**Course Syllabus Fall 2023 Writing Center Theory and Practice**

**English 72 (#55151)**

**Instructor:   Deb Everson Borofka, Ph.D.**

**Office: HUM 58 & VIRTUAL CONFER ZOOM ROOM**[**https://cccconfer.zoom.us/j/5838541693 Links to an external site.**](https://cccconfer.zoom.us/j/5838541693%20Links%20to%20an%20external%20site.)

**STUDENT/Office Hours: Arranged and online M-F 9:00-10:00 am**

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**REQUIRED WEEKLY Class ZOOM meeting    Friday:10 am-11 am**

***“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, and 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. 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.*

**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.

**Student Learning 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.”***

**IMPORTANT DATES**

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**Attendance:**You must be present for weekly class meetings. THIS IS VERY IMPORTANT. The weekly ZOOM sessions will serve as a record of your attendance.

**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.*

**Grades**  You will write weekly reflections, short papers every other week, and 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’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. THIS INCLUDES****AI****GENERATED TEXT. 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 the 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**

**PRIOR TRAINING WORK DUE :**

Completed Personality/Learning Profile

Completed Canva Bio and Video

Completed Canvas Page with your personal Embedded Tutor Information

\*Please note: Each semester, we participate in at least one Reading/Writing Center or Tutorial Conference. Dates have not yet been set for SPRING 22 but team presentations will be part of the course assignments. I will adjust the content accordingly which means some of our topics may be pushed out.

**Week 1**

Topic: Introductions and Welcome

Reminder: Copies of *The Bedford Guide for Writing Tutors*\* have been 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 the digital **RWC Reading/Writing Center Tutor Handbook** bookmarked on your favorites tab on your computer.

**Assigned:**

1. **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**
2. **Read Lisel Muller's "Curriculum Vitae" poem and then write/submit your Personal "Curriculum Vitae" poem**
3. **Begin September Paper Jam Article in Canva**

**Week 2**:

Topic: “Learning Styles and Multiple Intelligences”

**Assigned:**

**1. View Multiple Intelligences ppt**

**2.  View Learning Styles ppt**

**3. Read and annotate the article “Inclusion and Multiple Intelligences”**

**4. Personal Learning Styles Reflection Paper**, due end of Week 4, 100 pts.

**WORK DUE:**

* Completed Chapter Bullet points from Bedford Guide Chapters 1-4
* CV Poem

**Week 3**

Topic: “Learning Styles and Multiple Intelligence

**Assigned:**

1. **Read/ create a bullet point page for each Chapter 5, 6, 7, and 8 in the Bedford Guide**(due at the end of Week 7)

**WORK DUE:**

Weekly reflection

**Week 4**

Topic: “Reading” and Personal Literacy

**Assigned:**

**1. Reading Packet:**Parades article and Schema theory annotations

**2. Personal Literacy Paper assigned, 3 pages,**100 pts (due end of Week 8)

**WORK DUE:**

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

         Weekly Reflection

         First PJ article

**Week 5**

Topic:Pedagogy in the RWC

**Assigned:**

1. Second Paper Jam Article

2. Pedagogy in the RWC Article annotation

**WORK DUE:**

     Weekly Reflection on Reading

     Reading Packet: Parades article and Schema theory annotations

**Week 6**

Topic: Review Pedagogy in the RWC article

**Assigned:**

1. Reading/Annotation for the article about Learning Differences and Deaf Students

**WORK DUE:**

     Annotated Pedagogy article

     Weekly Reflection

**Week 7**

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

**Assigned:**

1. View youtube video on being a deaf student

**WORK DUE**

     Annotation for the article about Learning Differences and Deaf Students

     Weekly Reflection

**Week 8**

Topic: Safe Space and LGBTQ+

View LGBTQ+ 101 video and discuss

**Assigned:**

1. Mid-Term Reflection, two pages (Due Week 10)

**WORK DUE:**

     Paper 2 Personal Literacy Paper, 3 full pages min.

     Weekly Reflection

     PJ article

**Week 9 10 11**

Topic: Mid-Term and Intro to Cultural Literacy

**Assigned:**

1. Paper 3 Cultural Literacy Inventory and Personal Reflection Paper, 100 pts, due Week 13-14
2. Third Paper Jam article

**Week 9**

Topic***: Cultural Literacy: What is it and Why is it important to understand?***

**Assigned:**TBA

**WORK DUE:**

     Completed Cultural Literacy Packet (Article and Inventory)

**Week 10**

Topic: MIDTERM

**Assigned:**TBA

**WORK DUE:**

      MIDTERM CONFERENCE on Zoom

      Mid-Term Reflection, 2 pages

**Week 11**

Topic: CULTURAL LITERACY

**Assigned:**TBA

**WORK DUE:**

     Working on Personal Cultural Literacy Paper

**Week 12**

Topic: TBA

**Assigned:**TBA

**WORK DUE:**

     Weekly Reflection due

     Third PJ Article

     Paper 3: Personal Cultural Literacy Paper, 3 page min.

**Week 13**

**Topic:** TBA

**Assigned:**TBA

**WORK DUE:**

     Weekly Reflection

**Week 14**

**Topic:** Topic: Preparing your Professional Resume,

**Assigned:**

1. Personal Professional Resume

**WORK Due:**

     Weekly Reflection

**Week 15**

Topic: Preparing your Professional Resume,

**WORK DUE:**

     Professional Resume, 50 points

**Week 16**

**WORK DUE:**

**any outstanding assignments**

**Week 17**

Topic: EQUITY-Final In-Class DISCUSSION

How can we improve ourselves and RWC services?