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Office: BC 374  
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### Required Texts & Materials

**BEDFORD:** Leigh Ryan & Lisa Zimmerelli *The Bedford Guide for Writing Tutors, 6th Ed.* (2016) ISBN 978-1457650727

**SOURCEBOOK:** Christina Murphy & Steve Sherwood, eds. *St. Martin's Sourcebook for Writing Tutors, 4th Ed.* (2011) ISBN: 9780312661915

**ESL:** Shanti Bruce & Ben Rafoth, eds. *ESL Writers: A Guide for Writing Center Tutors, 2nd Ed.* (2009) ISBN 9780867095944

**THEYSAY:** Gerald Graff/Cathy Birkenstein *"They Say / I Say": The Moves That Matter in Academic Writing, 3rd Ed.* (2016) ISBN 9780393617436

**STYLE:** John R. Trimble *Writing With Style: Conversations on the Art of Writing, 3rd Ed.* (2011) ISBN 9780205028801

Also essential: your own copy of the campus writing handbook, which you should already own: **CENGAGE:** Kirszner & Mandell *The Pocket Cengage Handbook, 7th Edition.* Wadsworth Cengage 2017.

Two **blue books** (available behind the bookstore counter about a buck each: one is for doing in-class writing/journaling – bring it to class each time; the other is for your final exam)

A notebook for keeping reading notes and other notes on tutoring—bring to class each day.

### Course Description

*“our job is to produce better writers, not better writing”*  
–Stephen North “The Idea of a Writing Center”

The aim of our course is to give you the concepts, practice, and experience to assist in the improvement of others’ writing (a role that for many of you includes fulfilling your nomination to become one of the University of Portland’s Writing Assistants). As North notes, our goal as writing assistants should be less about copyediting individual papers, and more about improving peers’ writing as a whole. We will work toward this aim first by having you reflect on your own writing, drawing from areas of your writing experience and inexperience, and building up your confidence as a writer, teacher, and campus ambassador. We will read a wide range of material which will offer a broad set of opinions (at times conflicting) on what makes good writing, good revising, and good advising, in order to find the methods that best suit your personal experience, outlook, and inclinations. A variety of writing tasks—papers, journal responses, case studies, interviews, self-critiques, peer assessments, and a research project—will keep us experimenting and processing to learn what works for you. And while it is important that you emerge from our semester of readings and assignments with confidence and technical expertise in writing, you should be comforted by the fact that what characterizes the best Writing Assistants is the ability to *listen actively* and ask the right *questions* (vs. having all the answers).

### Learning Objectives *As an active citizen of the course, you should be able to:*

- relate the history of the idea of the writing center, its functions, and its conflicts
- demonstrate your knowledge of writing as a process
- exhibit a habit of self-reflective practice
- demonstrate sharp awareness of the structure, forms, and strategies of college-level writing
- have familiarity and facility in the differing forms of writing from disciplines across campus
- exemplify professional tutoring practices and fundamentals
- assist students of varied backgrounds, learning skills, and abilities
- exhibit strong verbal communication skills and sensitivity in advising
- show familiarity with rules of grammar and a variety of documentation styles

### Development *You will work toward these objectives through:*

- commitment to each day's readings (reading carefully, taking notes as you read, and reviewing the readings/notes before class)
- diligent participation in small-group and larger-class discussions
- frequent writing tasks, including journaling, quizzes, in-class writing, reports, and completing a Writing Center-related research paper/project
- practice in the Writing Center through interviews, observation of veteran WAs, and guided advising sessions
- collective sharing of knowledge about the specific disciplinary fields of writing you know best
- preparation for a comprehensive exam through synthesis, brainstorming, and reflection

### Course Requirements

- **Careful and self-conscious reading:** While reading for class is always important, it's especially so for this course, since you're being trained here to do vital work at the university in future months. Please be in the habit of reading carefully and taking notes while you read (don't presume you'll just remember important things throughout the term). Ideally, you'll keep notes in some nice, portable notebook you can bring to class, keep with you (for those unexpected epiphanies), and save for future reference.
- **Participation:** Because this is a workshop, active participation on the part of every member will be essential. **Participation, for the purposes of this class, consists of the following:**
  - \*being present in class      \*having the correct text with you and open on your desk as we look at passages
  - \*having done the reading      \*contributing to small-group and whole-class discussion
- **In-class presentations/discussion leading:** Twice during the semester, you will lead part of the class discussion on the week's readings. This involves reading well and coming up with questions and topics that will provoke good discussion among class members. You will also offer brief in-class presentations of assignments throughout the term. More details to come.
- **Writing Assignments:** The majority of your grade will be based on writing assignments, both informal and formal. You will maintain a journal throughout the semester (a blue book brought to every class), in which you will write assigned responses to the readings, class discussions, and tutoring sessions. You'll also use it for in-class quick-writes. You will periodically turn in the journal for review. Among your formal writings will be a literacy narrative that reflects on your path toward becoming a writer; interview reports (of WAs and professors about their expectations); and other shorter writings. At the end of the term you will submit a substantial Writing Center-related research project.
- **Quizzes:** I will occasionally give very brief, unannounced quizzes based on that day's reading at the beginning of our class meeting. These serve to ensure that everyone is keeping up with the reading; rest assured that if you are, the quizzes will not be overly challenging. Quizzes may not be made up, but I do drop your lowest quiz grade.
- **Final Exam:** To make the most of this course and its preparation for your future work with others' writing, you'll need to synthesize what you've learned. To that end, I assign a comprehensive final. A series of short-answer questions will test your retention of the course material and your degree of achieving many of the course objectives. The best way to prepare for the final is to keep up with each week's reading, engage with class discussions, and keep track of the patterns of what makes strong writing and excellent tutoring.

### Grading breakdown

- 10% literacy narrative
- 15% journal notes, quick-writes, quizzes
- 15% short assignments (interviews, reviews, reports)
- 25% participation in class (including leading discussion) and the Writing Center
- 20% final paper/project
- 15% final exam

*Note: for every due date of writing assignments, I am happy to offer a no-questions-asked grace period of 2 days. If you need further time, please see me before the 2-day grace period is up to discuss a plan for getting the work completed (if I don't hear from you, a late penalty of 1/3 grade per day will activate). No grace period or makeups for in-class writings or quizzes.*

### **Keeping in Touch**

Please take advantage of my office hours, make an appointment with me if you can't make my office hours, and/or stay in touch with me by email. I welcome your visits to my office, whether to discuss ideas for a paper, a draft in process, or anything else regarding the course or its assignments. Email is a wonderful communication tool, but to me it provides a poor substitute for face-to-face discussion, especially when it comes to going over paper ideas and drafts. Therefore, as a policy I do not read drafts or discuss paper ideas at length over email; instead, I reserve email for basic, nuts-and-bolts sorts of questions (a guideline: if the answer will require more than a paragraph, try to come see me in person). If you can't make my office hours, please let me know and we will decide upon a mutually agreeable alternative time to meet.

### **UP Integrated Writing Center**

In the Learning Resource Center, in BC 163, UP staffs a Writing Center with trained Writing Assistants (W.A.s) who provide guidance on how to improve your writing, for particular assignments, and for the long term. This is not an editing service; instead, the W.A.s will work alongside you in the brainstorming, drafting, and/or revision processes. To schedule an appointment, go the [Writing Center website](#).

### **A Note on Plagiarism**

I expect that all of your assignments for this course will contain original work by you written for this class. When you use outside sources, you must cite them properly (MLA format). Outside sources include material from the web, a friend's paper, anything you have not written. Plagiarism, defined as representing another person's language, ideas, or thoughts as your own, is a serious offense; I report students who commit plagiarism to university authorities. Here is the University of Portland's Code of Academic Integrity:

*Academic integrity is openness and honesty in all scholarly endeavors. The University of Portland is a scholarly community dedicated to the discovery, investigation, and dissemination of truth, and to the development of the whole person. Membership in this community is a privilege, requiring each person to practice academic integrity at its highest level, while expecting and promoting the same in others. Breaches of academic integrity will not be tolerated and will be addressed by the community with all due gravity.*

### **Special note about classroom discussion and challenging topics**

These days you hear a lot about issues of comfort/discomfort when it comes to discussing race, gender, sexuality, politics, and other such topics in class. There is controversy about whether so-called "safe spaces" and "trigger warnings" enable security for all in tackling these issues, or whether they stifle the free flow of conversation. I aim for a sensitive middle ground. College should be a place where your views are challenged, but we also need to respect that others' challenges are different from our own. I strive to create a safe environment where multiple voices can be heard; where we can debate ideas yet trust that there are basic truths in which we all believe; and where people, present or not, are treated with respect. I believe that confronting difficult topics and risking making mistakes is preferable to staying silent because you're afraid of these risks: I hope you will agree and participate accordingly. I will try to acknowledge when I've spoken in a way that I regret, and I genuinely welcome your visits to my office to talk over any issue you feel uncomfortable or concerned about.

### **Assessment Disclosure Statement**

Student work products for this course may be used by the University for educational quality assurance purposes.

### **Accessibility Statement**

The University of Portland endeavors to make its courses and services fully accessible to all students. Students are encouraged to discuss with their instructors what might be most helpful in enabling them to meet the learning goals of the course. Students who experience a disability are also encouraged to use the services of the Office for Accessible Education Services [AES], located in the Shepherd Academic Resource Center (503-943-8985). If you have an AES Accommodation Plan, you should make an appointment to meet with your faculty member to discuss how to implement your plan in this class. Requests for alternate location for exams and/or extended exam time should, where possible, be made two weeks in advance of an exam, and must be made at least one week in advance of an exam.

Also, you should meet with your faculty member to discuss emergency medical information or how best to ensure your safe evacuation from the building in case of fire or other emergency.

### **Mental Health Statement**

As a college student, you may sometimes experience problems with your mental health that interfere with academic experiences and negatively impact daily life. If you or someone you know experiences mental health challenges at UP, please contact the University of Portland Health and Counseling Center in Orrico Hall (down the hill from Franz Hall and Mehling Hall) at <http://www.up.edu/healthcenter/> or at 503-943-7134. Their services are free and confidential, and if necessary they can provide same day appointments. In addition, they make after-hours phone counseling available if you call 503-943-7134 and press 3 outside of business hours. Also know that the University of Portland Public Safety Department (503-943-4444) has personnel trained to respond sensitively to mental health emergencies at all hours. Remember that getting help is a smart and courageous thing to do – for yourself, for those you care about, and for those who care about you.

### **Non-Violence Statement**

The University of Portland is committed to fostering a community free from all forms of violence in which all members feel safe and respected. Violence of any kind, and in particular acts of power-based personal violence, are inconsistent with our mission. Together, we take a stand against violence. Join us in learning more about campus and community resources and reporting options, along with our prevention strategy, Green Dot on our **Community Against Violence website**, [www.up.edu/cav](http://www.up.edu/cav).

### **Schedule** *[readings listed under each day should be completed by that day]*

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#### **I. What is Writing?**

**M Aug 27** Course overview, introductions

#### **II. What is a Writing Center?**

**M Sept 3** *Bedford* ix-xii Intro and 1-8 The Writing Center as Workplace  
*Sourcebook* 44-58 Stephen North “The Idea of a Writing Center,”  
70-76 Andrea Lunsford “Collaboration, Control, & the Idea of a Writing Center,”  
97-111 Steve Sherwood “Portrait of the Tutor as an Artist.”

#### **III. What is a Writing Assistant?**

**M Sept 10** **Literacy Narrative due for peer review**  
*Sourcebook* 1-33 Murphy/Sherwood “The Tutoring Process,”  
112-127 Peter Carino “Power and Authority in Peer Tutoring.”  
*Bedford* 11-25 “Inside the Tutoring Session” and 28-37, from “Tutoring Writers...”

#### **M Sept 17** **Literacy Narrative due**

*Sourcebook* 128-132 Jeff Brooks “Minimalist Tutoring,”  
133-146 Shamooin/Burns “A Critique of Pure Tutoring,”  
148-154 Steven Corbett “Tutoring Style, Tutoring Ethics.”  
*Bedford* 52-71 “The Writers You Tutor.”

**M Sept 24** *Bedford* 72-87 “Helping Writers Across the Curriculum,” 103-110 “Addressing Various Tutoring Situations”  
*Style* ix-28 (ch. 1-3, Intro – Openers).

#### **IV. I Forget: What are the Basics of Writing Again?**

**M Oct 1** **Assignment report due; presentations**  
*Cengage* (Writing Basics: Purpose, Audience, Essay Writing).  
*Style* 29-47 (ch. 4-5, Middles - Closers).

- M Oct 8** *TheySay* xiii-77 Graff/Birkenstein Prefaces, Intro, Starting w/what Others are Saying, Summarizing, Quoting, Responding, Distinguishing.
- M Oct 15** **Fall Break**
- M Oct 22** *TheySay* 78-192 Naysayer, Why it Matters, Connecting, Voice, Metacommentary, Entering Discussions, Writing in the Sciences, Social Sciences.  
*Style* 48-119 (ch. 6-12, Diction - Proofreading).
- M Oct 29** **(Meet at Library)** *Style* 121-173 (ch. 13-17, Punctuation- Epilogue).  
*Cengage* skim sections on MLA and APA docu. style.  
*Bedford* 111-116 “Research in the Writing Center”
- M Nov 5** **No class—instructor conferences**

#### **V. How Can Writing Assistants Approach Challenging Situations?**

- M Nov 12** *Sourcebook* 249-262 Julie Neff “Learning Disabilities and the Writing Center,”  
302-325 Nancy Barron & Nancy Grimm “Addressing Racial Diversity.”  
On Moodle, Mandy Surh-Sytsma and Shan-Estelle Brown, “Theory In/To Practice:  
Addressing the Everyday Language of Oppression in the Writing Center”  
*Cengage* skim sections on Chicago and CSE documentation style
- M Nov 19** *ESL* 1-13 Ilona Leki “Before the Conversation,”  
18-30 Theresa Tseng “Theoretical Perspectives on Learning a Second Language,”  
33-40 Shanti Bruce “Breaking Ice and Setting Goals,”  
42-49 Matsuda/Cox “Reading an ESL Writer’s Text.”  
In class: *Writing Across Borders* (OSU video)
- M Nov 26** *ESL* 51-63 Carol Severino “Avoiding Appropriation”  
66-75 Amy Jo Minett “Earth Aches by Midnight,”  
116-129 Cynthia Linville “Editing Line by Line.”  
*Sourcebook* 284-299 Sharon Myers “Reassessing the Proofreading Trap.”
- M Dec 3** *ESL* 161-171 Kurt Bouman “Raising Questions about Plagiarism,”  
208-215 Ben Rafoth “English for Those Who (Think They) Already Know It.”  
*Bedford* Appendix A + B.
- F Dec 7** **Final project due under my office door by noon**
- M Dec 10** **Final Exam 7:10pm**