

Sul Ross State University
**ENGL 5305 Writing Center Theory &
 Practice**
 Spring 2022

Instructor:	Dr. Sally Roche
Hours of Availability:	M–Th: 11:00 – 2:00 & by appointment (emails and phone calls) Virtual Office (in Blackboard) is open Wednesdays and Thursdays 11:00 – 1:00.
Communication	The best way to communicate is through SRSU email: smoreman@sulross.edu. I respond to emails and calls within 24 hours on weekdays; weekend & holiday communications will be addressed the following weekday.
Office Location:	Del Rio Faculty Building #213
Telephone:	830 703 4837
Email Address:	smoreman@sulross.edu
Class Schedule:	ENGL 3304: MW 4:30-5:45 ENGL 3310: T 4:30-5:45 ENGL 5305: Web
Required Texts:	See Blackboard

Course Description

In this course, we will explore the connections between writing center theories and practices. As Lauren Fitzgerald and Melissa lanetta write in our textbook, it is useful for tutors to “test their theories of what might work in a writing center session” so that they can also explore and analyze “why such things happen” (xv). So in this class, we will read and discuss writing center theory and apply some of the theory to the practice of writing center tutoring. You will also explore a research question about tutoring which you will develop into both a conference presentation and research paper.

MA English Program Marketable Skills

1. Students will communicate effectively in writing and speaking.
2. Students will use different research strategies to address problems and develop ideas that engage a variety of perspectives.
3. Students will recognize how social and cultural contexts shape meaning and language.

SRSU English Program Student Learning Outcomes

SLO 1 - Students will demonstrate a critical understanding of the significance of major authors, literary works in different genres, and definitive literary movements in literature, theory, and writing.

SLO 2 - Students will demonstrate the ability to critically analyze and interpret literature, theory, and writing.

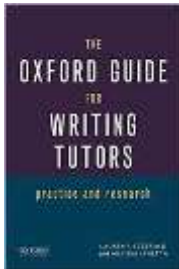
SLO 3 - Students will demonstrate the ability to conduct and utilize research methodologies in the study of literature, theory, and writing.

ENGL 5305 Student Learning Objectives

By the end of the course, students will be able to

- Deliver a researched presentation at a research symposium or conference
- Write a researched paper, a scholarly argument, that develops a theory of “what might work” in tutoring supported by analysis of “why” a specific practice might work (Ianetta and Fitzgerald xv).
- Diagnose writers’ requests for help for most effective focus on writer’s learning (as opposed to a single product)
- Use conversational, motivational, and scaffolding skills to help writers in tutoring sessions
- Apply global (higher order) versus local (lower order) concerns appropriately
- Demonstrate ethical methods of tutoring in online sessions

Texts



- Ianetta, Melissa, and Lauren Fitzgerald. *The Oxford Guide for Writing Tutors: Practice and Research*. Oxford UP, 2016.
- *WLN: A Journal of Writing Center Scholarship* at <https://wlnjournal.org/archives.php>
- Readings in Blackboard

Assignments

Assignment	Date due	Points Possible
Journal entries		100
Discussions		100
Research Paper Proposal	February 27	100
Submit abstract to SRSU Symposium	February 28	C/I
SRSU Research Symposium Presentations	April 3	100
Practice tutoring sessions (5+ sessions)		C/I
Tutoring Portfolio	April 29	200
Present research to ENGL 5305 class	Weeks 11 & 12	100
Research Paper	April 17	200
Total		1000

Grading

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 – 59

Course Grade is calculated as a percentage of your cumulative points. So if you earn 793 points, then your grade is 79% or a C.

Course Policies**Scholastic Honesty**

All work submitted must be your own and must be written exclusively for this class; the use of sources must be appropriately, correctly, and consistently documented. Quotations, paraphrases, or summaries that are not documented and the use of papers written by others constitute plagiarism.

Three different acts are considered plagiarism:

- (1) failing to cite quotations and borrowed ideas,
- (2) failing to enclose borrowed language in quotation marks, and
- (3) failing to put summaries and paraphrases in your own words.

A grade of “F” for the course is earned if the work exhibits any of these kinds of scholastic dishonesty.

Class Attendance

Missing classes will result in lower grades. In-class work will be graded and no make-up grades will be possible for missed classes unless the absence is approved. To request approval, email Dr. Roche a memo (clear, revised, edited language) within 24 hours of the absence.

Turning in Papers/Assignments

To pass the class you must successfully complete and turn in to me each assignment by the due date. All assignments must be submitted to Blackboard. If life gets in the way, please email Dr. Roche to request a chat to discuss options.

For Remote/Online Courses Only - SRSU Distance Education Statement.

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Americans with Disabilities Act

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class.

RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email pharris@sulross.edu. Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address, too).

Alpine students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

Schedule (subject to change)

Oxford Guide refers to our textbook, *The Oxford Guide for Writing Tutors: Practice and Research*

Some readings are in Blackboard

Week 1

1/14 to 1/16

Read Kenneth Bruffee "Peer Tutoring and the 'Conversation of Mankind'" *Oxford Guide* 325-335 (and in Blackboard) and

Ch 2 "Tutoring Writing: What, Why, Where, and When" (both posted to Module 1 in Blackboard)

Week 2

M 1/18 to 1/23

Ch 3 "Tutoring Practices" *Oxford Guide*

Ch 8 "Kinds of Research—And the Kinds of Questions They Can Answer" *Oxford Guide* (189-208)
Stephen North "The Idea of a Writing Center" (Blackboard)

Week 3

1/24 to 1/30

Ch 4 "Authoring Processes" *Oxford Guide* (83-107)

Ch 9 "Looking through Lenses: Theoretically Based Inquiry" *Oxford Guide* (209-221)

Jeff Brooks "Minimalist Tutoring" (Blackboard)

Week 4

1/31 to 2/6

Ch 7 "New Media and Online Tutoring" *Oxford Guide* (164-184)

Ben Rafoth "Responding Online" (in Blackboard)

George Cooper, Kara Bui, and Linda Riker "Protocols and Process in Online Tutoring" in Rafoth, ed. *A Tutor's Guide* p 129-139. (Blackboard)

Week 5

2/7 to 2/13

Ch 5 "Tutor and Writer Identities" *Oxford Guide* (109-133)

Cynthia Linville "Editing Line by Line" (in Blackboard)

Jennifer J. Ritter "Recent Developments in Assisting ESL Writers" in Rafoth, ed. *A Tutor's Guide* p 54-62. (Blackboard)**Week 6 Practical Matters**

2/14 to 2/20

Alice L. Trupe "Organizing Ideas: Focus Is the Key" in Rafoth, ed. *A Tutor's Guide* p 98-106. (Blackboard)Ben Rafoth "Helping Writers to Write Analytically" in Rafoth, ed. *A Tutor's Guide* p 107-114). (Blackboard)Carol Briam "Shifting Gears: Business and Technical Writing" in Rafoth, ed. *A Tutor's Guide* p 63-73. (Blackboard)**Week 7 Research Proposal due 2/27**

2/21 to 2/27

Mary Mortimore Dossin "Using Others' Words: Quoting, Summarizing, and Documenting Sources" in Rafoth, ed. *A Tutor's Guide* p 159-165. (Blackboard)Renee Brown, Brian Fallono, Jessica Lott, Elizabeth Matthews, and Elizabeth Mintie "Taking on Turnitin: Tutors Advocating for Change" *Oxford Guide* (307- 324)**Week 8**

2/28 to 3/6

Linda K. Shamon and Deborah H. Burns "A Critique of Pure Tutoring" (Blackboard)

Grutsch McKinney "New Media Matters: Tutoring in the Late Age of Print" *Oxford Guide* (365-381).**Spring Break**

3/7 to 3/11

Week 9

3/14 to 3/20

Jennifer Nicklay "Got Guilt? Consultant Guilt in the Writing Center Community" *Oxford Guide* (473-481)Natalie DeCheck "The Power of Common Interest for Motivating Writers: A Case Study" *Oxford Guide* (336-342)**Week 10**

3/21 to 3/27

Mozafari "Creating Third Space: ESL Tutoring as Cultural Mediation" *Oxford Guide* (449-463)

Week 11 Research Presentations to Class

3/28 to 4/3

Practice tutoring and construct Tutoring Portfolio

Week 12 Research Presentations to Class

4/4 to 4/10

Practice tutoring and construct Tutoring Portfolio

Week 13 SRSU Student Research Symposium April 11, Research Paper due 4/17

4/11 to 4/17

Practice tutoring and construct Tutoring Portfolio

Week 14

4/18 to 4/24

Practice tutoring and construct Tutoring Portfolio

Week 15 Tutoring Portfolio due 4/29

4/25 to 5/1