Fall 2015
Writing Fellows Honors Seminar
English/L&S Interdisciplinary Courses 403: Composition and Collaboration in Theory and Practice

Instructor: Dr. Emily Hall
Office hours: T, 11-12 and by appt.
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Class e-mail list: Engl403-1-f15@lists.wisc.edu

Course Description
Welcome to English/Interdisciplinary Programs 403, a seminar on tutoring writing across the curriculum. This class will be unlike any other you take at UW-Madison, because in this class we pair intellectual inquiry into issues that arise in the teaching of writing with practical strategies that will help you achieve your goals as Writing Fellows. Just like your work as Fellows, this class is based on the ethic of peer collaboration; in all aspects of the course, you will be both teachers and learners at the same time. I hope this class and your experiences as Fellows will be exciting and rewarding for all of you.

Throughout the semester, we will read articles and complete writing assignments designed to familiarize you with theories of writing and tutoring and to stimulate your thinking about issues these theories raise. We will also consider how the works we read apply to your experiences as Writing Fellows. As we read them, we will ask such questions as:

- How do writers learn to write?
- How, when, and where—if at all—is writing taught in the academy?
- How do culture, race, class, gender, and sexuality influence writing and the teaching or tutoring of writing?
- How, and why, does peer tutoring work?

In addition to challenging you to think critically about writing and teaching, this course will help you to develop tutoring skills. During selected class meetings, we will practice writing comments on sample papers, watch videos of Fellows’ conferences, and share details from our experiences as Fellows. In class meetings, we will consider:

- How can Fellows write effective commentary on student papers? And hold successful conferences?
- How can a Fellow assist writers from different social, cultural, or disciplinary backgrounds?
- How do Fellows negotiate the complicated role of at once being a peer and a tutor?
- How can Fellows work collaboratively with a course professor?

This class takes as a given that writing is a process with many stages, and that all writers, no matter how successful, can benefit from thoughtful feedback on their writing. In addition, by studying writing across the University curriculum, we will also develop an understanding of the many different kinds of writing done in various academic disciplines. Finally, our explorations of the issues surrounding writing are designed to help you become more aware of your own writing processes and to help you develop and grow as writers yourselves.

Course Requirements

Attendance
In this honors seminar, you’ll be responsible for doing all the reading, writing in your journal, participating in class regularly, completing all written assignments, and presenting your research to the class. Our classes will take the form of discussion; these discussions will allow us to analyze and debate the readings as well as to share the tribulations and trials of being a Writing Fellow. Because this class emphasizes collaboration and peer learning, it is essential that you come to every class. If you have more than three unexcused absences, your final grade will be lowered; more than four unexcused absences will likely result in course failure.

If you cannot attend class or complete an assignment because of an emergency, please contact me as soon as possible (via email) and I will be glad to try to help you fulfill your obligations in the course. If a religious observance of yours conflicts with a class period or with an assignment, please let me know within the first two weeks of class. If you need some accommodations because of a disability, please let me know also within the first two weeks of class.
Class Participation

Class participation is vital to the success of any seminar. It is particularly vital in this seminar, because your peers will have much experience and support to offer you as you begin your career as Writing Fellows, since they will be working as peer tutors alongside of you. Our course readings are also central to your success as Writing Fellows. For these reasons, class participation will be stressed and valued highly in this course. I try to keep class discussions lively, provocative, and—at the same—safe. I will routinely ask you to share with the class your impressions of the readings, as well as your experiences as tutors.

Writing

This is a writing-intensive course, which means you will be writing regularly throughout the semester, sharing drafts with peers and with me, receiving comments on your work from your peers and me, and revising your work accordingly.

- Reflective Writing/Journals: Five-six times during the semester, I will ask you to write 1-2 pages in which you reflect on and analyze your experiences as a Writing Fellow. Writing these journal entries will give you a chance to discover and explore topics for your more formal papers. They will also help me to get a sense of what—in the course readings and your work as a Writing Fellow—is interesting, frustrating, and ripe for further exploration.
- Short Essay: You will write one short essay in this course, a literacy autobiography (4-5 double-spaced pages), in which you explore your history as a writer and your relationship to writing.
- Research Paper: Your major writing task in this class will be a 10-15-page paper that explores an issue related to tutoring or teaching writing. I encourage you to pick a topic that really interests you. In the past, Writing Fellows have explored such topics as student responses to peer tutoring, how writing is taught at UW-Madison, how students respond to praise, the role of teaching writing in the sciences, and how gender, race, class, or sexuality affect writing and/or tutoring. Whatever you choose, you must conduct both primary (i.e. interviews or a study) and library research. In addition to writing a proposal and an annotated bibliography for this paper, you'll submit a draft for review, give a class presentation based on your research in progress, and submit a final revised version near the end of the semester.

Required & Recommended Texts

Your only required text will be a coursepack, available at the Letters and Science Copy Center, Sewell Hall, Room 6120 1180 Observatory Drive. I suggest that you purchase a grammar handbook if you don't have one; I recommend Easy Access or The Bedford Handbook. I also recommend to all writers Joseph Williams' and Joseph Bizup's Style: The Basics of Clarity and Grace (Longman, 2014). This will help you not only to improve your writing, but also to explain tough writing issues to other writers. We will read a bit of the book in class.

Course Policies

E-mail & Phone Communication

I am frequently online, so you may e-mail me whenever you wish, though I am not always available on weekends. I do not accept papers or coursework via e-mail, unless I have stated otherwise for a particular assignment, though I am happy to answer questions about specific sections of your work via e-mail. You may call my office or, in an emergency, my home phone if you need to speak with me immediately (home: 233-1887; please do not call after 9 p.m.).

Late Arrivals

Please make every effort to arrive in class on time. Being late three times over the semester will constitute an absence.

Paper Guidelines

Papers are due at the beginning of class. All paper formatting should follow either MLA, Chicago, or APA guidelines; which style you choose is up to you. You can find these guidelines in any grammar handbook and on the Writing Center’s website (www.wisc.edu/writing). All work for this course should be typed, double-spaced, and written in 12-point font and have one-inch margins (this is not Microsoft Word's default setting). Please also insert your last name and page number on all of your pages. I take professionalism seriously; please staple all papers.
Because this is an honors seminar, my expectations for your work are high. I will comment on your journals throughout the semester but won’t grade them until you submit your entire journal at the end of the course. You will receive a letter grade on your papers.

Class participation: 20%
Journal/reflective writing: 25%
One Short Paper: 15%
Research paper presentation: 10%
Research Paper: 30%

UW Grading Scale: A=93-100; AB=88-92; B=83-87; BC=78-82; C=71-77; D=65-70; F=0-64

Your success in this class is important to me. I am committed to creating an environment that is respectful, welcoming, and accessible to all students regardless of opinion, identity, or personal attribute. We all have different learning styles and I am eager to help you achieve and exceed the learning goals of the course. Please talk to me as soon as possible if you have a concern about your individual learning style so we can work together to make the course accommodating for you.

- If you have a disability (or think you might) that may affect your ability to succeed in this course or for which you need accommodation, please talk to me within the first three weeks of the semester. If you have a disability (or think you might) you can also contact the McBurney Disability Resource Center (http://mcburney.wisc.edu/), which works with students and instructors to make accommodations. The McBurney Center works with students confidentially and does not disclose any disability-related information. If you have a disability that may affect your ability to meet the requirements for this course or for which you need accommodation, please talk to me within the first two weeks of the semester. Students with disabilities may contact the McBurney Disability Resource Center (263-2741, 702 W. Johnson St.), which provides assistance for students with learning and other disabilities.

- The University’s Writing Center is a valuable resource for students. I encourage you to utilize the Writing Center often. The number is: 263-1992. WC Website: http://www.wisc.edu/writing. Besides benefiting your writing, going to the WC can give you ideas on how to approach peer tutoring. It also offers many helpful (and free!) classes.

**Course Calendar**

**Week 1: Introductions**

Th 9/3

Brief introductions to the course and to the Writing Fellows Program

Reading: The Writing Fellows Handbook

(Journal/Reflective writing assigned)
(Literacy Autobiography assigned)
Week 2: College Writing; Why and How Tutoring? Commenting Techniques

T 9/8  
Reading: Bill Cronon, “Only Connect” . . . The Goals of a Liberal Education”
Nancy Sommers and Laura Saltz, “The Novice as Expert: Writing the Freshman Year”
Fulkerson, “Four Philosophies of Composition”

Th 9/10  
Reading: Nancy Sommers, “Responding to Student Writing” (“Introduction,” Setting the Scence for Responding,” “Engaging Students in a Dialogue about Their Writing,” “Writing Marginal Comments,” and “Writing End Comments”)
Writing Due: Draft One of Literacy Autobiography
Activity: Begin Commenting Exercise

Week 3: Conferencing Techniques

T 9/15  
Reading: John C. Bean, "Writing Comments on Students' Papers”
Donald A. Daiker, “Learning to Praise”
Activity: Finish Commenting Exercise
Writing Due: Reflective Writing #1 due by 5 to Learn@UW

Th 9/17  
Reading: Thomas Newkirk: "The First Five Minutes"
Muriel Harris, “Conference Activities”
Sarah Groeneveld “It Begins With a Mentality: Disability and The Writing Center” (Blog post; please read online at: http://writing.wisc.edu/blog/?p=1456)
Writing Due: Written peer review comments due
Activity: Workshop Groups

Week 4: Conferencing, cont'd. + Research Paper

T 9/22  
Reading: Kenneth Bruffee: “Collaboration and the ‘Conversation of Mankind’”
Hooks, bel hooks: “Language: Teaching New Worlds/New Words”
Activity: Discussion of Bruffee/hooks (putting theory into practice)
Research Paper Assigned

Th 9/24  
Activity: Watch & Discuss Videos of Fellows Tutoring
Reading: Jeff Brooks, “Minimalist Tutoring: Making the Students Do All the Work”
Writing Due: Literacy Autobiography
**Week 5: Research Paper**

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<td>Th 10/1</td>
<td><strong>Reading:</strong> Claire O’Leary, “It’s Now What You Say, But How You Say It (And to Whom): Accommodating Gender in the Writing Conference”&lt;br&gt;Elise Swanson, “Mismatch: First Generation College Students and Writing Center Tutoring at the University of Wisconsin-Madison”&lt;br&gt;Jenna Mertz, “Walking the Line: Navigating Student ‘Voice’ in the World of Undergraduate Peer Tutoring”</td>
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**Writing Due:** Short Research Proposals

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**Week 6: Conferences; Style and Grammar (lots of reading this week!**)  

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<td>T 10/6</td>
<td><strong>CLASS CANCELLED</strong>—Conferences, 9-1</td>
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<td>Th 10/8</td>
<td><strong>Reading:</strong> Laura Micciche, “Making a Case for Rhetorical Grammar”&lt;br&gt;&lt;strong&gt;Reading:** Pamela Flash, “What’s Grammar Got to Do With It?: The Why’s and How’s of Working with Correctness in Writing”&lt;br&gt;David Foster Wallace, “Tense Present” (reader copy isn’t great—also available online at: <a href="http://harpers.org/wp-content/uploads/HarpersMagazine-2001-04-0070913.pdf">http://harpers.org/wp-content/uploads/HarpersMagazine-2001-04-0070913.pdf</a>)</td>
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Week 7: **Working with ELL Students**

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<td>T 10/13</td>
<td><strong>Reading:</strong> Matsuda and Cox, &quot;Reading an ESL Writer’s Text&quot;&lt;br&gt;Jennifer Staben and Kathryn Dempsey Nordhaus, &quot;Looking at the Whole Text”</td>
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<td>Th, 10/15</td>
<td><strong>Reading:</strong> “Contrastive Rhetoric.” Ilona Leki</td>
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**F 10/16** **Writing Due:** Research Proposals Revised & Expanded (Learn@UW by Friday at 5)
Week 8: Writing Across the Curriculum

T 10/20  Reading: Sue Dinitz and Susanmarie Harrington, "The Role of Disciplinary Expertise in Shaping Writing Tutorials"
        Susan Hubbuch, "A Tutor Needs to Know . . .;" (in-class debate)

Th 10/22  Reading: Carol Severino and Mary Trachsel. “Starting a Writing Fellows program: Crossing disciplines or crossing pedagogies?”
        Activity: Look at writing assignments
        Writing Due: Journal/Reflective Writing #3

Week 9: Writing and Difference

T 10/27  Reading: Vershawn Ashanti-Young, “Casualties of Literacy” (Not in Coursepack)
        Nancy Grimm, “Everyday Racism: Anti-Racism Work and Writing Center Practice”

Th 10/29  Reading: Patricia Williams, "The Death of the Profane"
        Paulo Freire, "Preface" and "Chapter 2

Week 10: Tutoring, Teaching, and Authority Research Paper Conferences

T 11/3    Writing Due—Draft of Research Paper—due to draft partner—upload to Learn@UW

Th 11/5    Class Cancelled—Draft reading/ conferences with Writing Center

Week 11: Teaching and Digital Literacy

T 11/10   Reading: Jackie Grutsch-McKinney, “New Media Matters: Tutoring in the Late Age of Print
        Listen to Duane Roen “How Technology Has Changed The Way We Write” (Podcast)

Th 11/12   In-Class Workshop on Research Paper

Week 12: Difference Revisited

T 11/17   In-Class Workshop on Research Paper—Cont’d

Th 11/19   Harry Denny, “Queering the Writing Center”
        Writing Due: Journal/Reflective Writing #4
Week 13: Student Presentations
T 11/24  In Class Presentations on Research Papers

Th 11/26  No Class—Happy Thanksgiving!

Week 14: Student Presentations
T 12/1  Presentations
Th 12/3  Presentations

Writing Due: RESEARCH PAPER

Week 15: Conclusion
T 12/8  Final Presentations

Th 12/10  Last Class – Conclusions

Writing Due—Final Reflective Writing/Journal #5