

- ✓ Develop an understanding of writing theory and practice based on both course readings and personal experience.
- ✓ Explore how learners approach writing, why these approaches are highly individualized, and how the writing center fits into the writing process.
- ✓ Discuss theory and practice revolving around assisting the students that commonly utilize the Reading and Writing Center, with special attention paid to the international and multilingual reach of FSU's student population.
- ✓ Select an area of focus in writing tutoring and devote special attention to this area throughout the course.
- ✓ Develop skills as a tutor, through mentorship with a current tutor and tutoring individually in the FSU Reading and Writing Center or Digital Studio.

The approach to tutoring we will discuss and explore this semester is focused on providing audience-based feedback to students that allows them the opportunity to grow as writers, readers, and critical thinkers. As peer tutors in the Florida State University Reading and Writing Centers and Digital Studios, we provide guidance, feedback, and encouragement to help students understand options for completing writing assignments, becoming aware of the tools that improve writing, and building their confidence as writers.

The Reading Writing Center (RWC):

The Reading/Writing Center, with locations in Williams (Room 222C), Strozier Library, and Johnston Ground, offers writing support to all FSU students, including first-year undergraduates, students in all majors, international and other ELL students, CARE students, student athletes, and graduate students across the disciplines. Its approach to tutoring is to provide guidance to help students grow as writers, readers, and critical thinkers by developing strategies to help writers in many situations. RWC tutors act as a practice audience for students' ideas and writing, helping them develop their writing in many areas. Among them are:

- **Process:** tutors focus on students' process of writing and support students' composing throughout all facets of that process;
- **Rhetorical awareness:** tutors support students' development of writing expertise in all writing genres and media employed across campus;
- **Reflective Practice:** tutors model and encourage habits of reflection that prompt students to be more critically aware of their own writing practices; and
- **Transfer:** tutors foster the use of techniques and strategies that students can apply and re-purpose in multiple writing contexts.

RWC hours vary each semester. To view the RWC schedule or make an appointment with a consultant, please visit <http://fsu.mywconline.com/>

"You have to resign yourself to the fact that you waste a lot of trees before you write anything you really like and that's just the way it is." ~JK Rowling

Opportunities after this Course:

This course is specifically designed to prepare you to tutor at FSU's Reading and Writing Center, and there are a few ways you can continue to do so:

- Internships are available where students can sign up for 1 to 3 credits of tutoring hours—4 hours of tutoring a week per credit hour. This fulfills the Editing, Writing, and Media internship requirement.
- Directed Independent Studies (DISs) are also available. This is a 3 credit course, for which students will complete 4 hours of tutoring per week, in addition to working on a special project throughout the semester. The semester-long special project for this DIS will be designed with the RWC director.
- Lastly, the RWC has one paid position as the liaison between the RWC and the athletics department. There will be 6 to 10 hours of tutoring a week (depending on schedule) and 2 to 4 hours of administrative work.

Graded Assignments:

Assignments are described in more detail in the Description of Major Assignments below.

Grading Scale:

A 93 – 100
 A- 90 – 92
 B+ 87 – 89
 B 83 – 86
 B- 80 – 82
 C+ 77 – 79
 C 73 – 76
 C- 70 – 72
 D+ 67 – 69
 D 63 – 66
 D- 60 – 62
 F 0 – 59

Project One	Research Synthesis Design	Grade Breakdown: RWC Attendance – 20 pts Final Draft – 150 pts Presentation – 50 pts Total: 220 pts
Project Two	Multimodal Remediation of Project One	Grade Breakdown: Rough Draft – 10 pts Peer Response – 10 pts Multimodal Text- 75pts Reflection – 75pts Total: 170 pts
Project Three	Tutoring Philosophy	Grade Breakdown: Rough Draft – 10 pts Peer Response – 10 pts Final Draft – 200 pts Total: 220 pts
Class Notes	Notes taken during class and shared with classmates.	Total: 20 pts
Homework Essays	Short essays assigned for homework	Each essay = 30 pts Total: 60 pts
Group Journals	Informal writing assigned for homework which are graded on a credit or no credit basis.	Each journal = 10 pts Total: 100 pts
Reflections	Short informal reflections on tutoring experiences	Each reflection = 10 pts Total: 80 pts
Participation	Daily attendance to class and active participation in class meetings.	Total: 60 pts
RWC Attendance	Attendance and active engagement in tutoring sessions and observations.	Total: 70pts
	TOTAL	1,000 pts

Classroom Policies:

Access / Accommodations. I am committed to maximizing your learning potential and making this course as accessible as possible. Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center 874 Traditions Way 108 Student Services Building Florida State University Tallahassee, FL 32306-4167 (850) 644-9566 (voice) (850) 644-8504 (TDD) sdrc@admin.fsu.edu <http://www.disabilitycenter.fsu.edu>

classroom policies

Attendance. It really means a lot to me (and others in the class) that you show up each day ready to discuss the readings, share your writings, and engage with others in the class. Class time will be highly interactive — requiring frequent participation, discussion, teamwork, in-class writing, and responding to writing. For this reason, I expect you to attend all class sessions. If you do not attend class, you will lose participation points for each day that you miss.

Additionally, there is a strict attendance policy to which this course adheres: an excess of two weeks of absences—that's more than three absences—is grounds for failure. Note: This policy includes missing conferences and RWC sessions. You are required to be an active member of the classroom community, and if you do not attend class regularly, you cannot fulfill that requirement.

If you have an excellent reason for going over the allowed number of absences, you should call Undergraduate Studies (850-644-2451) and make an appointment to discuss your situation with them. If you can provide proper documentation of extreme circumstances (for example, a medical situation or some other crisis), Undergraduate Studies will consider the possibility of allowing you to drop the course and take it the following semester.

Tardiness. Three (3) late arrivals equal an absence. If you miss more than 25% of the class or an RWC session you are considered absent.

For tutoring: Your attendance for tutoring in the RWC is **mandatory**. The RWC does not cancel appointments for students who seek help from us. If you arrive late, do not show up, or leave your shift early, your actions will affect everyone, including the students seeking help, the tutors who have to cover your shift, and the perception of the RWC across the university. If you know in advance that you cannot cover your shift, you must notify the RWC coordinators at least a week in advance: these include Anna (amw14d@my.fsu.edu) and me (emc15j@my.fsu.edu) in the RWC. *****You are responsible for finding coverage for your shift.*****

If you arrive late or do not show up to your shift without advanced notice, your timeslots will be blocked from others making new appointments and will not be lifted until you meet with the RWC director. Although your schedule will be blocked, you should still plan to arrive for your shift the following weeks, so you must meet with the director before your next shift. Missing more than one shift is an automatic failure for the course; however, missing even one shift or coming late to one shift is grounds for failure if your performance in class up to that point has been less than satisfactory. If your behavior and conduct within your shift is unbecoming and inappropriate for your position, you will be considered as if absent.

Furthermore, tutoring is a privilege, not a right. So, if your grade in this class falls below a C average, you will be taken off the RWC schedule and be required to conduct observations of RWC sessions instead.

Distractions. Silence your cell phone and refrain from texting. While we will regularly use laptops for in-class writing, research, and collaboration, refrain from using your laptop for non-class activities. If you are caught using your technology for non-academic purposes, you will receive an absence for the day.

Grade Inquires. Due to the Family Educational Rights and Privacy Act (FERPA) I am not able to discuss your grades with you over email. If you'd like to discuss a grade you received, please set up an appointment with me to discuss your paper.

If you contact me at the end of the semester asking me to round up your grade, I will lower it. I only round up grades if you have attended and actively participated in all scheduled class meetings and you're a few tenths of a point away from the higher grade. If you meet both of these requirements, I will automatically round up your grade, so there is no reason to contact me.

Respect / Community. Please be kind and respectful. Personal insults, verbal attacks, or threatening behavior to individuals or groups of individuals will not be tolerated. You are an adult, and as such you are expected to behave accordingly. If you do not, you will be asked to leave class and you will lose participation points. To return to class, you be required to write a letter to the class or individual (depending on the situation) apologizing for your behavior.

Plagiarism Statement. Plagiarism is grounds for suspension from the university as well as for failure in this course. It will not be tolerated. Any instance of plagiarism must be reported to the Director of Undergraduate Studies. Plagiarism is a counterproductive, non-writing behavior that is unacceptable in a course intended to aid the growth of individual writers. Plagiarism is included among the violations defined in the Academic Honor Code, section b), paragraph 2, as follows: "Regarding academic assignments, violations of the Academic Honor Code shall include representing another's work or any part thereof, be it published or unpublished, as one's own."

Students who are found plagiarizing will receive a zero on the assignment. Depending on the degree on the plagiarism, students may also be at risk for failing the class.

MLA Formatting. All drafts and homework assignments must be submitted in proper MLA formatting. We will go over the basics in class, but here are a few quick reminders: double spaced, 12pt font, Times New Roman, and 1" margins.

Late Work. All assignments must be turned in on time. Assignments less than 50 points will not be accepted late for any reason. Final grades on papers will be downgraded a whole grade for each day late (for example A to B) unless you have made prior arrangements for an extension with me. If you need an extension on a project, please notify me at least 24 hours in advance of the due date requesting extra time.

Backing up Work. Please make sure to have a plan for backing up all of your digital work in multiple places in case of computer failure. Please also make sure to save all of the writing you complete for class.

Canvas / Daily Schedule. The daily course schedule and more detailed assignment prompts will be available on Canvas. The course schedule is subject to change based on the needs and interests of the class. You are responsible for regularly checking Blackboard for updates.

Google Drive. If you don't already have one, you will need to create a Gmail email account. We will be using Google Drive for a variety of in-class activities and turning in drafts. We will discuss the basics of how to use Google Drive in-class.

Homework Assignments

Readings

The readings assigned for this class are aimed at helpfully develop your knowledge and skills to prepare you for the upcoming project. As such, it's important that you have a strong understanding of all of the reading material. This may require you

to re-read assignment, take notes, make annotations, and/or highlight sections of the text.

Group Journals

You will need to make an initial post of a minimum of 200 words or the multimodal equivalent in which your peers will respond to. In these journals, you may respond to the text in any way that you think is valuable. Ideally, you will connect the content of the assigned text to your personal experience. Consequentially, you will need to go beyond summarizing the text. Instead, you will need to use your critical thinking skills to engage the text in a meaningful way. You may want to connect the reading to the current assignment, previous writing instruction you've received, or another text you've read. You will need to make the first post no later than 11:30pm the night before the journal is due.

After you've posted your response to the reading, you will go and read your teammates' responses. You are required to write a 100 word response or the multimodal equivalent to at least one other teammate's work.

The goal of this assignment is to think deeply about the text you've read and to gain additional insight from your peers' interpretations.

The Group Journals are graded on a credit, half-credit, or no-credit basis. *Late Group Journals will not be accepted.*

Reflections

Throughout the semester you will be required to conduct observations, co-tutor, and independently tutor in the Reading Writing Center. After these experiences, you are required to compose a short reflection (200 words or the multimodal equivalent) documenting and reflecting on your sessions. In these reflections, you will briefly outline what happened in the sessions and then document your thoughts on the experience. Some questions you could answer include: What did you think went well? What could have been done differently? What do you think you would have done differently if you had had more time during the session?

Class Notes

Once or twice (depending on the class size) during the course of the semester you will be tasked with keeping detailed notes of the class lesson and publicly posting them for the class to view. These class notes will benefit the whole class by allowing students to keep track of what happened during the class session if they were absent or missed some important information. You will sign up for the date(s) you will be taking notes at the beginning of the semester. So, please make sure that you don't sign up for a day that you know you will be unable to attend. If you are unable to make it to class the day that you need to take notes, you will need to contact someone to swap dates with you.

Short Essays

This homework assignment needs to be a minimum/maximum of 600 words (about ~2 double spaced pages) and in MLA format. The purpose of these assignments is to have you reflect on your growth as a student and writer in addition to receiving feedback on your writing.

Essay One: In this essay, you'll briefly address who you are as a writer. You might want to consider the various components of your identity (gender, socio-economic background, sexual orientation, race, (dis)ability, etc.) impact this role that you enact. You also might want to include what you consider as good writing and why you believe that to be so. How you take this essay is up to you.

Essay Two: In this essay, you'll briefly address who you are as a tutor. You might want to point to specific moments or readings you've completed that have influenced you. You might also want to point to how your identity has shaped who you plan to be as a tutor. This is also a good place to start for your Project 3.

Major Assignments

Project One: Researching a Special Topic

Final Draft Word
Count: ~2,000

The diverse needs of students at FSU requires us to be prepared for a range of situations that you may encounter while tutoring in the RWC. The purpose of this project is to help prepare you and your fellow tutors for this variety by developing and sharing resources that touch on special topics in writing tutoring. For all tutors in the writing center, development does not end after a tutoring course is finished. As a result, finding and designing resources that can assist you and your fellow tutors in dealing with challenging tutoring situations is beneficial for us all.

Your assignment is to provide a resource for your classmates (and other tutors in the RWC) in the form of an annotated bibliography. You'll begin by researching articles on your choice of a special topic in tutoring (see list below). You'll need to do sufficient research so that you are able to choose ten solid, scholarly articles for your topic, preferably those that either show a range of scholarly opinions or work together to make a larger argument. These annotations should be written with an audience of future and/or current tutors, as these are exactly who these will be shared with.

Additionally, since we can all benefit from the research you will conduct, you will be required to give a modified PechaKucha presentation in class. For your PechaKucha presentation:

- Create 10 PowerPoint slides, that are primarily visual in nature
 - Text on the slides should be as minimal as possible, no more than 5-8 words
- Slides should be timed for 20 seconds each
- Slides should correspond to what is being discussed

While the presentation does not need to be memorized, you will need to practice your presentation beforehand in order to give it in a clear and confident manner.

The learning goals of this project include: attention to detail, ability to effectively interpret assignment prompts, and grow your understanding of writing center scholarship.

Project Requirements:

- ✓ Make an appointment with an RWC tutor to work on your draft (fsu.mywconline.com). You may go at any stage of your writing process, as long as it is more than a day before the project is due.
- ✓ An introduction that establishes your special topic and the purposes and benefits of this bibliography.
- ✓ At least 10 relevant and useful scholarly articles or chapters, cited in MLA format in alphabetical order.
- ✓ Each source accompanied by a 200 word annotation summarizing the article and outlining how a writing tutor can benefit from this piece.
- ✓ Modified PechaKucha presentation

Potential topics, to start thinking about ways you can research and focus your interest:

- Digital composing practices and the Digital Studio.
- Strategies for working with student athletes.
- Strategies for working with students with disabilities.
- Strategies for working with international students.
- Strategies for working with ESL students.
- Strategies for working with graduate students.
- Strategies for tutoring reading.

- Strategies for integrating grammar without line editing.
- Workshopping personal writing, including writing about trauma, abuse, etc.
- Working with difficult or resistant students
- Workshopping creative writing, including poetry, prose, etc.
- Workshopping professional writing, including resumes, statements of purpose, etc.
- Online writing center pedagogies.
- Issues of race in the writing center.
- Issues of gender in the writing center.
- Issues of sexuality in the writing center.
- Dealing with racism, sexism, homophobia, etc., in the writing center.
- Conducting research in the writing center.
- Other topic (see me).

This list is not exhaustive, and I'm happy to discuss anything else with you that might appeal to your interests and research agenda in the context of the Writing Center.

Project Two: Multimodal Remediation

Final Rationale
Word Count: 1,200

Throughout the semester, you've learned about the writing process, started to help others with their writing, and done significant research in an area of writing center scholarship. In this project, you'll take your specialization from Project 1 a step further to become a creative participant in the field of writing center work.

How this works is that you will create a project that will disseminate the knowledge you've gathered to other writing center consultants. To accomplish this you will create a physical or digital design that clearly and effectively educates tutors in your chosen topic. Accompanying your design will be an in-depth reflective essay that explains the choices you made in creating your digital or physical text.

You will return to your scholarship from Project 1 and develop a sense of the audience, medium, and genre that would make the most sense to target with this information. What genuine need can you address? Your multimodal remediation will require you to make rhetorical decisions concerning your audience's needs, the appropriate genre, methods of delivery and circulation, and software/hardware to be used. You will submit an informal proposal with your topic and genre, and ultimately develop a full-fledged multimodal remediation. You will also create a substantial reflection explaining and justifying the choices, strategies, and processes in your digital composition.

Project Requirements:

- ✓ 4-5 page, 1200 word document in MLA style, which reflects on and rationalizes the choices made for the multimodal remediation
- ✓ Digitally or physically designed multimodal remediation.
- ✓ Engagement with at least 7 scholarly sources in the multimodal text

Project Three: Tutoring Philosophy

Final Draft Word
Count: 1,200

Throughout the semester you have engaged in various writing center scholarship in your own research and in the class readings. Additionally, you've observed various tutoring sessions and tutored students in the Reading Writing Center. So, by this time, you have a well-developed understanding of what it means to be a writing center tutor.

Pulling from these readings and experiences from the semester, you will write an essay on your tutoring philosophy. A tutoring philosophy, generally speaking, is a self-reflective statement of your beliefs about tutoring. It should also discuss how you put your beliefs into practice by including concrete examples of what you do or imagine you would do in a tutoring session. To do this, you will synthesize the concepts from the assigned course readings, your own independent research, class discussions, and your own experiences with tutoring. Some questions that you may find useful as starting places:

- What does an effective tutoring session look like?
- How do you know a student is learning in your session?
- What ethics or beliefs do you bring with you to your tutoring sessions?
- What do you believe is your role as a writing center tutor?
- What do you believe a tutor should always do or consider in a session?

Project requirements:

- ✓ Identify what your tutoring philosophy is and how you enact it in your sessions
- ✓ Discuss at least three (3) concepts and reference at least three (3) readings from class.
- ✓ Connect your tutoring philosophy to personal experience and/or reflection.
- ✓ Your project should be approximately 5-6 pages/1500 words long, in MLA formatting with a references page.