

WRI 3070 Writing Theory & Pedagogy

Fall 2023

2 Units

Independent Study: Elijah Ratermanis

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 consultations with students in the Loma Writing Center. Students will begin working as tutors in the Loma Writing Center during week 5 of 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.

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.

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.

Loma Writing Center Practicum

By enrolling in this course, you are also enrolling in the Loma Writing Center tutoring practicum. As a tutor in the Loma Writing Center, you will shadow and observe other writing center tutors and then begin conducting your own tutoring sessions. The readings, assignments, and activities you will complete in this course are designed to prepare you for success as a writing tutor, and you're expected to work hard to *apply* the content you're absorbing in this course to your tutoring. Former writing center tutors 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 biweekly Loma Writing Center staff meetings every other Tuesday from 1:00 to 2:00 pm and working a minimum of 2 hours per week as a Loma Writing Center tutor starting in week 5 of the semester. As a writing tutor, you'll apply what you are learning in WRI 3070 to help your tutees develop as writers and enhance

their writing skills. You will be paid for the Loma Writing Center 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 before you begin working as a writing tutor.

Workplace Professionalism

The classroom and the Loma Writing Center are professional academic workplaces where all students have a right to work comfortably and efficiently in order to achieve success. You are expected to embody a professional demeanor at all times through your behavior, appearance, speech, and interactions with others. While the Loma Writing Center is a friendly environment, don't forget that you are an employee of the university.

Major Assignments, Grade Distributions, & Due Dates

Assignment	Weight	Due
Weekly Reflections Each week you'll write a short reflection that responds and reacts to the assigned readings alongside your experiences in the Loma Writing Center. You should also use these reflections to note questions that arise from either the readings or your tutoring experiences. We'll use these reflections to guide our weekly discussions.	40%	Weekly
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.	10%	10/6
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%	11/17
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%	12/8
Philosophy of Tutoring This essay will serve as your final exam.	10%	12/13
Loma Writing Center Practicum You are expected to attend all Loma Writing Center 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
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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.

Revision

I allow revisions for all of your 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.)

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.

Attendance and Participation

Regular and punctual attendance at all weekly independent study meetings, Loma Writing Center staff meetings, and tutoring shifts is considered essential to optimum academic achievement. Success in WRI 3070 is highly dependent upon interaction with the instructor, your peers in the Loma Writing Center, and your work as a writing tutor. That means arriving on time, having completed all assigned readings and homework, and participating actively and respectfully at all times.

If you are absent for more than 10% of weekly independent study meetings, I will issue a written warning of de-enrollment. If your absences exceed more than 20%, you may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for your work and participation to that point. De-enrollment from the course will also result in dismissal from your work in the Loma Writing Center.

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.

Language & Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

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.

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.

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.

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. Any work that was created with the assistance of an AI tool at any stage in its creation must include proper attribution, which may include an in-text citation, bibliographic citation, and/or an

author's note. If you have any doubts about using AI, please gain permission from the instructor.

Use of Technology

Most of the readings and assignments for this course will be accessed and submitted via Canvas. As such, you will need to bring a device capable of accessing Canvas with you when you are in class. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In WRI 1010, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in rhetoric and writing, and I will support you throughout your learning in this course.

Sexual Misconduct & Discrimination

In support of a safe learning environment, 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.

Resources

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

Loma Writing Center

Getting feedback while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You're encouraged to talk with one of the Loma Writing Center's trained consultants about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments,

see <https://www.pointloma.edu/centers-institutes/loma-writing-center> or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

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!

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

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: Introduction to Tutoring Writing

Date	Reading	Assignments Due
F 9/8	<ul style="list-style-type: none">• Wardle, "You Can Learn to Write in General"• NCTE Position Statement, "Understanding and Teaching Writing: Guiding Principles"• BG Chapters 1, 2, & 3	Week 1 Reflection

Week 2: Writing Center Crash Course

Date	Reading	Assignments Due
F 9/15	<ul style="list-style-type: none"> • BG Chapters 4, 5, & 6 • Fitzgerald & lanetta, "Tutoring Practices," <i>Oxford Guide for Writing Tutors</i> (2022) • Elbow, pp. 199-201 from "Ranking, Evaluating, and Liking" (1993) • Bean's Hierarchy 	Week 2 Reflection

Week 3: Responding to Student Needs as a Tutor

Date	Reading	Assignments Due
F 9/22	<ul style="list-style-type: none"> • BG Chapter 7 • Driscoll & Wells, "Tutoring the Whole Person" (2020) • Newkirk, "The First Five Minutes" (1989) • Baker, "Safe Houses and Contact Zones" (2006) 	Week 3 Reflection

Week 4: Tutoring as a Peer

Date	Reading	Assignments Due
F 9/29	<ul style="list-style-type: none"> • Mackiewicz & Thompson, "Motivational Scaffolding, Politeness, and Writing Center Tutoring" (2013) • Carino, "Power and Authority in Peer Tutoring" (2003) 	Week 4 Reflection

Week 5: Tutoring the Research Process

Date	Reading	Assignments Due
F 10/6	<ul style="list-style-type: none"> • BG Chapter 8 • 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) 	Week 5 Reflection Peer Observation

Week 6: Theoretical Foundations of Writing Centers

Date	Reading	Assignments Due
M 10/16	<ul style="list-style-type: none"> • North, "The Idea of a Writing Center" (1984) • Harris, "Theory and Reality: The Ideal Writing Center(s)" (1985) • Lunsford, "Collaboration, Control, and the Idea of a Writing Center" (1991) • Boquet & Lerner, "After 'The Idea of a Writing Center'" (2008) 	Week 6 Reflection Research Project Proposal

Week 7: Multilingual Writers

Date	Reading	Assignments Due
F 10/27	<ul style="list-style-type: none"> • Mozafari, "Creating Third Space: ESL Tutoring as Cultural Mediation" (2015) 	Week 7 Reflection

	<ul style="list-style-type: none"> • CCCC Statement on Second Language Writing and Multilingual Writers • Matsuda & Cox, "Reading an ESL Writer's Text" (2011) 	
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Week 8: Linguistic Justice

Date	Reading	Assignments Due
F 11/3	<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! • Suhr-Systema & Brown, "Theory In/To Practice: Addressing the Everyday Language of Oppression in the Writing Center" (2011) 	Week 8 Reflection Preliminary Bibliography

Week 9: Tutoring for Transfer

Date	Reading	Assignments Due
F 11/10	<ul style="list-style-type: none"> • Carillo, "The Role of Prior Knowledge in Peer Tutorials" (2020) • Stock & Liechty, "Tutors for Transfer" (2022) 	Week 9 Reflection Research Worknet

Week 10: Difficult Tutoring Situations

Date	Reading	Assignments Due
F 11/17	<ul style="list-style-type: none"> • Walker, "Difficult Clients and Tutor Dependency" (1995) • Duke University's "Difficult Tutoring Situations" handout 	Week 10 Reflection Tutoring R & R

Week 11: The Emotional Labor of Tutoring

Date	Reading	Assignments Due
F 12/1	<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) 	Week 11 Reflection Draft of Research Project

Week 12: Research Reflections

Date	Reading	Assignments Due
F 12/8	Meet with a LWC tutor before submitting your research project.	Research Project

Week 13: Developing a Philosophy of Tutoring

Date	Reading	Assignments Due
Finals Week	<ul style="list-style-type: none"> • BG Chapter 9 	Course Reflection Philosophy of Tutoring