

ENGLISH 395.01

WRITING CENTER PRACTICUM

Instructor: Dr. Theresa Flynn
Class Meetings: Thursday 12:00-1:30pm
Class Location: Cultural Arts Center (CAC) 122
Course Site: <http://faculty.pepperdine.edu/tflynn/English/395>

Office Hours: By appointment
Office Location: CAC 103 (In the Writing Center)

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Course Description:

The writing center practicum combines instruction in writing center theory and writing pedagogy with practical experience tutoring in The Writing Center. This is an “in-house” internship. As a student in this class, you will commit to working in the Writing Center as a peer tutor for a minimum of 3 hours a week. There will be weekly reading assignments and a significant portion of class time will be spent discussing the implications/applications of individualized writing instruction (as informed by the readings and practical experiences in the Writing Center). In this class you will become part of a professional community—The Writing Center. In the process of tutoring others you will learn much about yourself and the art and craft of writing.

Course Objectives:

In this class you will learn:

- ☐ About the principles of the composition program at Seaver College, including the Junior Writing Portfolio and the Writing Center.
- ☐ To develop personal critical awareness of the process of writing—the joys, frustrations, successes and failures—an awareness helpful as we establish rapport with student writers.
- ☐ About the dimensions of writing—ffective, behavioral, and cognitive—and how each fits into a particular writing conference.
- ☐ To use effective strategies to help students improve both their writing processes and their written products
- ☐ To build a repertoire of effective tutoring practices—
 - Initiating a tutorial, establishing an agenda with the student, and concluding the conference
 - Focusing on higher order rather than lower order concerns
 - Protecting the dignity of the student, insisting on student ownership of the paper, balancing ethical considerations, meeting obstacles with creativity and confidence
 - Working with all students including ESL students, learning disabled, inexperienced writers
 - Maintaining a professional relationship between the writing center and the faculty
- ☐ To create writing resources (such as instructional websites or handouts)
- ☐ About your preferred learning style
- ☐ To adapt your teaching style to reflect the learning styles of those you tutor

Expectations:

I expect all class members to arrive for their scheduled tutoring hours ***ON TIME***, and to show compassion, respect, and genuine interest in those students seeking help with their writing. You will become part of the Writing Center team; you should dress and behave in a professional manner.

Teaching Methods:

I believe that there is more collective knowledge in an entire class of students than there could ever be in one instructor. I value frank and open discourse among all students in the class and I will actively seek to create a genuine sense of community in this class. We will all share in the responsibility of teaching. We will use class discussion as well as computer-mediated forms of communication such as discussion boards and synchronous chats to develop and strengthen our writing community.

Course Materials:

Required Texts

Harris, M. Prentice Hall Reference Guide to Grammar and Usage, 4th ed. Upper Saddle River, NJ: Prentice Hall, 1999.

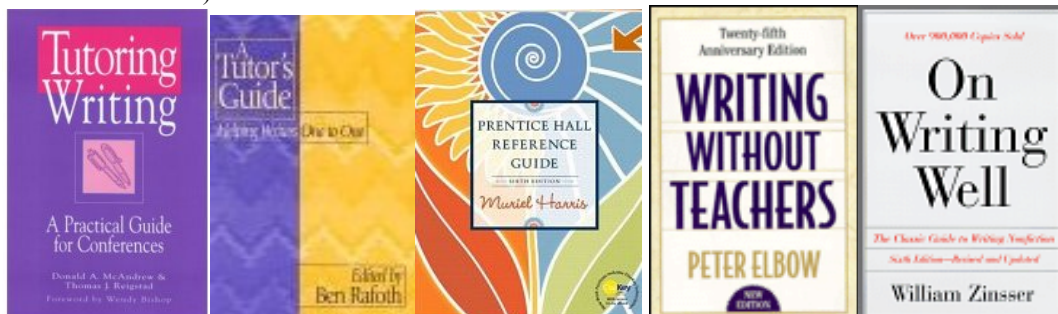
McAndrew, Donald A. & Thomas J. Reigstad. Tutoring Writing: A Practical Guide for Conferences. Portsmouth, NH: Heinemann, 2001.

Recommended Texts

Elbow, Peter. Writing Without Teachers. Twenty-Fifth Anniversary Edition. New York: Oxford UP, 1998.

Raforth, Ben, ed. A Tutor's Guide: Helping Writers One to One. Portsmouth, NH: Heinemann, 2002.

Zinsser, William. On Writing Well: The Classic Guide to Writing Nonfiction. Anniversary Edition. New York: HarperPerennial, 2002. (You can purchase this from www.amazon.com or a local bookstore).



There will also be selected online articles and handouts which will be available on the ENG 395 BlackBoard course.

Attendance & Participation

There are only 14 classes in this course. Please intend on coming to every class. Every class is important and you cannot make up for classes that you miss. There will be at least one class that I will not be able to attend, due to the impending birth of my baby! On that class date, I will arrange for an online activity that will involve participation in BlackBoard's discussion board.

Participation includes actively contributing to class discussions and posting meaningful responses on BlackBoard's electronic discussion forum. Do not underestimate your importance in this class. Your active participation and attitude in class can enhance everyone's learning experience.

Academic Integrity

While I do not think that this will be a concern in this class, it may be something you will encounter in your tutoring. Please familiarize yourself with Pepperdine University's Code of Academic Integrity found online at: <http://seaver.pepperdine.edu/academicintegrity/policies/code.htm>. Unfortunately, students do, on occasion, violate Academic Integrity, and this provides a need for discipline and an opportunity for restoration. Violations include plagiarism, cheating, fabrication, and facilitating academic dishonesty. All suspected and confirmed cases of academic integrity violations will be reported to the Academic Integrity Committee.

Writing Center

Please help to promote the use of the Writing Center. Remind those that you meet of its location: CAC 103. The Writing Center is a place where students can obtain one-on-one help with papers in any discipline and at ANY stage of the writing process. Students can sign up for an appointment by visiting the website at: <http://seaver.pepperdine.edu/writingcenter/>.

Required Assignments for 2 Units of Upper Division Credit

1. Three (3) hours of tutorial time faithfully executed each week. Students who sign up for tutoring (and your colleagues in the Writing Center) count on your being on time and in a gracious frame of mind.
2. Class Readings, Exercises, Short Writings. This is a "hands-on" class. Please be prepared for each session. Keep a portfolio of completed work. Be prepared to engage in discussions every week.
3. Journals. Write entries as assigned (approximately 400-500 words). Generally your entry will focus on an experience, issue, or reading related to tutoring or your own writing. Work on these entries as pieces of writing, considering your own process as you compose. Be prepared to share your writings with the class.
4. Public Presentation/Workshop.
 - ☐ Find a faculty member with whom you want to work. Devise a writing workshop for his/her class (if you cannot arrange this, you may create a workshop for students in general and present it without a faculty member).
 - ☐ Prepare a PowerPoint presentation to help sharpen the focus of the workshop and practice it several times before the workshop date.
 - ☐ Choose one of the 26 films (excluding the "modes") from the Annenberg PCZB series. Choose a workshop date. Make and post advertisements. Preview the film several times and present the material in your live workshop.
 - ☐ Prepare an opening summary for those who attend the workshop

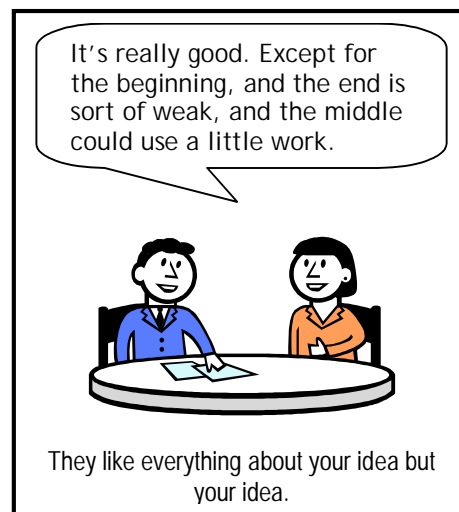
- ☐ Prepare a worksheet to reinforce the main points (something that students can take with them).
- ☐ You may use the Writing Center for your workshop, depending on the time you wish to present. (Consult with me first). Otherwise, you should work to secure a room for your presentation.

Writing Center Consultant—Paid Positions

If you would like to continue working as a consultant in the Spring 2006, you must complete an application process. To apply, you should do the following:

- ☐ Have me observe one of your tutorials
- ☐ Write a 2-3 page analysis of the strengths and weaknesses of the that tutorial
- ☐ Arrange for an interview with me to be conducted before final exams in April.

New tutors will be paid \$9.50/hour with the opportunity to earn up to \$10.00/hour through merit-based salary increases. Students who are eligible for federal work-study are especially encouraged to apply.



Your First Writing Assignment: Case Study of a Writer

Write a 3-4 page analysis of your development as a writer over the last year or last semester. How have you changed or stayed the same? Why? Consider both your writing “processes” and your writing “products.” Make your study as detailed as you can in 3-4 pages by including examples of assignments, courses people, books, personal experiences, specific pieces of writing, etc. that help explain or illustrate your own development. Don’t be afraid to give yourself credit for what you do well but don’t feel that you have to be perfect because you will be teaching others.

Format: MLA style, 12-point, double-spaced.

DUE: Submit by Wednesday, January 11th, 2005.

Post to BlackBoard’s Discussion Board.

GRADING RUBRIC FOR FRESHMAN COMPOSITION ESSAYS

A

- An **A** essay is **extraordinary work** that **more than fulfills the requirements of the assignment**.
- The assignment is tackled in an **innovative** way, reflecting a **clear sense of audience and purpose, an insightful thesis**, and **appropriate and effective organization**.
- The **structure** is carefully planned; each section of the essay develops the thesis with logical arguments and specific, conclusive evidence, which has been interpreted and clearly relates to the writer's point.
- The **style** is energetic and precise: the sentence structure is varied and the words are carefully chosen.
- **How** the writer says things is as excellent as **what** the writer says.
- There is evidence of **careful editing** since the essay contains **few grammatical and/or mechanical errors**.

B

- A **B** essay is clearly **above average** and **more than meets the requirements of the assignment**.
- Like the "A" paper, it has a **clear thesis** and **organizational strategy**; each paragraph provides **unified, coherent, and developed support for its thesis** and subordinate assertions.
- While the essay does **take some "risks,"** attempts **complex strategies of development**, and pays **attention to audience**, overall, it **falls short of the "A" essay in one or more of the following ways**:
 - the **thesis** may not be as interesting or insightful;
 - there may be weaknesses in **organizational strategy** or its execution;
 - the **support** may not be uniformly conclusive and convincing;
 - the **style** may not be as energetic or the **diction** as thoughtful.
 - The essay shows strong evidence of editing since there are relatively few grammatical and/or mechanical errors.

C

- A C essay is **average work** that **solidly meets the requirements of the assignment**.
- The essay has:
 - a **thesis and organizational plan which demonstrate thought** on the writer's part
 - a **generally clear style**
- Paragraphs contribute unified and coherent support, but the writer may **have difficulty with any of the following**:
 - the **thesis may be too general**
 - the evidence may be **predictable**, may **not be thoroughly interpreted**, or **may not be clearly related to the writer's point**
 - the **paragraphs may be uneven in development and transition**
- Even in the "C" essay, there should be **relatively few grammatical or mechanical errors**--not enough to interfere with readability; the student has done some editing, even though it may be superficial.

D = N/C

- A D or N/C essay is **below average work** that may or may not demonstrate a **serious attempt to fulfill the assignment** and may show **some promise** but **does not fully meet the requirements of the assignment**.
- The essay may have **one** or several of the following weaknesses:
 - It may have a general or implied thesis; but the **idea may be too broad, vague, or obvious**.
 - The **organizational plan** may be **inappropriate** or **inconsistently carried out**.
 - **Evidence** may be too **general, missing, not interpreted, irrelevant to the thesis**, or **inappropriately repetitive**.
 - The **style** may be compromised by **repetitive or flawed sentence patterns** and/or **inappropriate diction** and **confusing syntax**
 - **Grammatical and mechanical errors** may interfere with readability and indicate a **less-than-adequate attempt at editing** or unfamiliarity **with some aspects of Standard Written English**.

Junior Writing Portfolio Rubric

Category	5	4	3	2	1
1. Clarity/Style	<ul style="list-style-type: none"> Writing engages reader and enhances his/her understanding of the topic. Vocabulary & sentence structure are sophisticated and appropriate for the topic, discipline, and intended audience. 		<ul style="list-style-type: none"> Writing enables reader to understand ideas with little or no re-reading. Vocabulary and sentence structure are adequate, especially for discipline, but may lack sophistication. Writer avoids redundancy. 		<ul style="list-style-type: none"> Writing requires reader to frequently re-read in order to understand ideas or writing is so confusing that reader fails completely to understand ideas. Simplistic word choice limits description and/or expression. Redundancies distract and confuse reader.
2. Organization/ Fluidity	<ul style="list-style-type: none"> Writing clearly demonstrates an effective pattern of organization that facilitates the reader's understanding. Papers have an effective beginning, sophisticated development, and thoughtful conclusion. Writer employs clear and appropriate transitions. Paragraphs reflect appropriate and mature levels of thought and development. 		<ul style="list-style-type: none"> Writing follows an appropriate pattern of organization. Overall unity and coherence are adequate. Some connections and transitions may be unclear. Paragraphs reflect adequate levels of thought and development. 		<ul style="list-style-type: none"> Writing's overall structure lacks coherence. Organization of ideas may be confusing. Transitions are awkward or absent. Insufficient development of paragraphs. Poorly developed.
3. Explanation/ Evidence	<ul style="list-style-type: none"> Main points clearly stated and well advanced. Statements substantially supported with compelling evidence. 		<ul style="list-style-type: none"> Main points adequately stated. Statements sufficiently supported with relevant evidence. 		<ul style="list-style-type: none"> Main points not clearly stated. Statements insufficiently supported or supported with irrelevant evidence.
4. Critical Thinking	<ul style="list-style-type: none"> Insightful, well-articulated analysis, synthesis, and critique of the subject. Sustains a well-focused analysis, connecting ideas in a sophisticated and logical manner. Thoughtfully considers multiple viewpoints/positions where appropriate. 		<ul style="list-style-type: none"> Cogent, clear analysis, synthesis, and critique of the subject. Connects ideas logically. Identifies multiple viewpoints where appropriate. 		<ul style="list-style-type: none"> Superficial and/or poorly articulated analysis of subject. Fails to connect ideas logically. Ignores or superficially evaluates multiple viewpoints.
5. Research Techniques	<ul style="list-style-type: none"> Adeptly uses appropriate materials from a variety of resources to support ideas. Consistently employs a standard documentation style. 		<ul style="list-style-type: none"> Adequately uses appropriate materials from a variety of resources to support ideas. Employs a standard documentation style with few errors. 		<ul style="list-style-type: none"> Fails to select and synthesize appropriate resources. Makes significant errors in documentation style.
6. Mechanics /Usage	<ul style="list-style-type: none"> Sophisticated use of grammatical conventions. Writing is virtually free from the kinds of errors that distract from meaning and readability. 		<ul style="list-style-type: none"> Grammatical structures are generally appropriate, although not necessarily perfect. Occasional errors may distract from meaning and readability. 		<ul style="list-style-type: none"> Grammatical errors are so obtrusive that readers are seriously distracted by them.