

## **Education 301/501 (XL, CT) Section 2**

### **Writing Center Theory and Practice**

#### **Fall 2020**

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Welcome to the staff of the Mary K. Croft Tutoring-Learning Center

The Tutoring-Learning Center (TLC) provides tutoring in reading and writing, study skills, and content areas. We have a national reputation as a leader and innovator in the field of college literacies, serving university students, staff, and faculty. Each of you in this course has two critical qualities in common: your demonstrated ability to succeed in the university classroom and a commitment to helping others succeed.

### **Fall 2020 Course Description**

**Course Instructor:** Emily Wisinski, MS

This course will be conducted primarily as a seminar, and we will continually move back and forth between theory and practice (big picture and detailed picture, conceptualization and usage) in order to better understand ourselves as writers, readers, and learners, and to discover the best ways to help others excel in a post-secondary community of practice. Every one of you brings a useful background and a tool kit of learning strategies to class. This semester will encourage you to situate what you already know within your learning communities and to add to your learning repertoire. By examining ourselves, we understand how to help others.

### **Learning Objectives**

- Participants will acquire a deep understanding of the various ways that students make meaning through language (reading, writing, speaking) as well as the social and cultural influences that also impact their learning.
- Participants will be able to synthesize related theoretical perspectives and translate theory to practice.
- Participants will understand the importance of collaborative learning.
- Participants increase cultural awareness and apply principles of Inclusive Excellence.
- Participants will recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem-solving).
- Participants will be able to identify reasoning (argumentation, decision-making, or problem-solving) as they apply it to general or discipline-specific questions or issues.
- Participants will understand the role and importance of disciplinarity in writing, reading, and learning.
- Participants will be able to meet all of the recordkeeping requirements necessary to work in the TLC's Writing Center and to serve as teaching assistants for *Independent Writing* (English 157, 257, and 357).

### **Texts and Materials:**

1. Purchase Text—Leigh Ryan and Lisa Zimmerelli, *The Bedford Guide for Writing Tutors*, 6th ed.
2. Other course readings available on *Canvas*.
3. I highly recommend keeping a 2 ½ inch binder to organize the readings and handouts.

**Meeting Times:** We will meet weekly on Tuesdays and Thursdays, 12:30-1:45. There will always be a zoom link available to meet asynchronously. In addition, you will serve as writing consultants in the TLC three hours weekly.

**Course Requirements:**

To successfully complete Practicum, fulfill the following requirements.

1. Attendance and Participation. Attend and engage in all Education 301/501 sessions. The practicum is largely seminar-style, which means that you each has a major role to play in its success. Participation in class activities and regular attendance is required.
2. Assigned Readings. The course readings build upon and reverberate with one another. Your engagement with them as you read and respond is critical in order to challenge and stimulate your thinking about reading, writing, and learning.
3. Canvas Discussions. For a series of consecutive course readings, each of you will post questions and answers on canvas. Subsequent discussions will be based on these posts.
4. Two Formal Essays. These essays will encourage you to examine yourself in order to add to the larger conversations in class. They will also give you an opportunity to communicate succinct information to an audience of your peers. One of these projects will be a group project.
5. LED Talk. This five-minute presentation will require you to engage deeply with a concept and communicate succinctly.
6. Consultation Hours. Three hours weekly are required. Your time in the lab begins week two.

**Grading Criteria:** Your grade will be based upon the degree to which you successfully complete the requirements listed above; that is, I will consider the quality of your written and oral work and your professionalism as a TLC Writing Lab consultant. Throughout the semester, I will give you feedback about the quality of your work and offer you an opportunity, should you need it, to improve your performance. Please note that you are required to attend all classes and to complete all assignments on time. Doing otherwise will lower your grade.

**Accommodations:** If at any time you require accommodations due to learning or health issues, please speak with me, and appropriate modifications will be made to ensure that you have a positive and successful semester.

**Professionalism:** The TLC is open and welcoming to all university students and faculty. Please use inclusive language and be aware that you are in a workplace.

**Keep your phone turned off.**

**Note:** Successful completion of Education 301/501 does not guarantee employment in the Tutoring-Learning Center's Writing Lab. In order to become a member of the writing consultant staff, you must also demonstrate that you will be an ethical, productive, and successful member of the staff.