



UMass Dartmouth  
Spring 2026



## Syllabus

# ENL 359: Tutoring Writing

### Dr. Beardsley

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### Office Hours

In Person & Discord  
Library, 2<sup>nd</sup> Floor, WMC

M 11 a.m. – 12 p.m.

W 1 – 3 p.m.

Th 3:30 – 4:30 p.m.

*Other hours upon request*

**T/Th**

2 – 3:15 p.m.

SENG 102



**Discord**

<https://discord.gg/dzM2fZEUJa>



## Syllabus Table of Contents

Introduction.....	3
Learning Outcomes .....	3
Late Work .....	3
Course Description .....	3
Pre-Requisite .....	3
Course Texts &.....	3
Required Materials .....	3
Assignment Overview .....	3
University Studies 5B.....	4
Experiential Learning Hours & Working in the WMC .....	4
Attendance.....	5
Office Hours .....	5
Extension Policy.....	6
Formatting and Submitting Assignments.....	6
Course Policy on the Use of Artificial Intelligence .....	6
Dr. Beardsley’s Stance.....	6
ENL 359-Specific Policy .....	6
How to Engage Texts and Prepare for Class .....	7
Email & Discord Policy.....	8
Brief Assignment Descriptions .....	8
Engagement (25%) .....	8
Experiential Substack Posts (30%) .....	9
Midterm – Multimodal Annotated Bibliography Substack Post: Building Toward Your Tutoring Philosophy (15%).....	9
Tutoring Philosophy (30%) .....	9
Grading Scale .....	10
Campus Academic Policies & Student Resources.....	10
Workload and Class Planning Policies .....	10
Credit Hour Standard .....	10
Academic Calendar.....	11
Academic Policies.....	11
Accommodations and Support Policies .....	12

Canvas .....	13
Tutoring Support Services .....	13
Career Planning .....	14

## ENL 359: Tutoring Writing

### Introduction

How do you become a writing tutor? What theories and approaches apply to tutoring? What does it mean to tutor writing as using generative AI (GenAI) becomes commonplace? In ENL 359, you'll theorize the writing process, learn about writing center history and praxis, and apply what you learn to tutoring sessions. You'll work in the Writing & Multiliteracy Center one hour per week and contribute to building the Center's GenAI policy.

### Learning Outcomes

After taking this course, you'll be able to:

- Articulate the basic philosophical principles of contemporary writing center theory
- Conduct one-on-one tutoring consultations
- Help other students understand their own processes, problem-solving strengths, and ideas
- Design and implement classroom presentations and discussions
- Reflect on your own work/process as a writer and communicator
- Discuss different types of tutoring approaches
- Critique the use and usefulness of GenAI
- Author collaborative GenAI tutoring guidelines

### Late Work

Readings and AI Discussion Leader materials must be completed **before** class begins (2:00 p.m.) the day they're listed on the schedule. All other assignments are due by 11:59 p.m.

Assignments more than 7 days late will not be accepted. If you need an extension, please ask. See the Extension Policy on page 6.

### Course Description

Theories and dynamics of writing consultation and course-based tutoring. Readings theorize the writing process, conflicting ideas about writing itself, as well as writing center history, theory, and practice. The course is highly interactive, calling on students to use readings as the grounding for the critical examination of writing consultant practices, as well as the co-construction of classroom discussions and activities. Field work (one hour per week) as a writing consultant is required.

### Pre-Requisite

ENL 102 or permission of instructor

### Course Texts & Required Materials

- Readings posted on Canvas + Perusall
- Canva
- [Discord](#)
- Microsoft 365
- [Substack](#)

### Assignment Overview

- Engagement (25%)
- Experiential Substack Posts (30%)
- Midterm – Multimodal Annotated Bibliography Substack Post: Building Toward Your Tutoring Philosophy (15%)
- Tutoring Philosophy (30%)

## University Studies 5B

### University Studies Learning Outcomes (5B: Learning Through Engagement)

1. Identify the needs and resources of the communities to which they belong
  - a. ENL 359: Tutoring Writing provides students with substantial insight into the communities in which they belong, specifically as learners at UMassD. Students explore their understanding of this community through experiential hours and Substack posts as they acquire knowledge of inclusive and multimodal practices for tutoring fellow UMass students in writing and communication.
2. Apply knowledge and skills gained through academic study to real problems and/or opportunities within their communities.
  - a. Students in ENL 359 learn contextual problem-solving skills by virtue of working individually and collaboratively with experienced tutors and fellow tutors-in-training. The graduated sequence of experiential hours in the WMC ensures that students are supported as they build toward tutoring independently.
3. Describe the connections between learning on campus and the issues and needs of broader academic, professional or civic communities.
  - a. Students in ENL 359 develop an understanding of how students learn to write and communicate and talk broadly and specifically about these learning processes through in-class discussions. Students will also be asked to develop presentations where they will communicate their knowledge to fellow students.
4. Articulate the value of engagement to other members of their communities.
  - a. Students in ENL 359 are tasked with becoming advocates for the WMC, with the goal that they will see the value of the Center as a resource for all campus learners. They will become familiar with how to approach a variety of learning settings and circumstances and develop a multimodal understanding of tutoring practice. The final project specifically asks students to examine the particular identities they embody as tutors and what they uniquely bring to the WMC community.

## Experiential Learning Hours & Working in the WMC

A significant component of ENL 359 incorporates the WMC. Outside of class time, you'll spend approximately one hour per week interacting with the WMC in the form of appointments, observations, and co- and independent tutoring. It is my hope that this time not only helps you learn how to assist others with their composing skills, but that you will learn about the ways you approach writing and composing.

Anyone interested in working in the WMC must successfully complete this course. However, enrolling in ENL 359 does not guarantee that you will be invited to apply for an open tutoring position. Employment invitations are based on a comprehensive assessment of your work as a student, your professionalism, and your enthusiasm for supporting writers at UMassD.

## Attendance

Our class meets on Tuesdays and Thursdays from 2:00 – 3:15 p.m. in SENG 102. We begin class promptly at 2:00 p.m. I take attendance for record-keeping purposes; however, there are not points awarded for attendance. You will be more successful if you attend all class sessions, show up on time, and participate. Please strive to arrive at least five minutes before class and stay for the entire session. While there is no grade, attendance is a major factor in determining candidacy for an invitation to apply to work in the WMC.

***Please do not attend class if you are sick.*** If you miss your AI Discussion Leader date or a Group Presentation due to illness or an emergency, you must meet with me to complete a make-up assignment.

## Office Hours

I hold office hours in person (Library, 2nd Floor, WMC) and virtually on Discord. Join the **#office-hours** voice channel to chat.

Office hours are dedicated to meeting with students one-on-one or in small groups to discuss questions about the course material, unpack assignment prompts, brainstorm ideas, strategize for keeping up with coursework, develop research and writing skills, and get back on track if you've fallen behind.

Even if you don't have any questions, please feel free to drop by!

### Spring 2026 Office Hours

Mondays

11 a.m. – 12 p.m.

Wednesdays

1 – 3 p.m.

Thursdays

3:30 – 4:30 p.m.

If my office hours conflict with your class or work schedule, use my [Student Meeting Bookings](#) page to find an alternative meeting time. You'll notice you cannot book a time during office hours. That's because I already have the time blocked off for you. You can let me know you plan on coming by sending me a DM, or just show up ☺.

## Extension Policy

As I mentioned on page 3, with the exception of readings and AI Discussion Leader materials, assignments are due by 11:59 p.m. the day they're listed on the schedule.

I understand that sometimes, life happens and prevents you from submitting an assignment on time. I would rather you submit an assignment *slightly* late than turn in something you're not ready to submit. With the exception of your Tutoring Philosophy, I will grant you a one-week extension; however, you must contact me **before** the assignment is due to arrange the extension. No extensions will be given after the due date has passed.

## Formatting & Submitting Assignments

As potential WMC tutors, it's important to familiarize ourselves with a multitude of formatting and styles.

At times, you'll use whatever citation style you use most frequently (e.g., MLA). Other activities will task you to try out an unfamiliar style. By introducing ourselves to formatting and citation styles we don't commonly use, we're developing skills transferable to tutoring sessions.

With the exception of assignments posted directly on Substack, coursework will be submitted using Canvas and tools integrated with our course page. I will not accept assignments via email or Discord for any reason.

## Course Policy on the Use of Artificial Intelligence

### *Dr. Beardsley's Stance*

As a teacher, scholar, and WMC director, I acknowledge that generative artificial intelligence (GenAI) is not going away. Thus, I believe it's essential to have critical conversations to help students explore why they might choose to use (or not use) GenAI. We should teach students to critically examine GenAI output to recognize language bias and work to help them value their voice rather than the one imposed by AI. I view GenAI as a segment of digital literacy, as it's a computer technology being embedded in our everyday experiences. Through conversation and critical thinking, we can examine how GenAI can foster meaningful learning.

### *ENL 359-Specific Policy*

If invited to work in the WMC, you'll likely encounter papers written with or students using some form of artificial intelligence (AI). AI tools, including but not limited to GenAI like ChatGPT, can help with content creation at various stages.

Each of your professors might have different policies about using GenAI, but here are some guidelines for this course.

- Brainstorming: Ask AI questions to develop topic ideas, create outlines, and find examples or templates.
- Drafting: Generate content during the drafting stage using AI tools like ChatGPT, Claude, etc.
- Revising: Use AI to check grammar, style, and make your writing concise.

We will play with GenAI at various points throughout the semester\* as we develop GenAI Tutoring Guidelines for the WMC; however, I want to emphasize that you may not use GenAI to produce any assignment in its entirety. I expect you to modify what AI gives you—it doesn't know what it's saying. AI spits out words based on the prompt you feed it. What it says could be real or made up and can contribute to promoting biased language practices and circulating misinformation. Therefore, you must think critically about what it gives you. To do so, you'll explain how you chose to use or not use AI as part of assignments.

*\*You will have the opportunity to opt out of personally using GenAI. I respect your decision to refuse such technology, and you will still be able to fully participate during class regardless of AI usage.*

## How to Engage Texts and Prepare for Class

Please come to class ready to discuss the assigned texts. We all need to read and write to get the most out of this course. Therefore, I expect you to read/listen to/engage with all the material assigned.

You'll annotate texts using Perusall. In your annotations, take notes on the following:

- Write down questions
- Identify key terms
- Note how what you're reading each week connects to other texts we've engaged with
- Consider how what you're reading contributes to developing your approach to tutoring
- Pay attention to how texts are written
  - What's the structure?
  - If it's multimodal, how is the text designed?
  - How are sources used to support claims?

You'll use your annotations as a starting place for in-class discussion and beginning assignments.



## Email & Discord Policy

I typically respond to emails within 24 hours, M – F, 9 a.m. – 5 p.m. I do check my email after that and on the weekends, but not as frequently as I try to keep a work-life balance. Please take this response time into account when reaching out. As a reminder, I do not accept assignments via email or Discord.

You can access the class server and learn more via the Discord Canvas page. I have Discord set up to notify me when someone posts, and it's the quickest way to ask me and ask the rest of the class a question. I encourage you to answer questions for each other.

## Brief Assignment Descriptions

Assignment sheets and rubrics will be available on Canvas, but here are some short descriptions to give you a course overview:

### *Engagement (25%)*

- AI Discussion Leader Sessions
- Group Presentations
- WMC Social Media Takeover

Each week, you can expect to have conversations with classmates during in-class activities. Class time is designed to unpack writing center concepts and help apply what we learn to mock tutoring sessions. Being an engaged student shows you're committed to the course. Missing an Engagement activity here and there won't completely tank your grade, but engagement factors into employment invitations. Engagement activities are designed to reinforce concepts and build toward your Tutoring Philosophy—they aren't just busy work.

Most of what we'll do in class is group-based. You'll be responsible for leading small group discussions as an **AI Discussion Leader**. You'll choose readings from a class reading list, annotate the text with Perusall, and summarize the text to contribute to developing the WMC's GenAI Tutoring Guide. [AI Discussion Leader dates and readings](#) are selected on a first-come-first-served basis and cannot be changed once the schedule is set. We'll finalize the details during the second week of classes.

After midterms, you'll work in groups of 2–3 to deliver **Group Presentations** on writing-center-related topics. Group Presentations begin Week 9. You can view the topics and readings on the course calendar.

Additionally, you'll create a set of Instagram posts for the WMC's account (**WMC Social Media Takeover**) to share writing tips and connect with the UMassD community.

***Experiential Substack Posts (30%)***

Substack posts will involve participating actively in the WMC. You will make appointments to work on your writing, observe experienced tutors, co-tutor, and, eventually, build up to tutoring independently. The topics are listed here, but the posts will have specific prompts provided that ask you to reflect on these experiences and incorporate multimodal composing techniques.

- Initial WMC Observation
- In-Person WMC Appointment
- Online WMC Appointment
- Asynchronous WMC Appointment
- Second WMC Observation with Mentor Interview
- WMC Individual Tutoring, Co-Tutoring, or Additional Observation + Mentor Interview
- WMC Informational Presentation

***Midterm – Multimodal Annotated Bibliography Substack Post: Building Toward Your Tutoring Philosophy (15%)*****5+ Writing Center Source Annotations with Citations**

To begin composing your Tutoring Philosophy, you'll craft an annotated bibliography of sorts with at least 5 sources on writing center theory and praxis. You'll continue playing with multimodal composing to begin demonstrating how you'll apply course texts to tutoring and use a citation style outside of your discipline.

***Tutoring Philosophy (30%)*****Formal Statement (~1,500 words, excluding references) + Multimodal Component**

The goal of this project is to convey what matters most to you as an emerging tutor and is the most traditional assignment in that it has a standard written component. You'll write a statement of about 1,500 that draws on writing center research to illustrate what you most value and hope to practice as a tutor. You will also put together a short, multimodal component to present on the last day of class.

## Grading Scale

Assignments will be graded and posted within 14 days after the assignment's due date. Your grade will be determined using the following grading scale:

Letter Grade	Percentage
A+	97–100%
A	93–96%
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	59% or below

## Campus Academic Policies & Student Resources

### *Workload and Class Planning Policies*

#### *Credit Hour Standard*

UMassD, in alignment with [federal regulations](#) and regional accreditation standards, sets expectations for the amount of work required to earn one academic credit. One credit hour is an amount of work that reasonably approximates not less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (includes exam week) for one semester, or the equivalent amount of work over a different amount of time.
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

For a regular 3-credit class, 3 hours per week of in-class work and 6 hours per week of out-of-class work are required.

## Academic Calendar

The [Academic Calendar](#) provides important planning information for students, faculty, staff and departments, such as class start dates, deadlines for adding, dropping or auditing a class, holidays schedule and the final exam schedule.

- Last day to withdraw listed in calendar
- [Final exam schedule](#)

## Academic Policies

### Academic Integrity

All UMass Dartmouth students are expected to maintain high standards of academic integrity and scholarly practice. A high standard of academic integrity promotes the pursuit of truth and learning and respect for the intellectual accomplishments of others. These are values that are fundamental to the mission of this University. Such values are undermined by academic dishonesty.

The University does not tolerate academic dishonesty of any variety, whether as a result of a failure to understand required academic and scholarly procedure, or as an act of intentional dishonesty. All students should read and understand the University's [Academic Integrity Policy](#), which can also be found in the [Undergraduate Catalog](#).

A student found responsible for academic dishonesty is subject to severe disciplinary action, which may include dismissal from the University.

### Student Behavior

Students are expected to follow the [Student Code of Conduct](#) within the classroom settings.

Faculty may ask students to leave if the faculty member(s) determine(s) that the code of conduct has been violated and a student is creating an environment that is unsafe or not conducive to learning.

### Course Withdrawal

View the academic calendar (above) to see the last day to withdraw each semester. The following information is from the undergraduate catalog:

Students may withdraw from courses through the end of the tenth week of classes of the semester via COIN, at the Student Service Center. Once processed, a grade of W will be recorded on the transcript. Grades of W do not affect a student's GPA, but may impact financial aid [Satisfactory Academic Progress requirements](#). Students who fail to complete this process by the withdrawal deadline will be ineligible for withdrawal and will be graded appropriately by the faculty.

- Students may independently withdraw from a maximum of 18 cumulative credits. The college dean or designee must approve withdrawal requests above 18 and up to

24 credits. After a student has exceeded 18 credits of withdrawals during his or her academic career, the student's college dean or designee must approve any further withdrawal requests, up to 24 credits. Students with more than 24 withdrawal credits are subject to dismissal from the University by the college. Withdrawal credits granted through an approved Medical Leave of Absence do not apply toward the 18 or 24 credit maximum.

- Students who withdraw from all courses during the semester shall be deemed to have withdrawn from the University and will be subject to this policy and the readmission procedures of the University.

### **Withdrawal from the University**

Students withdrawing or taking a leave of absence from the University of Massachusetts Dartmouth are required to submit a written notification of withdrawal.

The Student Leave of Absence/Withdrawal Form may be obtained at the [Registrar's Student Forms](#) page. The last date of attendance will be the date indicated on the form or the date of the last documented academically related activity, whichever is earlier. For additional information: [Withdrawal Policy](#)

### **Incompletes**

According to both the [Undergraduate Catalog and Graduate Catalog](#), an incomplete may be given only in exceptional circumstances at the instructor's discretion. The student must be passing at the time of the request or be sufficiently close to passing. If the work is not completed within one year of the recording of the incomplete grade (I), the grade will become an F(I).

### **Grade Appeal Process**

Academic Advising: Grades

Students should be advised that grade appeals need to be filed by specific dates in order for appeals to be heard. For the fall semester, grade appeals are due by the Monday of the second week in January. For the spring semester, grade appeals are due by the Monday of the last full week of May. Information about what can be appealed, who to file a grade appeal with, and what the grade appeal process entails can be found at: [Grade Appeal](#).

## **Accommodations and Support Policies**

### **Accommodations for Documented Disabilities**

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in a course, please meet with the course instructor at the beginning of the semester and provide the appropriate paperwork from the [Center for Access and Success](#). The necessary paperwork is obtained when you bring proper documentation to the Center, which is located in Pine Dale Hall, Room 7136, 508-999-8711.

**Emotional Health, Violence, Sexual Harassment, and Title IX**

The purpose of a University is to disseminate information, as well as to explore a universe of ideas, to encourage diverse perspectives and robust expression, and to foster the development of critical and analytical thinking skills. In many classes, students and faculty examine and analyze challenging and controversial topics.

If a topic covered in this class triggers post-traumatic stress or other emotional distress, please discuss the matter with the professor, or seek out confidential resources available from the [Counseling Center](#), 508-999-8648 or - 8650, or the Victim Advocate in the [Center for Women, Gender and Sexuality](#), 508-910-4584. In an emergency, contact the Department of Public Safety at 508-999-9191 24 hrs./day.

UMass Dartmouth, following national guidance from the Office of Civil Rights, requires that faculty follow UMass Dartmouth policy as a "mandated reporter" of any disclosure of sexual harassment, abuse, and/or violence shared with the faculty member in person and/or via email. These disclosures include, but are not limited to, reports of sexual assault, relational abuse, relational/domestic violence, and stalking. While faculty are often able to help students locate appropriate channels of assistance on campus, disclosure by the student to the faculty member requires that the faculty member inform the University's Title IX Coordinator in the Office of Diversity, Equity and Inclusion at 508-999-8008 to help ensure that the student's safety and welfare are being addressed, even if the student requests that the disclosure not be shared.

For confidential counseling support and assistance: [Sexual Violence Awareness](#)

**Canvas**

Technical support for Canvas is available 24/7:

- Students can submit a request at [IT Help](#) or call the Student Help desk at 508-999-8900 during normal business hours (Mon-Fri 9:00 a.m.-5:00 p.m. EST).
- During off-hours, weekends, and holidays, technical assistance is available for students at the [Help Center](#).
- Support information for all other UMass Dartmouth technologies can be found here: [Online Support](#).

**Tutoring Support Services**

If you are having difficulty with a class, please:

- Contact the instructor directly using the contact information listed on the syllabus.
- Contact the [Writing & Multiliteracy Center](#) for help with writing and communication projects. Library, 2nd Floor.
- Contact the STEM Learning Lab for support with science, engineering, math, and business assignments. Science and Engineering building, Room 217, 508-999-8718

## Career Planning

The Career Center offers an array of resources to help students make career decisions and ultimately launch their careers.

- Visit the [Career Center website](#) and connect with the Center on social media
- Visit the Center during walk-ins from 1–4 p.m., Monday through Friday, or make an appointment via [Handshake](#)
- Explore the [Career Center's online resources](#) available via the portal
- Contact the Career Center, MacLean Campus, Suite 001: [career@umassd.edu](mailto:career@umassd.edu) or 508-999-8658