Course Syllabus

ENC 4275/ENC 5276: Theory and Practice of Tutoring Writing

Instructor: Debbie Weaver

Email: Please use the Canvas email, but my other email is **Deborah.Weaver@ucf.edu**

- Fall 2022: Section 00098
- Class Meeting Time: Tuesdays, 6:00-8:00 p.m.
- Office Hours: Tuesdays, 4:30-5:30 p.m. (or by appointment)
- Office: You'll find me in the Writing Center in Trevor Colbourn Hall, First Floor

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COURSE DESCRIPTION AND OBJECTIVES

ENC 4275/5276: Theory & Practice of Tutoring Writing is a practicum, which educates student peer tutors to assist writers in UCF's University Writing Center (UWC). The course is the theory and practice of assessing and responding to writing as a collaborator (as opposed to an evaluator). All writing consultants are required to complete this course, which provides an introduction to writing center research, theory, and practice. This course is a recommended prerequisite for ENC 5705: Theory & Practice of Composition.

Objectives: At the heart of the Writing Center are six principled values: respect, compassion, diversity and inclusion, collaboration, adaptability, and learning. The principles guide everything we do in the center and are shaped by the desire to advance opportunity and justice.   This course will introduce you to the field of writing center studies and closely examine how these values connect to our practices.

- Respect the writer and acknowledge their collective identities, their language diversities, as well the experiences that influence their writing tasks.
- Exhibit compassion when interacting with writers by listening to a writer's concerns, by promoting conversation, and by asking questions.
- Honor diversity and inclusion by communicating about the similarities and differences of social and ethnic backgrounds, gender and sexual orientations, and language diversities.
- Adapt and prioritize goals with the writer to avoid dominating the conversation and acknowledge that the agenda may need to shift to better meet the writer's goals.
- Collaborate with the writer to encourage the writer's self-efficacy and work to be seen as more of a facilitator than an expert.
- Cultivate learning opportunities and growth for both the writer and tutor by discussing alternative approaches, allowing time to write, and seeking out resources together.

Each week we will discuss reading assignments, take part in student-led case discussions of tutoring sessions, and engage in problem solving on the tutoring challenges you encounter in the UWC. During the course of the semester, students conduct multiple observations of tutoring sessions, and your peers will observe you. Students write occasional reflections on tutoring practices and respond to reflections written by classmates. Students will also have the opportunity to lead a discussion about one of your tutoring sessions.

The course also has a practicum requirement where undergraduates will work 3 hours weekly in the center beginning in the six week of class.

As a writing consultant in the UWC, you have an important teaching role at UCF. **Please take your responsibilities to the course and to your tutoring sessions seriously**. Keep up with the work, including reading and writing assignments, observations, and the hours you are scheduled to work in the UWC.

REQUIRED TEXTS

All required texts are provided. Some of them are more lengthy and complex than others. I recommend you print them out and bring them to class. It will be difficult to engage in discussions without them. Copies of each reading can be found in Canvas.

ATTENDANCE AND PARTICIPATION

As with any class, attendance is expected. Please come prepared to talk about reading and writing assignments, listen to your classmates' comments, and give all members of the class an opportunity to speak. Successful class discussion requires engaged listening and respect for all members of the class. Bring an open mind toward the opinions of others.

I understand we are still operating in a Covid world. Please do not come to class sick, or if you have been directly exposed to Covid and suspect you may be contagious. I trust you will communicate with me and explain the need for your absence.

It is your responsibility —even if you miss class— to learn of any changes and to complete all assigned work on time. Regularly check the online calendar, announcements on the Canvas Webcourse site, and your UCF email for updates.

STATEMENT OF INCLUSIVITY

Every student in this class, regardless of background, sex, gender, race, ethnicity, class, political affiliation, physical or mental ability or any identity category, is a valued and equal member of the group. We all bring different experiences to this class and no one experience has more value or import than another. In fact, it is our different experiences that will enrich the course content. I encourage every student to share their own experiences as they are relevant to the course, but I also stress that no student is ever presumed to speak for anything or anyone more than their own experience or point of view. Furthermore, in this classroom, you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by whatever pronoun you identify. You have the right to adjust those things at any point. If there are aspects of the instruction of this course that result in barriers to your inclusion or a sense of alienation from the course content, please contact me privately without fear of reprisal. If you feel uncomfortable contacting me, please contact Student Development and Enrollment Services.

In class discussions, please feel free to discuss openly, seriously and passionately. I will not, however, tolerate disruptive or insulting remarks, gender or racial slurs, or other forms of bullying, intimidation or hate speech. Publication of the remarks or questions or work of any classmate - in any form, written or recorded - without clear consent will be regarded as a violation of the UCF Rules of Conduct and treated as such. I expect you to act with respect for this space, this subject, our process and each other.

FINANCIAL AID STATEMENT

All faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, you must complete the first week Discussion Board Assignment no later than the first week. Failure to complete this assignment may result in delay in

your financial aid disbursement. Make sure you complete this first week's assignment by Friday, August 26th.

ACADEMIC INTEGRITY, PLAGIARISM, AND MISUSE OF SOURCES

Academic integrity is a shared responsibility at UCF. Instructors are responsible for teaching the rules and conventions of acknowledging sources in writing. Students are responsible for learning to use sources ethically and appropriately. As a writing consultant, you will help writers understand and avoid plagiarism, so you will need to study this subject carefully.

Plagiarism: The Department of Writing & Rhetoric has adopted the definition of plagiarism from the Council of Writing Program Administrators (WPA): "In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or online, to manuscripts, and to the work of other student writers."

Misuse of sources: The WPA (and the Department of Writing & Rhetoric) distinguish plagiarism from misuse of sources: "A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately" (**http://www.wpacouncil.org/node/9**).

Consequences of academic dishonesty: Writing & Rhetoric takes plagiarism and other forms of academic dishonesty seriously and responds in accordance with UCF policy. Plagiarism or cheating — or assisting another student who plagiarizes or cheats— may result in a failing grade on an assignment or for the entire course; a report to the Office of Student Conduct; and/or a "Z" grade, which denotes academic dishonesty on your transcript.

If you consult a source and are unsure whether you have plagiarized or misused it, discuss your concerns with me before submitting the assignment. If you submit an assignment for one UCF course and would like to submit it (or a similar version) for another course, you must first receive written permission from both instructors and then appropriately cite your earlier work.

COURSE ACCESSIBILITY STATEMENT

UCF is committed to providing reasonable accommodations for all persons with disabilities. If there are aspects of the design, instruction, or experiences within this course that result in barriers to your inclusion or accurate assessment, please notify the instructor as soon as possible and contact Student Accessibility Services: **http://sas.sdes.ucf.edu**

UCF considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the community to contribute to an inclusive and respectful culture for all in its classrooms, work environments and campus events.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at **www.shield.ucf.edu**.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX - EO/AA - **http://www.eeo.ucf.edu/**& **askanadvocate@ucf.edu**

- Disability Accommodation - Student Accessibility Services, Ferrell Commons 7F, Room 185, 407-823-2371, TTY/TDD 407-823-2116 - **http://sas.sdes.ucf.edu/**& **sas@ucf.edu**
- Diversity and Inclusion Training and Events - **www.diversity.ucf.edu**
- Student Bias Grievances - Just Knights response team - **http://jkrt.sdes.ucf.edu/**
- UCF Compliance and Ethics Office
  - **http://compliance.ucf.edu/**& **complianceandethics@ucf.edu**
- Ombuds Office - **http://www.ombuds.ucf.edu**

Military Deployment

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- In case of an emergency while in the center, go to room immediately next to the WAC space.
- In case of a fire, evacuate the building and go to Parking Garage I until notify it is safe to return.

ONGOING EMPLOYMENT IN THE UWC

While ENC 4275/5276 is required for all new tutors, even those with prior writing center experience elsewhere, successful completion of this course is not a guarantee of ongoing employment in the UWC.

Positions in the UWC are competitive. The UWC considers a variety of factors, including your performance in the course and your effectiveness as a writing consultant, when making hiring decisions. We also consider your disciplinary interests, your demonstrated interest in learning more about writing center research, theory, and practice, your fit with the UWC community of practice, and our evolving staffing needs, among other things.

To be eligible for continued work in the UWC after you complete this course, you must be available in the spring to take part in weekly seminar for experienced consultants, Wednesdays from 6:15-7:30 or Fridays from 3:15-4:30. This seminar is a continuation of ENC 4275/5276, with a focus on tutor education and professional development, including special topics of interest identified by writing consultants themselves. Weekly seminar is required of every veteran writing consultant every Fall and Spring term.

YOUR TUTORING SCHEDULE

You should be available for consultations during each of your scheduled hours in the UWC, whether or not you have an appointment scheduled in advance. Refer to the Remote Tutoring Manual in the Webcourse for specific directions about using the Slack messaging system and getting a writer set-up. There is also a video on Webcourses for how to set up a consultation. Even as you work remotely, you will need to arrive a few minutes ahead of time to be ready for a consultation.

The UWC tries to meet your requests to work at times convenient for you. At the same time, you must be flexible in order to cover hours, locations, and modes of consulting necessary for the Writing Center to fulfill its mission. Graduate Teaching Assistants, in particular, may be required to work on Sundays. You are expected to meet your scheduled hours each week. If you have some planned conflict, give notice well in advance so that your appointments can be cancelled before writers sign up for them. Once someone schedules an appointment with you, then you are responsible for meeting that

appointment, or for finding a replacement tutor in advance. Do not expect to change your schedule on a whim. If you have an unexpected emergency and must cancel, contact Mariana Chao as quickly as possible.

GRADING SCALE

A 94-100 **A-** 90-93 **B+** 87-89 **B** 84-86

B- 80-83 **C+** 77-79 **C** 74-76 **C-** 70-73

HOW DO YOU EARN A GRADE?

Assignment due dates are located in Canvas, click on each link below to learn more about the assignment. Due dates for all assignments are found in the Canvas.

Assignment/Task	Percentage of overall grade
Observation Reports ⮥ Report #1: Oct. 28th Report #2: Nov. 18th	20%
Case Discussions ⮥	10%
Tutoring Conversational Analysis ⮥ Due Dec. 2	20%
Co-Tutoring with a Veteran Tutor ⮥ Undergrads Only Due Oct. 7	15%
Discussion Board Assignments ⮥	20%
Final Project (Grads only) Due Dec. 2	15%
Final Exam	TBA
Participation and Engagement	15%

LATE ASSIGNMENTS AND/OR MISSED CLASS

I expect you to attend class weekly and turn in assignments on time. I do not accept late work. The goal of this class is to prepare you to work effectively, responsibly, and resourcefully in the Writing Center. Frequently missing class or failing to complete discussion board assignments gives the appearance that this class is not important, and your intentions of working in the center are not as committed as we, as directors, need them to be.

BUT THINGS DO HAPPEN.

I do understand that emergencies happen, illnesses happen, and even COVID might happen. With that being said, it is your responsibility to notify me at the time of the emergency, illness, or extenuating circumstance for us to develop a plan of action to make-up work. If you wait a week or more after your illness or extenuating circumstance to discuss your situation, there will be no provisions for make-up work.

RESEARCH INVOLVING HUMAN SUBJECTS

This course will include scholarly inquiry into writing center practice. All students will record and transcribe a portion of at least one tutoring consultation, then develop an extended analysis of the conversation. Because this project involves gathering data from human subjects, you should complete CITI training for the protection of human subjects during scholarly inquiry, which, in this course, will entail minimal risk to participants and include no vulnerable populations.

The Collaborative Institutional Training Initiative (CITI) Program provides online research ethics education to all members of the research community, including more than a thousand U.S. and international institutions. Provided at no cost to researchers, this training includes several training courses with options for different disciplines.

For this class, you will use your UCF credentials to log in and complete the "Social/Behavioral Research Investigators and Key Personnel (Basic Course)": **CITI Training.**Once you've completed this online training, print and turn in proof of completion. You may have already completed this training for another UCF course within the past 3 years. If so, turn in that proof of completion. Do this before you record a consultation in the Writing Center.

Important University Dates

- **Classes Begin August 22**
- **Drop/Swap Deadline Friday, August 26**
- **Labor Day September 5**
- **10/28 Withdrawal Deadline**
- **Veteran's Day: Friday November 11**
- **Thanksgiving break: Wednesday, Nov. 23-Sat. Nov. 26**
- **Classes End: Friday, December 2**
- **Final Exam Period: Monday, Dec. 5-Sunday Dec. 11**
- **Grades Available: Friday, Dec. 16th**

SOME SOURCES FOR WRITING SCHOLARSHIP

- **International Writing Centers Association** ⤏

- **The Peer Review** ⤷
- **Praxis: A Writing Center Jo*urnal*** ⤷
- **The WritePraxis Blog** ⤷
- ***Writing Lab Newsletter*** ⤷
- **Writing Center Journal** ⤷
- **Xchanges**