

Course Information



Mentoring Writers

ENGL 1810-501

Fall 2024

Course Section Information

Asynchronous Online through Canvas

Mentoring Writers

ENGL1810 501

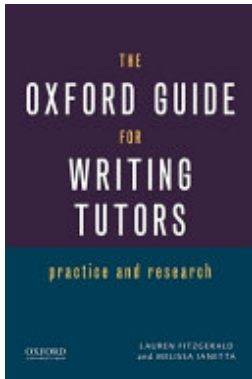
Course Description

Introduces students to the theory, practice, and pedagogy of writing centers and provides practical experience through Community-Engaged Learning opportunities at SLCC's Student Writing Center (SWC) and Community Writing Center (CWC).

Semester: Fall

Instructor Information

Textbooks, Readings, and Course Materials



Authors: Melissa lanetta, Lauren Fitzgerald

Publication Date: 2016-01-01

Title: The Oxford Guide for Writing Tutors

ISBN: 9780199941841

Publisher: Oxford University Press, USA

For more information on textbook accessibility, contact Accessibility & Disability Services at

Course Student Learning Outcomes

- Gain understanding of the history of writing centers as sites of social change.
- Explore how tutoring and teaching writing can lead to lifelong civic engagement.
- Analyze and apply effective composition pedagogies in a variety of contexts.
- Develop teaching strategies for small group and one to one environments.
- Critically reflect on effective writing pedagogy as applied through service-learning activities.

Communication Plan

- I will respond to email within 24 hours on weekdays. I will offer feedback on major assignments within within one week. The best way to contact me is via the Canvas Inbox, as I will prioritize this email over other modes of communication.

- In this course I will be posting interactive announcements which will offer specific opportunities for class questions and extra credit every other week.
- Additionally, I will be participating in the discussion forums with you to share my perspective within the discipline and to offer some nuances of interpretation that may not be present in your textbook.

Grading Scale

Final Grade Distribution

<i>Grade:</i>	A	A-	B+	B	B-	C+
<i>Percent:</i>	≥ 94%	≥ 90%	≥ 87%	≥ 84%	≥ 80%	≥ 77%

<i>Grade:</i>	C	C-	D+	D	D-	E
<i>Percent:</i>	≥ 74%	≥ 70%	≥ 67%	≥ 64%	≥ 60%	< 60%

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Introduce Yourself	Discussion	0
	Introduce Yourself	Discussion	0
	Questions about the Course	Discussion	0
8/20	Tell us about yourself	Discussion	10
8/20	Week 1 Reading-- Introduction to Mentoring Writers	Assignment	
8/22	"It's a Matter of Trust"	Discussion	10

Due Date	Assignment Name	Assignment Type	Points
8/22	Civically Engaged Learning Potentials	Discussion	10
8/26	Week 2 Reading-- Mentoring Writers: What, Why, Where, and When	Assignment	
8/27	How we write	Discussion	10
8/29	What mentoring looks like	Discussion	10
8/30	Semester Civically Engaged Learning (service learning) project proposal	Assignment	100
9/2	Week 3 Reading-- Mentoring Practices	Assignment	
9/3	Motivation	Discussion	10
9/5	A hypothetical situation: Time	Discussion	10
9/5	A question of goals	Discussion	10
9/9	Week 4 Reading-- Mentoring the Authoring Process	Assignment	
9/10	The order of things	Discussion	10
9/12	HOC vs. LOCs	Discussion	10
9/12	Hypothetical situation: a surprising lack of context	Discussion	10

Due Date	Assignment Name	Assignment Type	Points
9/13	Mentoring Observations	Assignment	100
9/16	Week 5 Readings-- Motivating Writers	Assignment	
9/17	Motivation, Part 2	Discussion	10
9/19	Hypothetical situation: The procrastinator	Discussion	10
9/19	Mediating Between Power Constructs	Discussion	10
9/23	Weeks 6 Reading-- Mentoring Online	Assignment	
9/24	Online Feedback and You	Discussion	10
9/24	Online Mentoring: Our Government and Abortion	Discussion	50
9/26	Online Mentoring: Worst Vacation Ever!	Discussion	50
9/30	Week 7 Reading-- Multimodal Mentoring	Assignment	
10/1	Mentoring Writers with Multimodal Documents	Discussion	10
10/3	Online Mentoring: Profile Assignment	Discussion	50
10/4	Meet with a Consultant	Assignment	50

Due Date	Assignment Name	Assignment Type	Points
10/7	Week 8 Reading-- Mentor and Writer Identities	Assignment	
10/8	Disability, Identity, and Writing.	Discussion	10
10/10	Identity and Writing. Identity and Mentoring.	Discussion	10
10/14	Week 9 Viewing-- Mentoring Multilingual Writers	Assignment	
10/15	Writing Across Borders	Discussion	10
10/21	Week 10 Reading-- Mentoring Language Acquisition	Assignment	
10/22	Avoiding Appropriation	Discussion	10
10/24	Language acquisition	Discussion	10
10/24	Quick fixes	Discussion	10
10/28	Week 11 Reading & Viewing--Mentoring and Language Justice	Assignment	0
10/29	Everyday language of Oppression in the Writing Center	Discussion	10
10/31	The American	Discussion	10
11/4	Week 12 Reading-- Mentoring Workshops	Assignment	

Due Date	Assignment Name	Assignment Type	Points
11/5	Assessing Needs for Workshops	Discussion	10
11/7	Hypothetical workshop	Discussion	50
11/11	Week 13 Reading-- Mentoring Peer Groups	Assignment	0
11/12	Peer response and writing groups	Discussion	10
11/14	Mentoring Creative Writing	Discussion	10
11/18	Week 14 Reading-- Writing Centers as a Field of Study	Assignment	
11/19	Community of Mentors	Discussion	10
11/25	Week 15 Reading-- Writing Opportunities about Mentoring Writers	Assignment	0
11/26	Writing About Tutoring	Discussion	10
11/26	Writing Center Job Opportunities	Discussion	10
11/29	Civically Engaged Learning Time Log	Assignment	300
12/2	Week 16 Reading-- The Future!	Assignment	

Due Date	Assignment Name	Assignment Type	Points
12/3	ePortfolio Civically Engaged Learning Project	Assignment	300

Coursework & Assignment Descriptions

Semester Civically Engaged Learning (service learning) project proposal

Description: The semester Civically Engaged Learning project for English 1810 is the centerpiece of your work in the course. The project entails completing 15 hours of service in the Community Writing Center, Student Writing & Reading Center, or local community literacy organization of your choice. This service can be one-to-one tutoring, conducting a workshop, or completing some other service that will allow you to make use of the materials discussed in the class.

Objective/Purpose:

Your semester project for English 1810 should be a single-page memo-style document that includes the following (in whatever order you find most effective):

- A summary of your project including its purpose, audience, and desired effect
- Which Center or service your project will serve
- Your specific desired schedule to spend in that Center
- Any resources you will need to complete the project
- What you wish to learn from the project
- How you will assess your learning
- A statement that the proposed project has been approved by the director of the Writing Center you wish to serve

Possible projects include but are not limited to:

- Tutoring in the Student Writing Center (either online or in-person)
- Developing specific online resources for the Student Writing & Reading Center
- Planning/conducting a workshop on a topic useful for students in Writing 900/990 or English 1010/2010 in the Student Writing & Reading Center.
- Other workshop/activities/materials that would be useful for the Centers.

Keep in mind that you will need to have approval of your proposal before the due date, and you should plan to begin your project immediately given the 15 hours of service you will be required to conduct during the rest of the semester. We will also be giving each other feedback on our drafts during the week before the final is due. This proposal is integral to your overall semester project, and its grade will be included will consist 25% of that grade. As with other documents this term, you should consider posting the proposal to your ePortfolio.

Grading Criteria:

This criterion is linked to a Learning OutcomeA summary of your project including its purpose, audience, and desired effect		25 pts
This criterion is linked to a Learning OutcomeWhich Center or service your project will serve		5 pts
This criterion is linked to a Learning OutcomeYour specific desired schedule to spend in that Center		5 pts
This criterion is linked to a Learning OutcomeAny resources you will need to complete the project		5 pts

This criterion is linked to a Learning OutcomeWhat you wish to learn from the project		25 pts
This criterion is linked to a Learning OutcomeHow you will assess your learning		25 pts
This criterion is linked to a Learning OutcomeA statement that the proposed project has been approved by the director of the Writing Center you wish to serve	This area will be used by the assessor to leave comments related to this criterion.	5 pts
This criterion is linked to a Learning OutcomeUses the memo genre	This area will be used by the assessor to leave comments related to this criterion.	5 pts
Total Points: 100		

Points: 100

Mentoring Observations

Reflective writing helps you learn from practical experience. It helps you to connect theory--or what we are talking about in class--to what you will be doing as a writing mentor. We reflect so that we can learn. For the purposes of this reflective essay, you are going to be writing about the experience of observing a consultant in action. Through reflection, you should be able to make sense of what they did and how that will apply to what you might do when you are mentoring writers.

Observe at least 5 sessions in the Student Writing & Reading Center. If you are unable to come to campus, please contact Clint (Clint.Gardner@slcc.edu) for an alternative way to

complete the assignment.

Have your observations completed by the due date listed in the Canvas calendar for our in-class peer response workshop.

Here are some basic guidelines:

- Be sure to ask permission of both the student and the consultant you are observing. I suggest that you record the session since it will help you recall specific details later. If you do record a session, make sure that both participants are aware that you are recording and that you will only be using it for your observation report. Please do not share this recording publicly on the Internet.
- With reference to the questions that you need to respond to below, take detailed notes about the sessions. Focus on how the consultant is conducting the session and how the writer reacts.
- Be open-minded: reserve judgment of what you see until you have as much information as possible and don't make judgements if you can help it. Stay as objective as possible and record what you see.
- Make note of specific questions you have for the consultant about the session in your notes.
- If you would do something differently than the consultant, make note of that, and talk about what you would have done after the session with the consultant.
- Discuss the session with the consultant. Consultants are generally very open to talking about their practice with. Make note of what you discuss.

After you have completed your observation, reflect on the session by answering the following questions:

- How did the consultant make the writer feel welcome?
- Did the consultant and the writer establish the agenda for the session? What was the agenda? If the consultant had a different agenda from the writer, how did she negotiate that? Did the consultant address the questions/concerns the writer came with?
- How did the consultant make known the responsibilities of consultant and writer in the session? What did she say or do?

- What questions did the consultant ask about the assignment or project? Were there additional questions you'd have asked? How do you think the writer responded to those questions?
- Was the consultant a good listener? How could you tell? Who did most of the talking?
- Did the consultant seem to respect the writer's work? How did she communicate this?
- How did the consultant end the session? Do you think the writer knew what she would do next to revise? Did the consultant assist the writer to make a plan after the consultation? Did the consultant ask her to return?

Finally, as a conclusion for your observation report, address the question of what kinds of practices will you implement in your future sessions. What do you think is effective practice? Why is it effective?

Canvas will automatically assign you 2 submissions from other students for peer review. In responding to your classmates, use this rubric to give them feedback:

- Demonstrates five (5) observations were conducted
- Focuses on the types of practices witnessed and overall effects on writers
- Focuses on the types of practices witnessed and overall effects on writers
- Addresses the kinds of practices they will implement in future sessions

Keep in mind what we have discussed so far in class when you shape your feedback.

Observations Reflections

Observations ReflectionsCriteriaRatingsPts

Demonstrates five (5) observations were conducted	40 pts
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Focuses on the types of practices witnessed and overall effects on writers	25 pts
Uses concrete examples or narrative	20 pts
Addresses the kinds of practices you will implement in future sessions	15 pts
Total Points: 100	

Points: 100

Meet with a Consultant

Schedule an appointment to meet with a Consultant in the Student Writing & Reading Center to discuss a piece of writing you are working on. You may chose to schedule the appointment online, in-person, or make use of the written feedback options.

For in-person consultations, you will need to provide your consultant with a draft by uploading it into the system when you make your appointment. To see how to make an appointment, please visit <https://youtu.be/OvMC1H9Od-g>Links to an external site. If you are brainstorming or trying to understand your assignment, just select the “Pre-writing” option in the appointment form.

The Student Writing & Reading Center has the following online consultation options:

- **Talk tutoring:** You can meet with a consultant on our website and have a text chat. You can check out this option by visiting www.slccswc.orgLinks to an external site., logging in, clicking on the Online tutoring tab, and then selecting the “Talk with a tutor online” option. Please be aware that if you choose this option you will be

meeting a consultant online at a specific time, as you would on campus. If you are late or do not show, the consultant may leave the chat at their discretion.

- **Written Feedback:** Alternatively, you can submit your writing to us for written feedback. After our consultants have completed the feedback, it will be posted to your SWC Online account, and you will be notified by email to log in to www.slccswc.orgLinks to an external site. and see their feedback.

Both online options, and the ability to just ask a question, can be accessed once you have made (and verified via Bruinmail) an account on www.slccswc.orgLinks to an external site.. Once you login, you simply need click on Online tutoring on the orange colored menu. You can learn more about how to access our resources in A Student's Guide to TSRLinks to an external site., and how-to videosLinks to an external site..

The piece of writing does not have to be for class, but the writing should have real context and you should be working on it. In other words, don't use a piece that you have no intention of revising, but you could, as an expediency, schedule a meeting to discuss this assignment. That will seem a bit awkward, but if you are open an honest about discussing what you are doing, the Consultant will be able to work with you.

Come prepared to your session with questions you have about your writing or the rhetorical situation. There is space on the intake form for your appointment or written feedback request to post guiding questions.

If you have chosen a live session (either in-person or online), once you have completed your session, you may discuss it with the Consultant you met with. Just let them know that you are in English 1810. For those who have chosen to receive written feedback, you can post questions about the feedback on the page, and the Consultant will eventually respond to you.

Write a short narrative of the session, highlighting how the Consultant handled the session. What strategies did you notice the Consultant using? How did the strategies work out? (You may wish to refer to Chapter 3 of the Oxford for potential strategies.)

After you submit your paper, you will be assigned three others in the class to give feedback to. You will be able to revise and submit based upon the feedback you receive. Peer reviews are due 7 days after the assignment is submitted. As with all of our major assignments in this course, you may continue to revise them until December 11, 2020.

Use the following rubric to shape your peer review:

- Uses narrative
- Highlights how the Writing Consultant handled the session and mentoring strategies used
- Evaluates how the strategies worked in the session

Meet with a Consultant

Meet with a ConsultantCriteriaRatingsPts

This criterion is linked to a Learning OutcomeUses narrative Uses narrative to describe the interaction with a writing consultant.	10 pts
This criterion is linked to a Learning OutcomeHighlights how the Writing Consultant handled the session and mentoring strategies.	20 pts
This criterion is linked to a Learning OutcomeEvaluates how the strategies worked in the session	20 pts
Total Points: 50	

Points: 50

ePortfolio Civically Engaged Learning Project

This posting in your General Education ePortfolio will allow you the opportunity to present what you learned during your Civically Engaged Learning work. Please post these under English 1810 in the coursework tab.

How you present what you learned is completely up to you. Some students create slideshow presentations, others videos, or podcasts, while others write traditional essays.

The format for your presentation, while important, isn't as important as covering all the areas listed below on the rubric. You should plan on writing approximately 750 words to present your experience. In the report, you should demonstrate a synthesis of course materials, service experience, and developing knowledge of mentoring writers. You should connect your findings to the civic literacy student learning outcome assessment rubric established by the college. These are:

- developing civic literacy/knowledge
- critical thinking surrounding social issues/capacity to become community engaged
- working with others
- civic action/students act in mutually beneficial ways

Here is the civic literacy rubric for your perusal: [civilliteracyrubric.pdf](#) Download [civilliteracyrubric.pdf](#)

You will need to provide the URL to the specific page of your project on your ePortfolio.

The due date is set to December 3, 2024 so that you can give each other feedback as well as review each other's work.

After you submit your paper, you will be assigned to give feedback to everyone in the class. You will be able to revise and submit based upon the feedback you receive. Peer reviews are due 2 days after the assignment is submitted. As with all of our major assignments in this course, you may continue to revise them until December 11, 2024.

Service Learning Reflection Rubric

Service Learning Reflection RubricCriteriaRatingsPts

This criterion is linked to a Learning OutcomeUsing the report genre of approximately 750 words	50 pts
Demonstrates a synthesis of course material, service experience, and developing knowledge of mentoring writers	100 pts
Uses concrete examples from service experience	50 pts
References materials we have read and/or discussed in classes	50 pts
Addresses the four criterion found in the Civic Literacy Student Learning Outcome Assessment Rubric See URL for complete CLSLOA rubric.	50 pts
Total Points: 300	

Civically Engaged Learning Time Log

Please use [Service Learning Time Log.docx](#) Download [Service Learning Time Log.docx](#) and submit it before the due date noted below.

Points: 300

[Advising and Counseling Support Services](#)

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to

access them, please visit the Institutional Syllabus under the Advising and Counseling Support Services tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, please visit the Institutional Syllabus under the Tutoring and Learning Support tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

How to Navigate to Canvas

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

You can access the document by clicking on the following link:

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>

Online Tutoring

Students at SLCC have access to online tutoring through Canvas. From your Canvas course click Online Tutoring in the course navigation and follow the steps to set up an appointment. If this is your first time using the Online Tutoring we recommend you click "Take a Tour" to familiarize yourself with the service.

Note that students only receive 480 minutes of tutoring time each semester. After that we encourage you to use the resources found through this link:

<https://www.slcc.edu/tutoring/index.aspx>

If you have any additional questions reach out to elarningsupport@slcc.edu.

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

Additional Class Policies

Course Etiquette

Every person in a course helps to form the environment and community. Each community needs guidelines that protect the people and environment. We need to be careful to establish clear ground rules for the course. Below are some guidelines everyone in the course should follow in all online class interactions. Committing to keep these guidelines will help create a strong and safe learning environment and community.

In this course we will:

- Respect the privacy and opinions of each other
- Avoid posting material that could be offensive or difficult to understand, and provide clarification when needed
- Avoid sweeping generalizations about or attacks on people based on race, sexuality, gender identity, or ethnicity
- Support opinions with reliable sources and facts

- Use language that stays on point and is respectful of others
- Be careful when using humor or sarcasm
- Review what we have written before sending or posting
- Avoid sending or posting inappropriate material
- Actively communicate with our fellow classmates and professor