
| 1 | M | ***No class (term begins at 4:00 p.m.)*** | |
| W | None | * Discuss syllabus, reflective practice, and journal template on BB. * Change location to Center for Writers? * Introductions * Introduce yourself: name, hometown, major, and career goals—and describe the most difficult paper you have ever written. * Introduce your partner to the class. |
| F | * **Write** journal entry #1 before reading. * **Read** Russell, “The Myth of Transience” (posted on Blackboard) * **Email** journal to me before class with entries #1 & #2. | * Discuss readings and WAC/WID. * Review Five Factors taught in ENGL 110/120: audience, purpose, context, genre, style (handout) * Introduce rhetorical analysis and WID assignments. Sign up for WID presentations |
| 2 | M | * ***No class—MLK, Jr. Day*** | |
| W | * **Email journal entry #3 to me before class:** * *SMS*: North, “The Idea of a Writing Center” pp. 44-57 * “Brief History of WAC and WID” (On Blackboard) * “History of the NDSU Center for Writers” (on Blackboard) | * Discuss readings * Discuss classical rhetorical strategies: *ethos, pathos, logos* in *Call to Write*, Ch. 2 and 3 * Review models of rhetorical analysis * Assign “Propaganda” and Logical fallacies practice on Blackboard |
| F | * **Find article to analyze for RA** * **Schedule WID interview with an instructor.** * **Read and email journal entry #4:** “Propaganda: How Not to Be Bamboozled” (Blackboard) * **Complete logical fallacies practice (handout)** | * Discuss fallacies reading and handout. * Discuss Practicum |
| 3 | M | * **Begin drafting RA** * **Begin practicum: Work with a classmate to make appointments at the Center for Writers to discuss your RA and to observe a classmate’s session.** * **Email journal entry #5:** * *SMS: “*The Tutoring Process: Exploring Paradigms and Practices” pp. 1-34 and “Readings: Entering the Professional Conversation” pp. 35-43 | * Discuss readings |
| W | * **Email journal entry #6:** * *BG*: “Introduction for Tutors” * *BG* Ch. 1: “The Writing Center as a Workplace” * *BG* Ch. 2: “Inside the Tutoring Session” | * Progress reports on RA and interviews. * Discuss readings |
| F | * **Continue drafting RA** * **Email journal entry #7:** * *BG* Ch. 3: “Tutoring Writers Through the Writing Process” | * Discuss observation #1. |
| 4 | M | * **Email journal entry #8:** * *BG* Ch. 4: “The Writers You Tutor” * **Work with a classmate to make appointments at the CFW to discuss your RA and to observe a classmate’s session—observation journal entry.** | * Discuss readings |
| W | * **Revise RA.** * **Continue observation hours in the CFW.** * **Email journal entry #9:** * *BG*: Ch. 5: “Helping Writers across the Curriculum” * *BG:* Ch. 7: “Addressing Various Tutoring Situations” | * Discuss readings |
| F | * **Continue observation hours in the CFW.** * **Email journal entry #10:** * *SMS*: “Minimalist Tutoring” pp. 128-133 * *SMS*: “A Critique of Pure Tutoring” pp. 133-148 | * Discuss readings |
| 5 | M | * **Email journal entry #11:** * *SMS*: “Power and Authority in Peer Tutoring” pp. 112-127 * *SMS*: “Tutoring Style, Tutoring Ethics,” pp. 148-155. | * Discuss readings * Higher Order Concerns (HOC) vs. Lower Order Concerns (LOC) * **Peer review of rhetorical analysis** |
| W | * **Print rhetorical analysis and submit in folder with copy of the article.** * **Email copy of RA and journal entry #12: react to the rhetorical analysis assignment** | * **Submit rhetorical analysis and article in folder** * Assignments and expectations for ENGL 110/120 Common first-year genres—profile, review, rhetorical analysis, commentary, genre-awareness project |
| F | * **Continue gathering info for WID presentation.** * **Continue practicum observation hours and journaling.** | * Discuss *The Call to Write,* Ch. 9 Commentary |
| 6 | M | * **Email journal entry #13:** * *ESL:* “Before the Conversation,” pp. 1-13 * *ESL*: “Listening to and Learning from ESL Writers,” pp.217-229 * *ESL*: "Theoretical Perspectives on Learning a Second Language" pp. 18-30 | * Watch DVD: *Writing Across Borders* * Discuss readings: English Language Learners (ELL) |
| W | * **Continue practicum observations.** * **Email journal entry #:14:**   + *ESL*: “Breaking Ice and Setting Goals,” pp. 33-40   + *ESL*: “Reading an ESL Writer's Text,” pp. 42-49   + *ESL:* “Avoiding Appropriation,” pp. 51-63 | * Discuss readings: English Language Learners (ELL) |
| F | * **Continue practicum observations.** * **Email journal entry #15:** * *ESL*: “Earth Aches by Midnight” pp. 66-75 * *ESL*: “Looking at the Whole Text” pp. 78-88 * *SMS*: “Reassessing the Proofreading Trap,” pp. 284-299 | * Discuss readings |
| 7 | M | * ***No class—Presidents' Day*** | |
| W | * **Continue practicum hours.** * **Email journal entry #16:** * *ESL:* “A(n)/The/Ø Article About Articles,” pp.105-114 | * Discuss readings * Review handbooks--ESL challenges |
| F | * **Continue practicum hours.** | * Review handbooks--ESL challenges |
| 8 | M | * **Continue practicum hours.** * **Email journal entry #17:** * *ESL:* “Editing Line by Line,” pp. 116-129 * *ESL:* “Raising Questions About Plagiarism,” pp.161-171 * *ESL*: “English for Those Who (Think They) Already Know It,” pp. 208-216 | * Discuss readings. * Hand out diagnostic worksheet |
| W | * **Begin supervised tutoring and journaling.** * **Complete diagnostic worksheet** | * Discuss diagnostic worksheet |
| F | * **Conduct online tutoring session with classmate.** * **Continue supervised conferencing and journaling.** * **Work on WID presentation and commentary.** | * ***No class—practicum comp time*** |
| 9 | M | * **Continue supervised tutoring and journaling.** * **Email journal entry #18:** * *BG*: Ch. 6—“Tutoring in the Information Age” * *SMS*: “Preserving the Rhetorical Nature of Tutoring When Going Online,” pp. 326-334 * *ESL*: “Responding Online,” pp. 149-159 | * Online tutoring demonstration (Collaborate) |
| W | * **Email journal entry #19—react to Collaborate demonstration and online tutoring.** * **Continue supervised conferencing and journaling.** * **Work on WID presentation.** | * **Discuss strategies for inserting comments and tracking changes in MS Word** |
| F | * **Work on WID presentation.** * **Continue supervised tutoring and journaling.** | * ***No class—practicum comp time*** |
| 10 | **Mar.** | * ***No Classes--Spring Break*** | |
| 11 | M | * **Work on WID presentation.** * **Continue supervised tutoring and journaling.** | * To be determined |
| W | * **Work on WID presentation.** * **Continue supervised tutoring and journaling.** | * Avoiding plagiarism—accurate quoting, summarizing, and paraphrasing |
| F | * **Work on WID presentation.** * **Continue supervised tutoring and journaling.** | * MLA style |
| 12 | M | * **Work on WID presentation.** * **Continue supervised tutoring and journaling.** | * APA style |
| W | * **Work on WID presentation and commentary.** * **Continue supervised tutoring and journaling.** | * Chicago style |
| F | * ***No Class--Easter Break*** | |
| 13 | M | * ***No Class--Easter Break*** | |
| M | * **Work on WID presentation.** * **Continue supervised tutoring and journaling.** | * Writing in the Disciplines--ENGL 320: Business and Professional Writing   **Presenter:** |
| W | * **Email first draft of commentary to partner for feedback in margins.** * **Finish supervised tutoring.** | * Writing in the Disciplines--ENGL 321: Writing in the Technical Professions   **Presenter:** |
| 14 | M | * **Work on WID presentation.** * **Begin unsupervised tutoring and journaling.** | * Writing in the Disciplines—ENGL 322: Creative Writing I / ENGL 323: Creative Writing II   **Presenter:** |
| W | * **Work on WID presentation.** * **Continue unsupervised tutoring and journaling.** | * Writing in the Disciplines—ENGL 324: Writing in the Sciences and MICR 354: Scientific Writing   **Presenter:** |
| F | * **Work on WID presentation.** * **Continue supervised tutoring and journaling.** | * Writing in the Disciplines--ENGL 325: Writing in the Health Professions   **Presenter:** |
| 15 | M | * **Continue unsupervised tutoring and journaling.** | * Writing in the Disciplines--English 326: Writing in the Design Professions   **Presenter:** |
| W | * **Continue supervised tutoring and journaling.** | * Writing in the Disciplines--ENGL 358: Writing in the Humanities and Social Sciences   **Presenter:** |
| F | * **Continue unsupervised tutoring and journaling.** | * Writing in the Disciplines—ENGL 357: Visual Culture and Language   **Presenter:** |
| 16 | M | * **Continue unsupervised tutoring and journaling.** | * Writing in the Disciplines—HIST 390: Historical Research and Writing   **Presenter:** |
| W | * **Continue unsupervised tutoring and journaling.** | * Application essays—scholarships, graduate schools |
| F | * **Email journal entry #20: react to WID presentation assignment** * **Complete online course evaluation** * **Schedule meeting with instructor to discuss conferences and journal entries.** | * ***No class—practicum comp time*** |
| 17 | M  Dead Week | * **Email journal entry #21:** * *SMS*: “Learning Disabilities and the Writing Center” pp. 249-262 * **Continue unsupervised tutoring and journaling.** | * Discuss readings * Guest speaker from Disability Services |
| W | * **Email journal entry #22:** * *BG*: Ch. 8, “Research in the Writing Center” * *BG*: Ch. 9, “The Writing Center as a Community” * Make suggestions for improving the class content, assignments, and instruction. * **Finish unsupervised tutoring and journals.** | * Review for final test |
| F | * **Review for final test.** | * **Final journals due through email.** * **Meet in CFW.** |
| 18 | TBD | * Final Test | |