

Appendix: English 380 Course Syllabus

Language, Literature, and Writing English 10-380-01: Practicum in Teaching Writing (1 hour) Fall 2018

Instructor: Dr. Heather N. Hill

Email: Hhill@nwmissouri.edu

Prerequisites: Employment in the writing center

Textbook and supplementary materials: The required textbook for this course is Ben Rafoth's *A Tutor's Guide: Helping Writers One to One*, which is available through Textbook Services. In addition, you will need to read weekly articles that are posted on our course Canvas page and listed on the course calendar at the end of the syllabus.

Course description: Laboratory practice in teaching developmental writing skills and tutoring in a small-group setting.

Assessment methods: Successful completion of the course will be determined through assessment of individual writing projects as described in Graded Course Requirements.

Instructional methods: This course will consist of a combination of reading discussions, small group work, in-class exercises, and short lectures.

Graded course requirements: Your final grade in the course will be based on the following criteria:

For undergraduates:

- Reflection papers: 20% each for a total of 80%
- Participation (which includes your in-class participation and your observations in the WC): 20%

For graduate students:

- Reflection paper: Reflection papers: 18% each for a total of 72%
- Argument essay: 15%
- Participation: 13%

* You must receive a minimum of a B in this class or you will not be allowed to continue tutoring the writing center

Course outline/major topics studied: This class is designed to prepare you to be an effective writing center tutor. You are in this class because you have demonstrated excellent writing ability as well as potential to help others improve their writing. You have likely become

proficient in what many call the “academic argument” essay, or what I will mostly be calling “school essay.” You may have been getting A’s on this kind of paper since middle school. However, because of that, many of your writing skills may have become tacit (or sort of subconscious), making those things difficult for you to explain to others. In addition, “school essay” is only one genre among thousands that you (and the students who visit the writing center) may have to write throughout your lives (both within and outside the university). Therefore, in this class, we will study why people write and how people write for the many different situations that they write for. We will talk about “school essays” quite a bit because it is an important genre for many of the students who visit the writing center. However, we will also focus on different genres of writing and how writing and research is used in the different disciplines within the university. We will also discuss the many different versions of “school essay” and how your students may need to adapt their knowledge of that genre for different classes. The main goal of this class is to come to a much broader and more complex understanding of what “good writing” is and how writing works both within and outside the university. Through this study, you will be more prepared to help writing center clients use all the knowledge they possess to improve their writing.

Writing projects: During the course of the semester, you will be required spend 6 hours observing experienced tutors. You will then need to write 4 2-page reflection papers. Two of these will be based on your observations of the tutoring sessions of experienced tutors, and two of these will based on your own tutoring sessions. You can do these papers whenever you want but should write them within 1 week of the tutoring session you are discussing. Graduate students will also be required to write a 5-6 page literature review/argument essay about the articles read during this course.

Class Discussion: Class discussions provide opportunities for students to think critically about the course readings as well as their experiences in the writing center. Effective class discussions create a community in which students are willing to share their ideas and to accept constructive criticism from their peers. Class discussions allow you the opportunity to test your opinions, to re-think assumptions, and right misconceptions you may have. Please come to class prepared to talk about your thoughts on the assigned readings. In addition, feel free to bring questions or issues you are having in the writing center that you would like to talk about.

English 380 Course Calendar

This schedule is tentative and may be changed if needed

Orientation:

Introductions to the class and the writing center, writing misconceptions, what is “good writing”?
Downs and Wardle “Introduction to the Conversation”

Week 1:

Rafoth Chapter 1

Week 2:

Stephen North “The Idea of a Writing Center,” Rafoth Chapter 2

Week 3:

Lucille McCarthy “A Stranger in Strange Lands,” Rafoth chapter 3

Week 4:

Anne Johns “Discourse communities and Communities of Practice,” Rafoth Chapter 4

Week 5:

Amy Devitt “A Proposal for Teaching Genre Awareness” (from *Writing Genres*), Rafoth Chapter 6

Week 6:

Mary Jo Reiff and Anis Bawarshi “Tracing Discursive Resources,” Rafoth Chapter 7

Week 7:

Rafoth Chapter 11

Week 8:

Bonnie Devet “The Writing Center and Transfer of Learning”

Week 9:

Rafoth Chapter 12

Week 10:

Kathleen Blake Yancey, Liane Robertson, and Kara Taczak “How Students Make Use of Prior Knowledge in the Transfer of Knowledge and Practice in Writing” (from *Writing Across Contexts: Transfer, Composition, and Cultures of Writing*)

Week 11:

Rafoth Chapter 13

Week 12:

Dana Lynn Driscoll “Building Connections and Transferring Knowledge”

Week 13:

Rafoth Chapter 16

Week 14:

Pam Bromley, Kara Northway, and Eliana Schonberg “Transfer and Dispositions in Writing Centers: A Cross-Institutional Mixed-Methods Study”

Week 15:

Rafoth Chapter 17

Week 16:

All papers due by the final exam time