**Course Syllabus Fall 2020: Writing Center Theory and Practice English 72 (#50536)**

**Instructor:          Deb Everson Borofka, Ph.D.             Office:           HUM 60**

**Office Hours:     Arranged  and online M-TH 9:00-10:00am           Telephone:   (559) 301 6079**

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**WEEKLY Class ZOOM        F  12-1:30 p.m.**

***“One student, one teacher, one book, one pen can change the world.” ― Malala Yousafsai***

**Course description**:1 unit, 1 hour lecture with 2-3 hours of reading, reflection, writing each week. This course provides instruction and guided practice in peer learning assistance. The course is intended for those interested in helping students with written compositions while also enhancing their own writing skills and for students intending to enter the field of education. Reader-based feedback and active learning strategies are practiced. Areas for study include composition theory, collaboration learning, writing centers, and writing across the curriculum. Successful completion of ENG 1A is required.

We will be engaging in weekly reading, writing, and class discussions. You are advised to come prepared. Understand that study time is important even though this is only a one unit class. For each hour of in-*class you are expected to spend 2-3 hours outside of class studying/reflecting/writing in response to course content.*  You will be provided with the textsfor the course:  *The Bedford Guide for Writing Tutors*  and the *RWC TUTOR HANDBOOK, FALL 20-SPRING 21*. Other digital readings will also be assigned throughout the semester.

**Course Objectives and Learning Outcomes**

Upon successful completion of this course, students will be able to:

* Guide writers through understanding and completing assignments by applying writing center theory and practices to specific writers' needs.
* Reflect on their own writing processes and growth in their own skills and learning.
* Implement collaborative techniques in their group sessions.
* Objectives:
* In the process of completing this course, students will:
* Describe composition theory and writing center philosophy
* Employ interpersonal dynamics in dealing with students’ needs.
* Identify the learning assistant’s role while helping student writers
* Recognize and respond to the diverse needs of various writers
* Use a variety of teaching strategies while helping student writers.
* Know the role of technology in the writing center and writing instruction
* Analyze his/her own written compositions to a greater extent

**Canvas Course Site:**You will need to be officially enrolled before you will be allowed to enter the site. All communication related to this class will use either our Canvas course site (Announcements, Discussion Board, Canvas messaging etc.) or your District-supplied e-mail address (deb.borofka@my.scccd.edu). Please check your district e-mail address regularly or find out how to forward messages from that address to an address you are in the habit of checking.

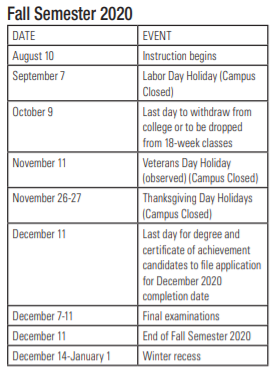
**Necessary programs**: In order to do work from home, you should have the following programs (all of which are installed on computers on campus): Internet browser (such as Internet Explorer or Firefox); district e-mail account (my.scccd.edu); word processor (MS Word preferably, see Paper Format below); Adobe Acrobat Reader for research materials

**“Students with Disabilities/Special Accommodations: Any student in need of an accommodation due to a disability is encouraged to provide the instructor with their verification of authorized services form and consult with the instructor immediately so that arrangements can be made.”**

**Attendance:**You must be present for weekly class meetings. THIS IS PART OF YOUR GRADE. The weekly sign in sheets on ZOOM will serve as record of your attendance. 10 pts per class session will be entered into consideration/calculation of your FINAL GRADE.

**NOTE*:****In order to enroll in Tutor Training Part 2 (ENGL72A) you must complete this course with a B or higher to be considered for re-hire.*

**IMPORTANT DATES:**



**Grades**  You will write weekly reflections, short papers every other week, three pieces for *Paper Jam*. No paper seriously deficient in the area of mechanics (spelling, grammar, punctuation) will receive a passing grade. The point and grade scales are listed below. A basic ten percentage point grading scale will be used. Total points by the end of the course may vary depending on the number of weekly assignments.

Weekly reflections,15 points each; Additional assignments will include: CV poem, 25 points;  two sets of  four chapter summaries, 50 points each, 3 short papers, 100 points each;  various article annotations, 25-50 points each, 3 Paper Jam articles, 25 points each; Professional Resume, 50 points;

**Plagiarism:**Use of another person’s work as though it were your own will not be tolerated. In the current Reedley College Catalog, plagiarism is defined as follows:

*Plagiarism is a specific form of cheating: the use of another’s words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to: failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents.*

**Paper format**     All work must be typed, double-spaced and in 12-point type of a standard typeface (Times Roman, preferably). You must submit your work via the Submissions area. You must submit files in one of the following formats: Word documents (\*.doc or \*.docx) or Rich Text Format files (\*.rtf).

**Grading Scale**

**A                      100%-90%**

**B                      89%-80%**

**C                      79%-70%**

**D                     69%-60%**

**F                      59%-00%**

**\*Total points may be greater by the end of the semester depending on weekly assignments. In any case, a 10 point scale will be used to calculate the final grade. Please check your grade on Canvas on a weekly basis.**

**\*The instructor reserves the right to modify content and schedules, as she deems necessary during the course of the semester.**

**ENGL 72  Schedule of Assignments**

**Weeks 1 and 2   Introductions and Learning Styles**

**WORK DUE:**

Completed Learning Inventories Week 1

Completed Bios and photo Week 1

 Completed personal CV Poem Week 1

Reminder: Distribution of *Sourcebook for Tutoring*\*These are provided by RWC training library, you do not purchase them as these are used every semester by ENG 72 and 72a tutors. You will turn them in at the end of the semester. You should each have your own personal copy of the RWC  Reading Tutor Handbook to be kept in your tutoring binder.

**Assigned:**

1. **Learning Styles Reflection Paper** assigned end of Week 2, due end of Week 4, 100 pts.
2. **Complete reading Chapters 1-4 from The Bedford Guide and prepare a one-page bullet list of “take-aways” for each chapter. 4 pages total**

**Week 2**:

Topic: “Learning Styles and Multiple Intelligence”

**WORK DUE:** Completed Chapter Bullet points from Bedford Guide Chapters 1-4

**Week 3**

**WORK DUE:**

Weekly reflection

**Week 4**

Topic: “Reading”

**Assigned:**

1. **Reading Packet:**Parades article and Schema theory annotations
2. 4 pages of take-aways, Bedford Guide Chpts 5-8 (due at end of Week 7)
3. **Personal Literacy Paper** 100 pts (due end of Week 6)

**WORK DUE:**

Paper 1: **Personal Learning Styles, 3 pages** 100 points

**Week 5**

**Topic: Pedagogy in the RWC**

**WORK DUE:**

Weekly Reflection on Reading with tutees

Reading Packet: Parades article and Schema theory annotations

**Assigned**: Pedagogy in the RWC Article

**Week 6**

Topic: Review Pedagogy in the RWC article

**WORK DUE:**

 3 page Personal Literacy Narrative,100 points

Annotated pedagogy article

Assigning Cultural Literacy Reading, Inventory and Essay Due Week 11

**Week 7**

Topic:   Deaf, Hard of Hearing, and Learning Differences strategies session

**WORK DUE**

Weekly Reflection

Chapters 5-8 Bedford Guide  summaries, 4 pages total

**Week  8**

**TOPIC: TBA**

**WORK DUE:**

Weekly Reflection

**Week 9  10  11**

Topic: TBA

**Assign** Mid Term Reflection, 2 pages Due Week 11

Paper 3 Cultural Literacy Inventory and Personal Reflection Paper, 100 pts, due Week 11

**Week 9**

 Assigning Mid Term Reflection; 2 pages

**WORK DUE :**

COMPLETED Cultural Literacy Packet (Article and Inventory)

**Week 10**

Topic: MIDTERM ESSAY DUE at time of COnference

**WORK DUE:**

MIDTERM CONFERENCE/Binder review

**Week 11**

Topic: Discuss SAFE SPACE TOPICS

**WORK DUE:**

Mid Term Reflection, 2 pages

Working on Cultural Literacy Packet

**Week 12**

**WORK DUE:**

Weekly Reflection due

**Week 13**

**WORK DUE:**

Weekly Reflection

**Week 14**

**WORK Due:**

Weekly Reflection

**Week 15**

Topic: Preparing your professional Resume

**WORK DUE:**

Professional Resume, 50 points

**Week 16**

**TOPIC: TBA**

**Week 17**

Topic; EQUITY, Final In-Class DISCUSSION

How can we improve ourselves?