ENG 399 Writing Associates Development

ENG 399 Writing Associates Development is a variable-credit, hybrid, companion class to ENG 404 Internship for Writing Associates. As such, content will be delivered both in person and online—but this is not the extent of the course’s hybridity. It is a kind of guided, self-directed, collaborative, independent study, work-in-progress project pursued by a cohort of peers who bring a variety of perspectives, purposes, and prearranged levels of engagement to the work of the course.

ENG 399 will engage students in both theories and praxes of tutoring, teaching, and other writing-related fields. It will accommodate both shared course objectives and students’ individual goals for development, proceeding as both traditional course—with shared outcomes, texts, and assignments—and as a variable-credit, supervised, independent study with variable requirements at each level.

As such, it will be comprised of students who complete only the shared- or both the shared and targeted requirements. While everyone will participate in the core course assignments, other components of the course will necessarily adapt to each person’s credit level, interests, and goals.

This course focuses on the professional development of the Writing Associates and their continuing study of the practice and ethics of tutoring. To these ends, the course provides individualized development opportunities toward each student’s educational and/or professional goals, extends the pedagogical work begun in WR 312 Principles of Tutoring, and complements the ENG 404 Internship with practical support, peer- and near-peer mentoring, and self-reflection on the tasks of tutoring.

In pursuit of these components, this course prioritizes inquiry, invention, and experimentation. It values reflection, empathy, and peer-support as key elements of development. It aims to foster the aspirations of the individual writing associates, the collective learning of this cohort, and the growth of the Writing Associates Program.

Course Credits

ENG 399 Writing Associates Development counts toward the English major upper-division electives requirement as follows: because the requirement must be satisfied in increments of four graded credit hours, students will receive upper-division English elective credit for every four credits completed with a grade of mid-C or better, up to a maximum of eight credits or two electives. All ENG 399 credits apply to the University’s upper-division credit requirement.

Prerequisites

Junior/Senior standing & successful completion of WR 312 Principles of Tutoring.
Corequisite: Concurrent enrollment in at least one credit hour of ENG 404 Writing Associates Internship (CRN 22816). Paired ENG 399 and ENG 404 courses may be repeated in subsequent terms.

Learning Outcomes: Students who major in English at the University of Oregon have the opportunity to accomplish the following six learning outcomes:

- **READ** literary and cultural texts with discernment and comprehension and with an understanding of their conventions;
- **DRAW** on relevant cultural and/or historical information to situate texts within their cultural, political, and historical contexts;
- **PERFORM** critical, formal analyses of literary, cinematic, and other cultural texts;
- **WRITE** focused, analytical essays in clear, grammatical prose;
- **EMPLOY** logic, creativity, and interpretive skills to produce original, persuasive arguments; and
- **Use** primary and/or secondary sources, with proper acknowledgment and citation, as they contribute to a critical essay’s thesis.

Building on these outcomes, this course offers opportunities for students to

- **EXPLORE** and understand the ways in which the skills students acquire as English majors may prepare them for graduate studies and careers related to teaching and writing;
- **DEVELOP** understanding of the nature and function of college-level interpretative and argumentative writing;
- **PROVIDE** a community of support for Writing Associates in their work as tutors; and
- **PRACTICE** writing in a digital medium for an online audience.

Course Materials: All course materials will be supplied on the UO Blogs Writing Associates Site.
Overview of Basic Course Requirements

Requirements for this class vary according to the number of credits for which you enroll.

For all students, the course includes the following activities:

Public Relations

1. Contacting professors who teach lower division ENG, WR, and HC courses as assigned in weeks one or two, set up a meeting during their office hours during which you explain the services and benefits of the Writing Associates Program, and ask to make a five-minute presentation in their classes to explain the program to their students. Course visits will be distributed equitably among Associates.

2. Making brief presentations of services as appointed, handing out printed Writing Associates material, and answering student questions.

Cohort Professional Development

3. Contributing to the Writing Associates Blog.

Each week, we will work together online to complete collaborative, reflective, and critical writing assignments.

You will be responsible for posting to the Writing Associates Blog according to assignment directions and your credit-hour requirements.

**Posts are due on Fridays at 11:59 pm.**

You will also post substantive responses to each other.

**At least two responses are due on Sundays at 11:59 pm**

Read all posts, not just those to which you write responses.

On weeks when you don’t have any tutoring appointments, your post should be a response to the content of Kate’s post. Respond to the other Associates as usual.

4. Crafting a Final Reflection on your development as a Writing Associate.

**The Final Reflection** will take into account your experiences and efforts for this class throughout the term, how they supported your work as a Writing Associate tutor, and how they fostered your own professional and educational goals.
Individual Professional Development

For students who register for two or more credit hours, the course requirements include additional professional development activities appropriate for the level of credit for which you are enrolled and determined in consultation with Kate.

These activities will vary according to your individual goals, but must provide significant experiences toward specific career or educational goals. Activities may include attending or presenting at an academic conference, attending UO-sponsored lectures or workshops, developing and attending focused WA-peer research-interest reading groups, WA program development, etc.

All Individual Professional Development activities will include written components involving planning, tracking, documentation, and reflection.

Variable Credit

This course may be taken for a minimum of one credit hour and a maximum of five. At each level, the expected amount of labor conforms to the UO Student Engagement Inventory, which stipulates for undergraduates a workload of thirty hours per term, per credit hour.

“Under the UO quarter system, each undergraduate credit reflects approximately thirty hours of student engagement. Therefore, a 3-credit course would engage students for approximately 90 hours total... whereas a 4-credit course would entail approximately 120 hours of activities in which students are actively engaged in learning over the course of the term” (UOCC, SEI—winter 2016)

To meet this standard expectation, the Basic Course Requirements constitute thirty hours of learning engagement. The variable credit scale will adhere to the following requirement guidelines:

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<tr>
<th>Credit Hours</th>
<th>Total Student Engagement</th>
<th>Course Activities</th>
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<tbody>
<tr>
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<td>Basic Requirements</td>
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Students enrolled in three or more credits and those who want to negotiate professional development activities need to meet with Kate by the end of Week Two to discuss your project(s).

Email to schedule an appointment.