Writing Center Pedagogy: Theory and Practice

Instructor

Prof. Priya Sirohi
(she/her)

Email

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Meeting Time

Wednesdays
2:00-3:40
Block I
Smiddy 108

Office Hours

by appointment
T/Th: 1-4pm

Course Overview

This course will provide the dynamic and continued grounding and expansion needed for all peer tutors in the Writing Center. Not only will we cover citation styles and emphasize the page-based tools a tutor must have, but students will also learn to react swiftly and competently to the ever-changing needs of their tutees. Readings, videos, and reflective journal entries will be assigned; class discussion and application of theory using sample essays and situations will comprise an important part of class time, and student tutors will be encouraged to bring to the class real-life situations from within and without the Center in order to provide applicable lessons and continue keeping the standards of our Writing Center as high as possible.

Students will leave the course with the basics of source-based writing and writing across the curriculum necessary for a flexible tutor; the theory behind writing center pedagogy; how to be an effective writing tutor across a wide range of situations; and understanding of neuro-/cultural diversity as pertaining to tutor situations and language itself. We will focus on online conferences FA2020.

Required Texts

Books (*These will be provided to you as scans or ebooks on Canvas, no need to purchase them unless you really want to)*

The Bedford Guide for Writing Tutors, 6th edition, by Leigh Ryan and Lisa Zimmerelli. ISBN 9781457650727

ESL Writers: A Guide for Writing Tutors, 2nd edition, eds. Shanti Bruce and Ben Rafoth. ISBN 9780867095944

The St. Martin's Sourcebook for Writing Tutors, 4th edition, by Kristina Murphy and Steve Sherwood. ISBN 9780312661915

Writing Centers and the New Racism, eds. Laura Greenfield and

Karen Rowan. ISBN 9780874218619

A Writer's Reference with Exercises, 8th edition, by Diana Hacker. ISBN 9781457686542

Writing Centers and Disability by Rebecca Day Babcock ISBN 9781598715910

Websources

CUNY's *A Guide to Tutoring Non-Native English Speaking Students*

Training for Tough Tutorials video series

PeerCentered blog

Canvas

Additional readings and videos in Resources. Please let me know if you need materials in alternative formats or with additional options for captions, etc, so that I can work with SAS to have them made available.

Objectives

- Learning and understanding the styles and emphasis within areas of study across campus, not just within the tutor's own area of study

- Deepening an understanding of diversity and cultural sensitivity as it applies to all peer tutors

- Embracing theory and pedagogy behind Writing Centers that helps differentiate these centers from peer editing services

- Applying this skill set as practiced with videos and intense role-play, embracing techniques sourced from pedagogical, psychological, and performance sets

Evaluation Methods /Uses of Class Time

This class is **PASS/FAIL**

- Daily readings matched by readings response reflections and applications

  o The reading responses will chart personal progress and questions. This is an individualized journey that you and I will go on together.

  o Your responses should never be four shallow sentences saying that you found something from the text "interesting." They should be honest grapplings and notes that form the basis of your practice. I will respond to you and your questions; please respond to me, too, so that you're creating an organic whole rather than disparate parts. A Writing Consultant should be capable of writing thoughtful, complex, and textually-based responses that further an atmosphere of questioning and demonstrate reading comprehension and an understanding of rhetorical context.

- Mock conferences that support both best practices and creativity and address personal interplay as well as typical student difficulties across process, focusing on interpretation, structure, and results

- In-class quizzes (based on completion) on citation styles and grammar/syntax

- Teaching Philosophy (due at end of semester even though this class is Block I, so you can have more time to develop one)

Class Expectations

We will meet synchronously in-person for most of our time together and will also use breakout rooms. A lot of your reading and writing is done asynchronously via Canvas.

I will have high expectations for the clarity and logical processing of your written work, as this is a course specifically for Writing Center tutors. Be open to change and discovery. No late assignments accepted without previous arrangement. All work to be submitted via Sakai according to pertinent guidelines.

If you did not feel comfortable sharing your name or pronouns in class, you can share them with me alone or via email so that I can address you with the respect that you deserve.

Attendance

If you need to miss class, please notify me ahead of time. Classes will be recorded and made available for viewing if necessary. While you should always complete the work that has been scheduled on the syllabus, keep in mind that at any time we may complete additional work during class or add pertinent assignments.

Excused absences include religious holidays, co-curricular activities like ROTC or sports games, health emergencies, and court appearances.

If we have made specific arrangements because of a time conflict with another class, please follow through with our individualized plan and participate online. If you miss one third of either regular class time or our individualized plan, you will be unable to receive a passing grade for the course.

Students with Disabilities
"In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, reasonable accommodation will be provided to students with documented disabilities on a case-by-case basis. Students must register with the Office of Academic Support Services and provide appropriate documentation to the College before any academic adjustment will be provided."

Mental Health

"Ithaca College provides cost-free mental health services through the Center for Counseling and Psychological Services (CAPS) to help you manage personal challenges, including but not limited to significant stress, mood changes, excessive worry, or problems with eating and/or sleeping."

Academic Advising

"The services of the Academic Advising Center are available to all undergraduate students, regardless of school or major, to help students discuss the outcomes of academic decisions, explore academic choices and alternatives and to examine the consequences of changing a major or adding a minor. Advisors can also provide appropriate referrals to other campus offices and resources. Students can make an appointment to meet with a professional academic advisor by calling 607-274-1001 or emailing advisingcenter@ithaca.edu. Additional information available at www.ithaca.edu/advising."

Course Schedule

In the first column is listed our planned classwork for that day. Subject to change based on needs of the class. The second column lists the planned homework assignment.
Responses are always due by or before 4:00 PM on Fridays.

	In-Class	**Homework**
Week One	Syllabus Day	
Week Two	Mock conferences and debriefing; prof expectations and shapes of essays Diagnosing, Scaffolding and Scripting a Conference	Discuss pages 1-27 in *Bedford* Read "Politeness and Motivation" and "Advice for Tutors" (Canvas) ● Read sample student essays ● Read and discuss "Diagnosing Problems"
Week Three	Discussion of Readings Diagnosing & Tutoring Unfamiliar Genres Presentations on Readings (see bibliography below)	● Bedford Selections (Student Scenarios, Writing Across the Curriculum, ● St. Martin's Sourcebook for Writing tutors, P. 1-33
Week Four	Academic Writing vs. Business Writing Citation Practice Second Round of Presentations on Readings Thesis Go through Louise's materials	Read: ● Materials on Resumes and Cover Letters ● "Differences Between Academic &

	and an essay as a class	Business Writing" PDF ● Bedford: Writing Center as Workplace
Week Five	Grammar and Style	Read ESL Writers Read chapter 10 in *New Racism*
Week Six	Working with vulnerable students or in vulnerable situations	Third Round of presentations (
Week Seven	Final Presentations – Where should Writing Centers head? How should things be changed? What did you learn in the course?	Teaching Statement due by December 11th

READINGS FOR PRESENTATIONS: Each of you will be assigned five or six readings that you will periodically present on in order to teach your classmates what you learned. These readings are specifically connected to tutoring students from marginalized backgrounds or distinct writing needs. Presentations will be three times a semester, with a synthesis "future of the Writing Center" presentation at the end.

Alvarez, Ryan Elvis. *Promising Practices in Advancing Community College English Learners' Sense of Belonging*. 2023. California State University, Sacramento, Ed.D. *ProQuest*, https://www.proquest.com/docview/2829662261/abstract/D9A73BEE05F8481CPQ/1.

Chen, Jianfen, et al. "Reimagining Student-Centered Learning: Accessible and Inclusive Syllabus

    Design during and after the COVID-19 Pandemic." *Computers and Composition*, vol. 67,

    2023, pp. 102751-. *ithaca.primo.exlibrisgroup.com*,

    https://doi.org/10.1016/j.compcom.2023.102751.

Chodock, Ted, and Elizabeth Dolinger. "Applying Universal Design to Information Literacy:

    Teaching Students Who Learn Differently at Landmark College." *Reference & User Services*

    Quarterly, vol. 49, no. 1, 2009, pp. 24–32.

Harris, Muriel, and Tony Silva. "Tutoring ESL Students: Issues and Options." *College*

    Composition and Communication, vol. 44, no. 4, 1993, pp. 525–37. *JSTOR*,

    https://doi.org/10.2307/358388.

McAllister, John W., et al. "The Writing Apprehension of African American Men in College:

    Recommendations for the Professoriate." *Race, Gender & Class*, vol. 24, no. 3–4, 2017, pp.

    119–31.

Nakamaru, Sarah. "Theory In/To Practice: A Tale of Two Multilingual Writers: A Case-Study

    Approach to Tutor Education." *The Writing Center Journal*, vol. 30, no. 2, 2010, pp. 100–23.

O'Connor, Lisa, et al. "Applying Universal Design to Information Literacy." *Reference & User*

    Services Quarterly, vol. 49, no. 1, Sept. 2009, pp. 24–32. *DOI.org (Crossref)*,

    https://doi.org/10.5860/rusq.49n1.24.

ProQuest Ebook Central - Reader.

    https://ebookcentral.proquest.com/lib/ithaca-ebooks/reader.action?docID=1979892. Accessed

    27 Feb. 2024.

Serving Generation 1.5 Learners in the University Writing Center - Thonus - 2003 - TESOL Journal - Wiley Online Library. https://onlinelibrary-wiley-com.ezproxy.ithaca.edu/doi/abs/10.1002/j.1949-3533.2003.tb00115.x. Accessed 1 Mar. 2024.

Stigma of a Label: Educational Expectations for High School Students Labeled with Learning Disabilities - Dara Shifrer, 2013. https://journals-sagepub-com.ezproxy.ithaca.edu/doi/full/10.1177/0022146513503346. Accessed 1 Mar. 2024.

Trosset, Carol, et al. "Learning from Writing Center Assessment: Regular Use Can Mitigate Students' Challenges." *The Learning Assistance Review*, vol. 24, no. 2, Sept. 2019, pp. 29–52.

Understanding Writing Center Use among Community College Students. - Document - Gale Academic OneFile. https://go-gale-com.ezproxy.ithaca.edu/ps/i.do?p=AONE&u=nysl_sc_ithaca&id=GALE%7CA679898759&v=2.1&it=r&aty=ip. Accessed 1 Mar. 2024.

Using the Universal Design for Learning Framework to Support Culturally Diverse Learners - Meia Chita-Tegmark, Jenna W. Gravel, B. Serpa Maria De Lourdes, Yvonne Domings, David H. Rose, 2012. https://journals.sagepub.com/doi/10.1177/002205741219200104. Accessed 1 Mar. 2024.

Waite, Stacey. *Teaching Queer: Radical Possibilities for Writing and Knowing*. University of Pittsburgh Press, 2017. *ProQuest Ebook Central*, http://ebookcentral.proquest.com/lib/ithaca-ebooks/detail.action?docID=4891165.

Wells, Jaclyn. "Why We Resist 'Leading the Horse': Required Tutoring, RAD Research, and Our

    Writing Center Ideals." *The Writing Center Journal*, vol. 35, no. 2, 2016, pp. 87–114.

Wood, Jessa, et al. "Sparking a Transition, Unmasking Confusion: An Empirical Study of the

    Benefits of a Writing Center Workshop about Patchwriting." *The Writing Center Journal*, vol.

    37, no. 1, 2018, pp. 101–30.

Zhao, Yelin. "Student Interactions with a Native Speaker Tutor and a Nonnative Speaker Tutor at

    an American Writing Center." *The Writing Center Journal*, vol. 36, no. 2, 2017, pp. 57–87.

Zimmerelli, Lisa. "A Place to Begin: Service-Learning Tutor Education and Writing Center Social

    Justice." *The Writing Center Journal*, vol. 35, no. 1, 2015, pp. 57–84.