

WRI 3070 Writing Theory & Pedagogy

Fall 2022

Section 01

2 Units

*TR 12:25 - 1:20 pm
Bond Academic Center (BAC) 105A
Final Exam: Tuesday, 12/13, 1:30 - 4:00 pm*

Professor	Rev. Dr. Holland Prior (she/her)
E-mail	hprior@pointloma.edu
Office Hours	Visit my calendar to book an appointment with me to discuss your assignments or other course-related matters: https://calendly.com/hollandprior/officehours . If none of the available time slots work for you, drop me an email to arrange another time. I'm here to help!
Office Location	Bond Academic Center 107 and/or Zoom

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description

WRI 3070 is a course designed to educate students in the individualized instruction of writing. The course concentrates on theory and pedagogy and on ways to respond effectively to student writing, in the classroom as well as in a writing center. Particular attention is given to the concrete application of writing theories to student work. Prerequisites: Fulfillment of the College Composition requirement and LIN 3065.

This two-unit course is designed to introduce students to the profession of college writing tutoring and instruction through both careful examination of writing theories and their effect on shaping writing pedagogy to facilitate pedagogically sound writing discourse sessions with writing students in the Writers' Studio. Students will begin working as tutors in the Writers' Studio a few weeks into the semester.

Course Learning Outcomes

By the end of WRI 3070, you should be able to:

1. Confidently conduct writing tutorial sessions from start to finish.
2. Articulate the principles of contemporary writing center theory.
3. Apply theoretically informed pedagogy in writing tutoring situations.
4. Use your knowledge of writing theory to analyze and evaluate students' writing situations.
5. Help writers understand and develop their own processes, strengths, and ideas.
6. Demonstrate effective and appropriate knowledge, analysis, and application of the research writing process and format.
7. Effectively identify and appropriately respond to the needs of first-year writing students.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 2-unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 75 total hours meeting the course learning outcomes.

Writers' Studio Practicum

By enrolling in this course, you are also enrolling in the Writers' Studio tutoring practicum. As a tutor in the Writers' Studio practicum, you will be assigned at least one tutee from among the population of composition students who are enrolled in WRI 0097. The readings, assignments, and activities you will complete in this course are designed to prepare you for success as a tutor, and you're expected to work hard to *apply* the content you're absorbing in this course to your tutoring. Alumni of the Writers' Studio practicum have gone on to work in a wide variety of professional workplaces, and the experience you gain through this course and practicum will strengthen your skills, expand your knowledge, and prepare you for future success.

Practicum Requirements

The practicum requirements include attending the weekly Writers' Studio staff meetings and conducting 10 writing consultation sessions (one-per-week) with each of your WRI 0097 tutees over the course of the semester. Through these sessions, you will work with your tutees to develop their writing skills, with a specific focus on the work and assignments they are doing in their composition courses. You will be paid for the Writers' Studio practicum, and it is your responsibility to ensure that you have completed all necessary hiring paperwork and are cleared by the office of Student Employment by the second week of classes.

Workplace Professionalism

The classroom and the Writers' Studio are professional academic workplaces where all students have a right to work comfortably and efficiently in order to achieve success. As a member of this professional academic community, you are expected to dress appropriately, to silence phones and other distractions, and to always exhibit respectful behavior.

Major Assignments, Grade Distributions, & Due Dates

Assignment	Weight	Due
Weekly Reflections Each week you'll respond to a brief prompt about the assigned readings, our class discussions, and your experiences in the Writers' Studio.	20%	Weekly
In-Class Discussions & Activities Be sure you are on time to class each day, have completed the assigned reading, and are prepared to offer meaningful contributions to the class discussion. As a rule of thumb, I suggest coming to class with 3 questions drawn from the reading that you can raise during the day's discussion.	15%	Most Days
Leading Class Discussion You will prepare and lead the discussion on the assigned reading for a class date that you'll select in advance. You should prepare discussion questions, a short activity and/or a one-page handout that can help guide you, but the objectives are: 1) to sustain conversation on the topic for the duration of the class period and 2) to help our classroom community consider how the readings apply to work in the Writers' Studio.	5%	Sign-up for a date
Peer Observation You will observe a session conducted by another tutor and then write a 2-page reflection about that observation. In your reflection, you'll focus on the larger theoretical questions that were raised in the session and relate them to your own tutoring theories and practices.	5%	9/29
Tutoring "R & R" (Record & Reflect) You will record and transcribe one of your tutoring sessions and then write a reflection about what you observe in your tutoring practices.	10%	10/13
Writing Support Handout Based on the needs you encounter while tutoring, you will create a handout that can be used as a resource for students and tutors in the writing center.	5%	11/11
Research Project Throughout the course, you'll devise and pursue your own research question related to tutoring practices and writing center theory, and you'll then create a research project that advances an argument grounded in writing center scholarship. While you can write a more traditional research-based essay, I also welcome multimodal and/or non-traditional forms of argumentation for this project.	30%	11/22
Philosophy of Tutoring This essay will serve as your final exam.	10%	12/13
Writers' Studio Practicum You are expected to attend all Writers' Studio staff meetings and your assigned tutoring sessions.		Weekly

Assessment and Grading

The grading scale for this course is as follows:

A	93-100	B-	80-82.9	D+	67-69.9
A-	90-92.9	C+	77-79.9	D	63-66.9
B+	87-89.9	C	73-76.9	D-	60-62.9
B	83-86.9	C-	70-72.9	F	0-59.9

I grade all coursework not listed as a major assignment using the Canvas complete/incomplete grading system.

- A “complete” indicates that you successfully completed the assignment in a timely, thoughtful, and thorough manner.
- An “incomplete” suggests that either your work was too brief or superficial to demonstrate learning, indicated confusion or an incomplete understanding of the course concepts, failed to respond fully to the prompt, demonstrated evidence of not reading, or was missing altogether.

Finally, I do not discuss grades over email. I will be happy to talk about your grades with you at any point in the semester, and if you want to discuss your grade, [visit my calendar](#) or email me to make an appointment.

Required Texts and Materials

- Ryan, Leigh and Lisa Zimmerelli. *The Bedford Guide for Writing Tutors*. 6th ed., Bedford/St. Martin’s, 2016.
- Additional readings will be posted on Canvas.

You’ll also need access to the Internet, a PLNU e-mail account, and Canvas. Plan to bring your laptop or some other device that is capable of accessing and submitting work via Canvas to every class.

Attendance and Participation Policy

Students are expected to attend and participate in class every day. Success in WRI 3070 is highly dependent upon interaction with your peers and the instructor, and your presence and participation are crucial since this course informs and shapes your work in the Writers’ Studio. That means arriving to class on time, having completed all assigned readings and homework, and participating actively and respectfully in all class activities. Sleeping, talking, texting, being uninvolved with group work, or outright disruptive behavior can negatively impact your grade. If you are experiencing difficulty with attendance or participation, please talk with me so that we can work out an appropriate arrangement.

In keeping with [PLNU’s attendance policy](#), you may miss no more than 3 class sessions without penalty. A 4th absence will result in de-enrollment from the course and dismissal from your work in the Studio.

Students who are absent due to illness or other emergencies do not need to submit documentation for that absence, but you should email me as soon as you are able to let me know about your absence. Should you miss a class (for any reason), it is your responsibility to

reach out to a classmate to get notes and any other material you may have missed. Some in-class work, such as peer review workshops, cannot be made up later if they are missed.

Intellectual Hospitality

I try to maintain a friendly atmosphere in class, and I encourage you to debate and voice disagreement when we discuss readings; however, I expect this to be done respectfully. This includes not talking while others have the floor and never turning discussion into a personal attack. You should also, of course, show up on time, be alert, and ensure that your behavior with technology, food, or drink is not a distraction to the students around you. As stated above, if your classroom behavior becomes an issue, your grade will suffer. I will let you know if your behavior is becoming an issue, and if problems persist further action may be taken, such as asking you to leave class.

Inclusive Language

Because the Literature, Journalism, Writing, and Language department recognizes the power of language, all public language used in this course, including written and spoken discourse, should be inclusive. This standard is outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work.

Spiritual Care

PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the [Office of Student Life and Formation](#).

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

Revision

I allow revisions of all assignments except the philosophy of tutoring (due to time constraints at the end of the semester). Revisions should be *substantial* (not just fixing mechanical errors), and any revisions are due within two weeks of the date I hand back graded assignments. If you choose to submit a revision for any assignment, the new grade will completely replace the

original grade. (It's really rare to make your project worse by revising it, but if for some reason it happens to you, your grade will remain the same; a revision will never lower your grade, except in cases of plagiarism.)

If you wish to revise, you must:

1. Schedule an appointment with me to discuss your plans for revision.
2. Upload your revision as a re-submission to the original assignment prompt in Canvas.

Note: If you plagiarize and receive a zero as the penalty, you will not be allowed to revise the paper. (For more information about plagiarism, see "Academic Honesty" section).

Late Work

This course requires extensive reading and writing on a regular basis, and due dates are to help us all work at a manageable pace. Work is due on Canvas by the start of class on its due date, and you must complete all assignments on time to keep up with the course. But I will grant most extensions when they are needed, some please come talk to me if you're concerned or falling behind.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

Technology

Most of the readings and assignments for this course will be accessed and submitted via Canvas. You will also access your tutee records and submit your tutoring reports via Canvas. As such, you will need to bring a device capable of accessing Canvas with you both when you are in class and when you are in the Writers' Studio. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Resources

There are a lot of resources available to you as a student in this course and at PLNU. I will highlight two here that I believe are particularly useful: the Ryan Library and the Wellness Counseling Center.

The Ryan Library

The Ryan Library is staffed by knowledgeable and helpful professionals and should be one of your first research resources throughout your time at PLNU. The easiest way to get help is to connect with a reference librarian in the "Ask a Librarian" chat window on the Ryan Library homepage at <https://libguides.pointloma.edu/ryanlibrary>. You can also stop by the "Research Help" desk inside the Ryan Library.

You'll also need to be familiar with the library and how to locate and access its resources so that you can better assist the students you tutor!

The Wellness Counseling Center

The Wellness Counseling Center helps students maintain and develop emotional well-being to achieve their educational and personal goals and promotes a healthy and inclusive community through relationship building, education, crisis intervention, and support. They provide short-term therapy to all undergraduate students registered for classes on the main campus, and they can recommend and refer to other resources for more long-term care and support. If you could benefit from their assistance, contact them anytime:

- Website: <https://www.pointloma.edu/offices/wellness-counseling-center>
- Email: counselingservices@pointloma.edu
- Phone: (619) 849-3020

If you need emergency assistance, please call 911 or the Access and Crisis Line at (888) 724-7240.

Class Schedule (TR)

I reserve the right to change the course schedule this semester, and I will always notify you in advance of any changes. Unless otherwise noted, all readings and assignments are due at the beginning of class on the day they appear on the schedule. Details for all assignments can be found on Canvas.

BG = *Bedford Guide for Writing Tutors*

Week 1: Course Introduction

Date	Class Description	Reading	Assignments Due
R 9/1	Welcome and Course Introduction	<ul style="list-style-type: none"> Wardle, "You Can Learn to Write in General" 	

Week 2: Writing Center Crash Course

Date	Class Description	Reading	Assignments Due
T 9/6	Structuring a Tutorial Session	<ul style="list-style-type: none"> BG Chapters 1, 2, & 3 	Reflection #1
R 9/8	Tutoring with Bean's Hierarchy	<ul style="list-style-type: none"> Fitzgerald & lanetta, "Tutoring Practices," <i>Oxford Guide for Writing Tutors</i> (2022) Elbow, "Ranking, Evaluating, and Liking" (1993) 	Confirm schedule and availability in Writers' Studio

Week 3: Tutoring Bootcamp

Date	Class Description	Reading	Assignments Due
T 9/13	Practice Tutoring Sessions	<ul style="list-style-type: none"> BG Chapters 4, 6, & 7 Newkirk, "The First Five Minutes" (1989) 	Reflection #2
R 9/15	Responding to Student Needs	<ul style="list-style-type: none"> Baker, "Safe Houses and Contact Zones" (2006) Santa, "Listening in/to the Writing Center" (2016) 	

Week 4: Tutoring as a Peer

Date	Class Description	Reading	Assignments Due
T 9/20	Motivational Scaffolding	<ul style="list-style-type: none"> Mackiewicz & Thompson, "Motivational Scaffolding, Politeness, and Writing Center Tutoring" (2013) 	Reflection #3
R 9/22	Claiming Authority	<ul style="list-style-type: none"> Carino, "Power and Authority in Peer Tutoring" (2003) 	

Week 5: Research & Writing Centers

Date	Class Description	Reading	Assignments Due
T 9/27	Your Research Project Assignment	BG Chapter 8	Reflection #4
R 9/29	Tutoring the Research Process	<ul style="list-style-type: none"> • Bad Ideas About Writing (2017): <ul style="list-style-type: none"> ◦ Witte, "Research Starts With Answers," pp. 226-230 ◦ Wierszewski, "Research Starts With a Thesis Statement," pp. 231-235 ◦ Harrington, "Citing Sources is a Basic Skill Learned Early On," pp. 242-246 • McClure, "Googlepedia" (2011) 	Peer Observation

Week 6: Theoretical Foundations of Writing Centers

Date	Class Description	Reading	Assignments Due
T 10/4	What is a Writing Center?	<ul style="list-style-type: none"> • North, "The Idea of a Writing Center" (1984) • Lunsford, "Collaboration, Control, and the Idea of a Writing Center" (1991) 	Reflection #5
R 10/6	What should a Writing Center be? Bonus: Poetry Day! Guest poet Jen Grace Stewart will join us for hour-long events at 11 a.m. and 7 p.m.	<ul style="list-style-type: none"> • Boquet & Lerner, "After 'The Idea of a Writing Center'" (2008) • Harris, "Theory and Reality: The Ideal Writing Center(s)" (1985) 	Research Project Proposal

Week 7: Multilingual Writers

Date	Class Description	Reading	Assignments Due
T 10/11	Writing Across Borders	<ul style="list-style-type: none"> • Mozafari, "Creating Third Space: ESL Tutoring as Cultural Mediation" (2015) 	Reflection #6
R 10/13	Tutoring Multilingual Writers	<ul style="list-style-type: none"> • CCCC Statement on Second Language Writing and Multilingual Writers • Matsuda & Cox, "Reading an ESL Writer's Text" (2011) 	Tutoring R & R

Week 8: Linguistic Justice

Date	Class Description	Reading	Assignments Due
T 10/18	Disciplinary Perspectives on Linguistic Justice	<ul style="list-style-type: none"> • CCCC Statement, Students' Right to Their Own Language • CCCC Statement, White Language Supremacy • CCCC Statement, This Ain't Another Statement! This is a DEMAND for Black Linguistic Justice! 	Reflection #7
R 10/20	Linguistic Justice in the Writing Center	<ul style="list-style-type: none"> • Suhr-Systema & Brown, "Theory In/To Practice: Addressing the Everyday Language of Oppression in the Writing Center" (2011) 	Preliminary Bibliography

Week 9: Tutoring for Transfer

Date	Class Description	Reading	Assignments Due
T 10/25	What is 'Transfer'?	<ul style="list-style-type: none"> • Carillo, "The Role of Prior Knowledge in Peer Tutorials" (2020) 	Reflection #8
R 10/27	...And how do we tutor for it?	<ul style="list-style-type: none"> • Stock & Liechty, "Tutors for Transfer" (2022) 	Research Log

Week 10: Difficult Tutoring Situations

Date	Class Description	Reading	Assignments Due
T 11/1	Dealing with Difficult Tutoring Situations	<ul style="list-style-type: none"> • Walker, "Difficult Clients and Tutor Dependency" (1995) 	Reflection #9
R 11/3	Tutoring as Problem-Solving	<ul style="list-style-type: none"> • Duke University's "Difficult Tutoring Situations" handout 	Writing Support Handout

Week 11: Conferences

Date	Class Description	Reading	Assignments Due
T 11/8	No class - Bring your draft to your scheduled conference.		Draft of Research Project
R 11/10			

Week 12: The Emotional Labor of Tutoring

Date	Class Description	Reading	Assignments Due
T 11/15	Tutoring While Human	<ul style="list-style-type: none"> • Nicklay, "Got Guilt? Consultant Guilt in the Writing Center Community" (2012) • Im, Shao, & Chen, "The Emotional Sponge" (2020) • Featherstone, Barrett, & Chandler, "The Mindful Tutor" (2019) 	Reflection #10
R 11/17	Peer Review Workshop		Draft of Research Project

Week 13: Research Reflections

Date	Class Description	Reading	Assignments Due
T 11/22	Project Reflection		Research Project
R 11/24	<i>Happy Thanksgiving! - no class</i>		

Week 14: Research Presentations

Date	Class Description	Reading	Assignments Due
T 11/29	Presentations		
R 12/1	Presentations		

Week 15: Developing a Philosophy of Tutoring

Date	Class Description	Reading	Assignments Due
T 12/6	Embracing the Writing Center Community	<ul style="list-style-type: none"> • BG Chapter 9 	Reflection #11
R 12/8	Peer Review Workshop		Draft of Philosophy of Tutoring

Final Exam: Tuesday, 12/13, 1:30 - 4:00 pm

Philosophy of Tutoring