

**UConn ENGL 3082: Writing Center Practicum**  
**Manchester High School, UConn ECE | MHS - 1.0 credit | UConn - 1.0 credit**  
**Ms. Grant | 2023-2024**

**Contact:**

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Office Hours: M, W, TH, F 2:05-2:45

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**Course Description**

This ENGL 3082 course is a UConn course that meets the university requirements for Writing Center Practicum.

Through this course, we will explore several different themes and topics that are dedicated to exploring the theory and practice of tutoring writing. Through our work in this course, you will learn how to work with writers of all backgrounds; to do so, we will spend a great deal of time reading, reflecting, and discussing the roles of reading, writing, and tutoring in our own lives, within MHS, and as tutors. By the end of this course, you will be able to:

- Read, analyze, and connect writing center theory to your own practice in tutoring sessions
- Support writers in their growth and development by using your learning and own lived experiences
- Conduct independent research that reflects your own interests and curiosities in writing center theory
- Make recommendations for the continued growth and sustainability of the MHS Writing Center

Throughout the year, you will write personal reflections, process papers, research reports, and more. During our class, you will be expected to read widely and deeply, work independently and collaboratively, and reflect on your learning and experiences. Every day, you will engage with our texts and materials to practice and expand your skills as readers, writers, thinkers, and tutors.

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**Course Overview:**

**Course Inquiry Questions:**

- What is the work of Writing Centers and Writing Center Tutors? What are my beliefs and practices as a tutor? What does a successful Writing Center look like at MHS, and how do we create that? How do we ensure the continued success and sustainability of the MHS Writing Center?

Quarters	Major Text Selections
<p style="text-align: center;"><b>1: Writing Center Theory</b></p> <p>EQs:</p> <ul style="list-style-type: none"> <li>● What is the role, purpose, and impact of a writing center within MHS?</li> <li>● What skills and positionalities do writing center tutors need to achieve the purpose of the MHS writing center?</li> <li>● As a tutor, what are the key components of my tutoring practice?</li> </ul>	<p>“The Writing Center as a Key Actor in Secondary School Preparation”</p> <p>“Training Peer Tutors for the Secondary Writing Center”</p> <p>“Change From Within” The Power of a Homegrown Writing Center”</p> <p>“Summing Up The Session: A Study of Student, Faculty, and Tutor Attitudes Toward Tutor Notes”</p> <p>“Disruptive Design: An Empirical Study of Reading Outloud in the Writing Center”</p>
<p style="text-align: center;"><b>2: Writing Center Preparation</b></p> <p>EQs:</p> <ul style="list-style-type: none"> <li>● What are the strengths of my tutoring practice, and where can I still continue to grow?</li> <li>● What is the best method for raising awareness of the Writing Center and getting writers into the space?</li> <li>● What is the best method for ensuring the continued growth of the Writing Center, both this year and beyond?</li> </ul>	<p>“Living Large and Taking Charge!’ Students Read and Write Their Way to a High School Writing Center”</p> <p>Selected readings from <i>A Guide to Creating Student-Staffed Writing Centers, Grades 6-12, Revised Edition</i></p> <p>Selected readings from <i>Advocating, Building, and Collaborating: A Resource Toolkit to Sustain Secondary School Writing Centers</i></p>
<p style="text-align: center;"><b>3: Reflection on Tutoring Practice</b></p> <p>EQs:</p> <ul style="list-style-type: none"> <li>● Now that I am working with writers, what are the strengths and areas of growth for my tutoring practice? What are the responsive goals and processes for growing in that way?</li> <li>● How do I purposefully engage with each writer and piece of writing that I work with?</li> <li>● What is working for the Center, and what areas of growth do we have? What are the responsive goals and processes for growing in that way?</li> </ul>	<p>Selected readings from <i>A Guide to Creating Student-Staffed Writing Centers, Grades 6-12, Revised Edition</i></p> <p>Selected readings from <i>Advocating, Building, and Collaborating: A Resource Toolkit to Sustain Secondary School Writing Centers</i></p> <p>Selected readings from <i>Everyday Writing Center: A Community of Practice</i></p>
<p style="text-align: center;"><b>4: Writing Center Reflection</b></p> <p>EQs:</p> <ul style="list-style-type: none"> <li>● What parts of Center operations should be continued for next year? What parts should be left behind? What is the expected impact of these decisions?</li> <li>● What parts of tutor training should be continued for next year, what parts should be left behind, and what parts should be added? What is the importance of these changes?</li> </ul>	<p>Selected readings from <i>A Guide to Creating Student-Staffed Writing Centers, Grades 6-12, Revised Edition</i></p> <p>Selected readings from <i>Advocating, Building, and Collaborating: A Resource Toolkit to Sustain Secondary School Writing Centers</i></p> <p>Selected readings from <i>Everyday Writing Center: A Community of Practice</i></p>

<ul style="list-style-type: none"> <li>● What is the importance of writing centers as spaces of scholarship and research? What scholarship and research endeavors could we conduct in the MHS Writing Center?</li> </ul>	<p>Student selected readings (based on research project proposal/approval)</p>
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**Goals and Learning Objectives: Students will...**

- Produce clear and coherent writing in which the development, organization, and style are appropriate and responsive to task, purpose, and audience.
- Analyze and apply articles about writing center theory to develop a personal statement of tutoring practice and pedagogy by close reading, annotating, and discussion of articles.
- Develop and refine a personal tutoring practice/style based on responsiveness to the unique needs of a writer and a writing task.
- Analyze and apply articles about writing center development to create a launch and sustainability plan for the Writing Center through close reading, annotating, and discussion of articles and independent research.
- Analyze and apply articles about writing center tutoring in addition to personal tutoring journals to reflect upon tutoring sessions and set individual and group growth goals
- Conduct and evaluate results from research projects aligned with growth and sustainability for the Writing Center

**Major Assignment Summary:**

**Quarter 1 Assignments:**

***Personal Statement of Tutoring Practice @ 500-600 words or 2 pages***

For this assignment, you will be working with your fellow tutors to create a document of the beliefs and positionalities of the MHS Writing Center. You will also write a 1 page self-reflection detailing your contributions to this assignment and the grade you feel you should receive for this assignment.

You will work together to review your reading and learning so far (inside and outside of class) to create a public-facing document that should articulate what the Writing Center is, what the work of the Writing Center is, and what tutors and writers do in the Writing Center - plus why these things are important. Using the following questions to guide your drafting and reflection:

- Based on your reading, writing, and discussions, what are the beliefs and positionalities of the MHS Writing Center?
- What do we believe to be the role and purpose of the Writing Center within the greater culture of MHS?
- What is the work of tutors and writers, and what can each group expect in this space?

***What/So What/Now What Chart @ 3-5 pages***

For this assignment, you will process through our readings using a three part reflection process. Based on your readings,

- Provide a summary of each in the “What?” column.
- Then, discuss the significance of what you have read in the “So What?” for each reading.
- Finally, identify and discuss your takeaways from each reading in the “Now What?” column.

Demonstrate your understanding and learning so far in class to the best of your ability. There is no one right way to complete this assignment, but you should be answering each question in a way that clearly demonstrates what you have learned so far.

### **Quarter 2 Assignments:**

**“Literacy Autobiography” @ 500-750 words (2-3 double-spaced pages)**

Your literacy narrative is a two part written reflection. It should be composed of the following two parts:

- Part I: For this section, you will compose a narrative describing how you became literate and what happened as a result. You may choose to write about your early memories of learning to read and write either at home or at school. Or you could think of literacy more broadly, such as computer, academic, or community literacy.
- Part II: You will then connect this to your role as a tutor. How do you think that your own literacy background and learning will affect the way you approach tutoring, interacting with writers, and the types of feedback you give?

**What/So What/Now What Chart @ 3-5 pages**

For this assignment, you will process through our readings using a three part reflection process. Based on your readings,

- Provide a summary of each in the “What?” column.
- Then, discuss the significance of what you have read in the “So What?” for each reading.
- Finally, identify and discuss your takeaways from each reading in the “Now What?” column.

Demonstrate your understanding and learning so far in class to the best of your ability. There is no one right way to complete this assignment, but you should be answering each question in a way that clearly demonstrates what you have learned so far.

### **Quarter 3 Assignments:**

**Individual Tutor Journal @ approximately 250 words each**

The role and impact of a tutor lies mostly in what happens within a session. However, it can be difficult to evaluate your growth across sessions without reflecting upon them. At the end of each week of tutoring, please select one tutorial to reflect upon. What went well? What new learning (about your practice or something else) came of it? In what areas would you like to continue to grow, and what do you think will be the impact of these? (3+ pages)

**Individual Research Project @ approximately 1,000 - 1,250 words**

Through your readings during Semester 1, reflective writings, mock and real tutoring sessions, and your tutor journal, what topic in writing center research or practice would you like to know more about? This project is largely self directed, and because of such, can take many forms. You may choose to blend mediums (part annotated bibliography, part reflective essay, for example) to discuss the topic, significance, and what you learned through your research. At its core, this project must select a topic, provide a rationale as to why it is significant to you and important to our Writing Center, and provide information/resources related to the topic.

## Quarter 4 Individualized Reading and Writing Project

### **End of Year Reflection @ 500-750 words**

Using your Q3 and Q4 Tutor Journal, Personal Tutoring Statement of Practice, Launch and Sustainability Plans, and any other relevant work from the year, reflect upon your second quarter as a tutor, and share what you have learned. How and when were you successful? What helped you to be successful, and what other areas of support do you wish you had? What areas of new learning would you like to explore based on your experience this quarter? In addition, you should make a connection in your reflection to at least one of the articles you have read for your dialectical journal this quarter.

### **Focus Groups and Recommendations @ 1,000+ words**

We've spent a lot of time reflecting upon your experiences as a Writing Center tutor, but this only captures half of the experience of a session. Through our focus group projects, your goal is to identify an area of a writer or tutor's experience with the Center that would like to explore and create and complete a focus group to evaluate this area. You are welcome to use any of your previous assignments, artifacts, or materials to inform your research.

Based on the responses, what recommendations do you have for next year's center? What do you think the impact of these recommendations will be? In addition, you will both present your findings to the core group and select an individual or group of stakeholders outside of the Writing Center core group (tutors and director) that you will share your findings with.

### **Additional Graded Assignments:**

- Informal discussions on readings
  - Participation in peer revision and conferences
  - Reflection journals
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### **Grading Policy:**

**Writing:** Graded papers and writing process (includes journals, prewriting, drafting) and projects: 50%

**Other:** (includes discussion, peer revision/editing, and preparation): 50%

Your high school grade and UConn grade may differ. It is possible that two different grades can be awarded for the same course. Your high school grade is determined by MHS policies. Your UConn course grade is determined by the assessment guidelines provided by UCONN's English department.

In order to receive the UConn credit, a minimum of a C average is required.

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### **Course Policies:**

**Attendance:** Regular attendance is required, and is crucial in order to be successful in this class. MHS loss of credit policy applies, but beyond that, absences from class will affect participation ("other") grades. The same applies to excessive tardiness.

**Academic Honesty:** Plagiarism is the theft of another’s ideas, specific language, or other media, and the presentation — for the purposes of evaluation -- of that material as one’s own, at any stage of the writing process, including (but not limited to) journal entries, drafts of papers, and final submissions of papers. Plagiarism will result in a zero for the assigned drafts and paper; a repeat offense may result in an F grade for the course.

In light of recent developments with ChatGPT, it is important to note that the use of AI Generator services to compose parts or full versions of written assignments constitutes plagiarism. All writing in this course must be composed by you in full unless there are specific directions that state otherwise. There may be some instances in this course where we use AI Generators as an experiment in composition, but these instances will be clearly articulated.

**Writing Centers:** The UConn Writing Center has valuable resources for all stages of the writing process. Visit them online at [www.writingcenter.uconn.edu](http://www.writingcenter.uconn.edu). We will collaborate with this team as needed.

**Cell Phones:** Please remove headphones and earbuds completely when entering the classroom. Cell phones and music players should be stored in your bag. Let your friends know that for the time you are in this space, you will be unavailable to them. Remember: absence makes the heart grow fonder. (Note: If we are in “drafting mode,” personal music - with headphones/earbuds - will be allowed).

**Deadlines:** Because so much of the preliminary work is necessary for class activities, it is imperative that you stay current in your drafting. Activities, revisions, and conferences depend on your having the work in class on the date it is due. That being said, writing is a process, and it does not always go smoothly or as expected. Please contact me ahead of time if a due date presents a problem. Most final versions of papers will be due during a particular week (rather than on a particular day).

**Please see me BEFORE AN ASSIGNMENT IS DUE if you have extenuating circumstances that may prevent you from completing it. Inform me as soon as possible of family emergencies, prolonged illnesses, etc. Extensions on assignments will always be granted when warranted.**

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### **Course Ethos:**

#### **Accessibility, Inclusion, and Antiracism:**

In order to ensure access and meaningful learning opportunities for all students, this course incorporates texts, methods, and practices that foreground inclusivity. This work is carried out in part through a commitment to antiracist and, more generally, anti-discriminatory teaching and learning practices, materials, and methods.

#### **Integrity and Respect**

In this class you may come into contact, and perhaps conflict, with communities whose ideals and perspectives differ radically from your own. This will be interesting and productive, but it may also be uncomfortable, and we will seek to find meaning in those uncomfortable moments. As a class, we will maintain a sympathetic and compassionate outlook and keep an open mind throughout the course.

### **Ethical Scholarship**

While it is central to our work to study and make use of the ideas and texts of others, this must be done in an ethical and appropriate way. Please review and abide by the University's code on academic misconduct (including plagiarism and misuse of sources), which can be found on [the UConn Community Standards website](#); you will be held responsible for understanding these materials. Plagiarizing the work of others—passing off someone else's work as your own—is a very serious offense, and anyone found plagiarizing will fail the essay or the course. Please let me know if you have questions about what constitutes appropriate use and citation of other people's work.

### **Multilingual Scholarship**

This classroom is a multilingual and translingual space, and we speak and write across languages. I encourage you to speak to me about any concerns you have with language use (reading, speaking, and/or writing) in this course, and I encourage you to be respectful of your colleagues in this multilingual space.

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**Questions? Concerns?** I am available during my office hours and via email. I am more than willing to discuss your writing, review lessons, or offer assistance. Please feel free to contact me at any point.

## UConn ECE ENGL 3082: Syllabus Agreement

Please read and review the syllabus with a parent/guardian/adult at home, and sign that you understand the syllabus and the course guidelines and expectations.

*I have read and fully understand the UConn ECE ENGL 3082 syllabus. I understand and agree to the expectations that have been outlined in the syllabus.*

**Student Name (printed):** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

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**Parent/Guardian Name (printed):** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

**Parent/Guardian Phone:** \_\_\_\_\_

**Parent/Guardian Email:** \_\_\_\_\_

*If you have a preferred method of being contacted, please circle which method above is the best to contact you through - thank you!*