Office of Interdisciplinary Studies  
WRS 301/603, Fall 2016 
Introduction to Writing Centre Theory and Practice

Instructor: Dr. Lucie Moussu  
Office: 1-42 Assiniboia Hall 
Telephone: 780.492.9582 
Office Hours: 2-3 pm, M & W (or by appointment)  
E-mail: moussu@ualberta.ca (will respond within 48 hours)

COURSE PRE-REQUISITE: 6 credits selected from 100-level ENGL and WRS 101 or equivalent. 
This syllabus is available at c4w.ualberta.ca/WRS-students

COURSE OBJECTIVES:  
By the end of the semester, students will:  
- Understand the University of Alberta’s educational, linguistic, and cultural contexts and needs;  
- Understand different writing processes;  
- Identify strengths and weaknesses in papers and know how to prioritize issues;  
- Understand that “good writing” is context-dependent;  
- Demonstrate adequate knowledge of grammar basics;  
- Be comfortable using and explaining the basic rules of APA, MLA, and other citation styles;  
- Demonstrate adequate knowledge of Writing Centre theories and practices;  
- Understand the historical, social, and educational forces behind the creation of Writing Centres;  
- Be aware of different tutoring models (one-on-one, group work, online tutoring, etc.).  
- Understand the basic theories and issues related to English as a Second Language;  
- Understand the needs of special populations (learning disabilities, etc.);  
- Be aware of diversity issues;  
- Understand and apply rhetorical awareness of genre difference across disciplines;  
- Know where to find resources, support, and guidance for themselves and the clients;  
- Articulate their own tutoring philosophy;  
- Feel confident about their tutoring skills yet be eager to learn more.

REQUIRED TEXTS:  

GRADE DISTRIBUTION (see “Explanatory Notes” for a description of the assignments): (Please keep track of these. Completion of all these assignments is required to pass this class):  
- Attendance (please come to class on time): 10%  
- In-class participation (having done the readings, participating in discussions, etc.): 10%  
- Student paper evaluations (5% each): 15%  
- C4W tutorial observations + BP tutorial observation + reflections (5% each): 15%  
- Reflection logs (one per week for 7 weeks): 15%  
- Quizzes (grammar, readings, etc.): 10%  
- Tutoring a tutor + reflection: 5%  
- Final paper on issues related to WC theory or practice: 20%  
- There is no final exam in this course (therefore there is no past representative evaluative course material)

EXPLANATORY NOTES ON ASSIGNMENTS:  
Reflections: All reflections should be 2-3 pages long (typed, double-spaced). Reflections are NOT summaries. They should be a blend of: what you did / thought / felt / heard and observed, as well as first impressions, previous teaching / tutoring experience, expectations, comparisons with other observations / tutoring sessions / readings, problems, discoveries, questions, recommendations, answers to previous
questions, **how it relates with readings you’ve done**, successes and failures, new strategies, etc. Remember to keep working on your own writing skills, too, as you write these reflections.

**Quizzes:** Throughout the semester, there will be short quizzes to test your knowledge of grammar/writing principles and your understanding of the assigned readings. These quizzes will be on random days and given at the very beginning of class. **If you miss them (if you come late or are absent that day), you can’t make them up.**

**Student paper evaluations:** Useful, thoughtful, and applicable responses to student papers, based on **readings and class discussions**, are valuable tutoring practice. You will practice evaluating papers several times this semester, both in class and at home. Remember to keep working on your own writing skills, too, as you respond to these student papers.

**Tutorial observations:** You will observe 3 tutorial sessions this semester. One observation needs to be a **WRS 101 Bridging Program tutoring session** with the dedicated BP tutor present. Make sure to ask the tutors and the students if they agree to your observing the session. During the observations, take careful notes of what happens and any thoughts / comments / questions you have. Afterwards, write a 2-3 page reflective piece about the experience for each of the 3 observations (see above instructions). Remember to keep working on your own writing skills, too, as you write these reflections. To get a grade on these observations, **make sure to turn in both the notes you took while observing and your reflection piece.**

**Hours in the C4W and reflection logs:** You will have the opportunity to tutor students in the C4W four hours per week for seven weeks, **starting October 11**. Before you do, please read “Policies and procedures: Handbook for C4W graduate/undergraduate tutors” (available at c4w.ualberta.ca/WRS-students). I may observe some of your tutoring sessions. Write a weekly 2-3-page reflection log (see above suggestions) **every week** about your tutoring experiences that week, questions, concerns, and comments.

**Tutoring a tutor:** At some point during your tutoring practicum, one of your “clients” needs to be a currently paid tutor. Book an appointment with a **paid tutor** (not someone from our class) and contact the Administrative Assistant so she can let the tutor know about the appointment. About 8 minutes before the end of the session, ask the tutor to give you some feedback. Afterwards, write a 2-3 page reflective piece about the feedback you got and the experience (see above instructions). To get a grade on this assignment, **make sure to turn in the notes you took while tutoring and getting feedback and the paper you worked on. Remember to keep working on your own writing skills, too, as you write these reflections.**

**Attendance:** Students who NEVER miss a day of class (and are never late for class) will receive extra credit. Students who miss more than TWO days of class (including not attending the required staff meetings) will get an F in the course.

**Staff meetings:** You will receive a schedule of all the staff meetings that will take place in the Centre for Writers (for regular tutors) during the fall semester (see schedule at c4w.ualberta.ca/WRS-students). You are required to attend ONE of these meetings in addition to the required staff meeting on November 16. **Not attending the required staff meetings is like missing a day of class.**

**Final paper:** You will write a brief research paper, 8-10 pages in length. Topics may include: teaching/tutoring strategies, roles of teacher/tutors, roles of writing centers, meeting students’ needs, rhetoric/composition theory, writing centre technology, etc. You are required to use at least five secondary academic sources to support your argument (you may use some of our class readings as sources). **Your paper must follow APA guidelines. Remember to keep working on your own writing skills, too, as you write this paper. The graded research paper may be picked up on the last day of exams.**

**Extra credit:** Attend as many C4W workshops as you’d like and get an extra 0.5% on your final grade per TWO workshops you attend. You must bring the workshop handouts and the notes you took during the workshops to get the extra credit. You can also attend a BP WRS 101 course (with the BP tutor present; make sure to ask the instructor for permission) and submit your notes together with your reflections for an extra 1%. Students who NEVER miss a day of class (and are never late for class) will receive extra credit (1 extra day of attendance).
TENTATIVE COURSE SCHEDULE (please be aware that this schedule may change, with fair warning and/or general class consent (GFC 29 SEP 2003)):

**WA** = Writing Analytically  
**ESL** = *ESL Writers, a Guide for Writing Center Tutors*  
**St. M.** = *The St. Martin’s Sourcebook for Writing Tutors*

<table>
<thead>
<tr>
<th>Wk.</th>
<th>Dates:</th>
<th>Topics</th>
<th>Readings / Assignments / Reminders</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Monday Sept. 5</td>
<td>- LABOUR DAY — NO CLASS</td>
<td></td>
</tr>
</tbody>
</table>
|     | Wednesday Sept. 7 | - Welcome to WRS 301  
- Introduction to the course | |
| 2   | Monday Sept. 12 | - Being a tutor (initial meeting, roles, models, expectations, profile, etc.)  
- The writing process  
- The reading-writing connection  
- September 15: Add/Delete deadline  
- Sept. 16-22: audit registration open | ESL chapter 1  
WA chapters 1 |
|     | Wednesday Sept. 14 | - Multilingual (ESL/EAL) students  
- Watch Writing Across Borders | ESL chapters 2  
WA chapters 2 |
| 3   | Monday Sept. 19 | - Building texts  
- Plagiarism  
- Fill out available hours for the C4W | ESL chapter 3  
WA chapter 3  
St. M. pp. 44-58  
Start tutorial observations |
|     | Wednesday Sept. 21 | - Multilingual (ESL/EAL) students and diversity | ESL chapters 4, 5  
St. M. pp. 112-127  
1st student paper evaluation due  
Schedule due! |
WA chapters 4  
2nd student paper evaluation due  
1st tutorial observation reflections due |
|     | Wednesday Sept. 28 | - Mechanics and style (handbooks, styles, proofreading, editing, etc.) | ESL chapter 7  
WA chapters 5  
St. M. pp. 284-302  
Bring APA and MLA style handbooks |
| 5   | Monday Oct. 3 | - Mechanics and style (handbooks, styles, proofreading, editing, etc.) | ESL chapter 8  
WA chapters 6  
3rd student paper evaluation due  
Bring APA and MLA style handbooks  
APA/MLA worksheets due  
2nd tutorial observation reflections due |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 (1)</td>
<td>Monday Oct. 10</td>
<td>- THANKSGIVING - NO CLASS</td>
</tr>
<tr>
<td></td>
<td>Tuesday Oct. 11</td>
<td>- START TUTORING!</td>
</tr>
<tr>
<td></td>
<td>Wednesday Oct. 12</td>
<td>- Writing Centers: history and theory St. M. pp. 1-33, 58-70, 97-110 3rd tutorial observation reflections due</td>
</tr>
<tr>
<td>7(2)</td>
<td>Monday Oct. 17</td>
<td>- Writing Centers: history and theory—the reality and the UofA ESL chapter 9 To be distributed (Statement on Writing Centres &amp; Staffing, by CASDW, petition, WTF Recommendations, Gateway articles, etc.) Reflection log week 1 due</td>
</tr>
<tr>
<td></td>
<td>Wednesday Oct. 19</td>
<td>- NO CLASS</td>
</tr>
<tr>
<td>8(3)</td>
<td>Monday Oct. 24</td>
<td>- Writing Studies and Rhet/Comp courses - U of A student population - Bridging Program courses ESL chapter 10 WA chapters 7 St. M. pp. 214-227 Reflection log week 2 due</td>
</tr>
<tr>
<td></td>
<td>Wednesday Oct. 26</td>
<td>- Graduate writing - Presentation (FGSR) ESL chapter 13 WA chapters 8</td>
</tr>
<tr>
<td>9(4)</td>
<td>Monday Oct. 31</td>
<td>- NO CLASS</td>
</tr>
<tr>
<td></td>
<td>Wednesday Nov. 2</td>
<td>- Affirming diversity St. M. pp. 233-249, 249-262, 302-325 Reflection log week 3 due</td>
</tr>
<tr>
<td>10</td>
<td>Nov. 7-11</td>
<td>- FALL BREAK</td>
</tr>
<tr>
<td>11(5)</td>
<td>Monday Nov. 14</td>
<td>- Writing centre research ESL chapter 14 WA chapters 9 St. M. pp. 175-195 Reflection log week 4 due</td>
</tr>
<tr>
<td></td>
<td>Wednesday Nov. 16</td>
<td>- REQUIRED STAFF MEETING-- meet in the C4W Reflection log week 4 due</td>
</tr>
<tr>
<td>12(6)</td>
<td>Monday Nov. 21</td>
<td>- Technology in the WC: past and future - On-campus and electronic resources ESL chapters 11, 12 St. M. pp. 326-334, 334-344 Reflection log week 5 due</td>
</tr>
<tr>
<td></td>
<td>Wednesday Nov. 23</td>
<td>- NO CLASS</td>
</tr>
</tbody>
</table>
| 13(7) | Monday  
Nov. 28 | - Community of practice: tutors as professionals | ESL chapter 17  
Check the following websites: CWCA, IWCA, 
NCPTW, the “Dangling Modifier Newsletter”; read and 
be ready to present and discuss ONE article (related to 
the topic of your final paper) from each of the 
following: “Praxis: A Writing Center Journal” and/or 
“WLN: A Journal of Writing Center Scholarship” and/or 
“The Writing Center Journal” (copies online and in the 
C4W)  
Reflection log week 6 due |
| Wednesday  
Nov. 30 | - Writing Across the 
Curriculum  
- Presentation (Roger Graves)  
- Last day to withdraw with a “W” | Browse the WAC Clearinghouse website 
(http://wac.colostate.edu/)  
Read The Statement of WAC Principles and Practices 
(http://wac.colostate.edu/principles/statement.pdf)  
WA chapters 10 |
| 14 | Monday  
Dec. 5 | - Administrative work in the 
C4W | ESL chapter 18  
Readings TBA (texts from The Writing Center 
Director’s Resource Book, etc.)  
Reflection log week 7 due |
| Wednesday  
Dec. 7 | - Conferences and 
publications  
- Last day of tutoring  
- Last day of class | WA chapter 11  
Readings TBA (conference past and future programs, 
CWCA/IWCA websites, etc.)  
Tutoring a tutor reflection due |
| 15 | Wednesday  
Dec. 14 | - NO CLASS | Final paper due by 4pm |

**ASSIGNMENT TRACKING TABLE:**

<table>
<thead>
<tr>
<th>Assignment:</th>
<th>%:</th>
<th>Completed:</th>
<th>Reflection: (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student paper evaluation</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student paper evaluation</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student paper evaluation</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutorial observation (observing a tutor)</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutorial observation (observing a tutor)</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutorial observation (observing a BP tutoring session)</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutoring a tutor</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Real tutorials in the C4W: 7 reflection logs</td>
<td>15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final paper</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**REQUIRED NOTES:**

Policy about course outlines can be found in the Evaluation Procedures and Grading System section of the University Calendar.

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.” Please see the Notice to Instructors Regarding Plagiarism, Cheating.
Misrepresentation of Facts and Participation in an Offence, as well as the Academic Discipline Process and the Student Pages which include links to the Integrity Handbooks and Avoiding and Preventing Cheating.

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

PAST OR REPRESENTATIVE EVALUATIVE COURSE MATERIAL AVAILABLE:
None

PLAGIARISM AND CHEATING:
The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. Before unpleasantness occurs consult http://www.uofaweb.ualberta.ca/TIE/; also discuss this matter with your instructor.

ATTENDANCE, ABSENCES, LATE ASSIGNMENTS, AND MISSED GRADE COMPONENTS:
Regular attendance is essential for optimal performance in this course. In cases of potentially excusable absences due to illness, domestic affliction, or university requirement, please notify me within two days. The University recognizes that occasionally life events occur that require a student to miss term work, term examinations, or final examinations. However, excused absences are not granted automatically and will be considered only for acceptable reasons such as incapacitating mental and/or physical illness, severe domestic affliction, and for circumstances as described in the University's Discrimination, Harassment and Duty to Accommodate Policy (including religious belief). This policy is available on the University of Alberta Policies and Procedures Online (UAPPOL) website at https://policiesonline.ualberta.ca. A multi-faith calendar is available at www.registrarsoffice.ualberta.ca/Calendar/Academic-Schedule.aspx.

Unacceptable reasons include, but are not limited to personal events such as vacations, weddings, or travel arrangements. When a student is absent without acceptable excuse, a final grade will be computed using a raw score of zero for the work missed. Any student who applies for or obtains an excused absence by making false statements will be liable under the Code of Student Behaviour. Students should consult their Faculty for detailed information and requirements.

Failure to follow the policies outlined below may result in denial of a student's request. Students with concerns should see Procedures for Registering Complaints about Marking, Grading, and Related Issues. Students should also review individual Faculty appeal policies posted on Faculty websites.

In this course, you will be responsible for making up any work missed due to absences. You cannot pass this class if you miss class more than TWICE. In addition, no student can expect to pass this course unless ALL assignments have been submitted.

ACCOMMODATIONS AND STUDENT ASSISTANCE:
The University has a commitment to the education of all academically qualified students and special services are regularly provided on campus to assist disabled students through Student Accessibility Services:
For General Information, Advice or Referrals
780-492-3381
sasrec@ualberta.ca
For the Exam Accommodation Office
780-492-9816
examsas@ualberta.ca.
Students who have registered with SAS are provided with a Letter of Introduction to give to their instructors and are advised to talk with instructors early in the term to discuss what types of accommodation they require.

**COURSE-BASED ETHICS APPROVAL** in place regarding all research projects that involve questionnaires, etc.
No such projects involved

**COMMUNITY SERVICE LEARNING COMPONENT:**
None

**ADDITIONAL MANDATORY INSTRUCTIONAL FEES:**
None

**GRADING:**
Marks for assignments, tests, and exams are given in percentages, to which letter grades are also assigned, according to the tables below (“OIS Graduate and Undergraduate Grading Scales”). The percentage mark resulting from the entire term work and examination then produces the final letter grade for the course.

**OIS Undergraduate Grading Scale**

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Letter Grade</th>
<th>Grade Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>Good</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>Poor Minimal Pass</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>Failure</td>
<td>F or F4</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**OIS Graduate Grading Scale**

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Letter Grade</th>
<th>Grade Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>Good</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td></td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>Failure</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td></td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>