

Course Requirements – 87F (full-credit)

Research Project (45%)

Research on writing typically grows out of questions:

- How might I help someone learn to arrive at an arguable thesis or learn to substantively revise?
- What kinds of writing assignments are typical in specific disciplines and what is the rationale behind them?
- How do we assess or evaluate the impact of a particular tutoring strategy?
- What kinds of things do particular people write, and how does writing shape their experience?
- How has writing been/how is writing taught at particular institutions or types of institutions?

Your research project will investigate and develop a response to such a question. It will involve independent research: you will need to examine the scholarly literature on the topic and make your own argument about the topic in light of what others have done. You will submit a research question (5% of your final grade), a description of your research design (including a review of the relevant literature and, if appropriate, an IRB application) (10% of your final grade), a complete draft, and the final paper (10-12 pages) at the end of the semester (25%). Your research project will also form the basis for a presentation in early December (5%), so that you can share your research with the Writing Center community.

Blog Posts & Comments (25%): You will post a series of written response to the readings on the class blogger (<http://blogs.pomona.edu/eng87-2013f/>; this link is also on our Sakai site). These reflections are due by midnight the day *before* we are scheduled to discuss a particular topic or reading in class (so if class is on Tuesday, responses are due by midnight on Monday). These responses should be the equivalent of a one-page, single-spaced paper (~500 words) exploring some question the readings raise for you, and they should engage with the texts closely and thoughtfully – with appropriate quotation, citation, and analysis. You may also want to reflect on your experience as a student and/or as a tutor in your blog posts.

Blog comments, of course, engage directly with other students' responses to the readings. What points did you find particularly compelling? What did you wish the author had addressed further? What do you still find puzzling? *Seven responses and seven comments are required over the course of the semester.* That is one response or comment for every week during the term, though of course you can space them out as you prefer. Comments are due by the end of the same week. If you're making a connection later in the semester because a later reading made you re-think or respond to something someone wrote earlier, that's a bonus!

Writing Center Visit & Reflection (10%): At the beginning of the semester, and no later than the end of September, you will visit the Writing Center and write ~2 pages about your experience, reflecting on the role of the tutor and the tutee. At the end of the semester, we will revisit these earlier essays in class, reflecting on what we've have learned about the role of the tutor and the tutee, and about teaching and learning about writing.

Discussion Leading (10%): Everyone will be responsible for launching class discussion once during the semester. We'll schedule these early, so start thinking about which topics and times you'd prefer.

Addition to the Writing Center's Resources (10 %): For this final assignment, you may choose among several different ways to contribute to the Writing Center's resources.

1. You may develop a new writing or speaking resource for students
2. You may develop a new tutoring resource (focused on either writing or speaking assignments) for the Writing Fellows, either by contributing to the Writing Center wiki or by developing some sort of handout.

3. You may develop a plan and rationale for a 90-minute workshop, aimed either at students or at Writing Fellows.

In all cases, you can do independent research, but you should also rely on the knowledge you gain from course readings. If you choose either of the first two options you must first make sure that your contribution will be *new*.

Class Participation, Attendance and Miscellaneous Assignments (20%): A seminar like this is an exercise in the collaborative construction of knowledge. To that end, attendance in both body and mind is mandatory. Our readings early in the semester are dense. You should come to class with questions, observations, curiosities, half-formed responses, vague and intuited connections to your tutoring practice. You should bring annotated copies of the readings, with notes directing your (and, as a result, *our*) attention to the particular passages that most intrigued you. This will allow us to work through the questions, observations, curiosities, half-formed ideas, and vague and intuitive connections to tutoring practice together.

You may miss four (4) classes over the course of the semester without penalty. (I do not need to know the reason, but it is courteous to let know in advance if possible.) After that, every absence will decrease your final grade by one step. If there are extenuating circumstances that will require you to miss more than that, I will need to know what is going on and may be able to waive this penalty. You cannot pass the class – or continue to work as a Writing Fellow – if you miss eight (8) or more meetings.

If you routinely fail to do the work of the course – to post blog posts and comments, to actively participate in class discussion, and to complete the variety of assignments – it will also affect your grade. We will feel this effect both directly (in that you will be penalized) and indirectly, in that everything we do in this course feeds everything else.