

## ENG 399 WRITING ASSOCIATES DEVELOPMENT

ONLINE & THURSDAYS | 5:30-6:50 PM

9 JAN | 23 JAN | 6 FEB | 20 FEB | 12 MARCH

WINTER 2020 | CRN 27243/45

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.

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.

<b>COURSE CREDITS</b>	ENG 399 <i>Writing Associates Development</i> 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.
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**DR. KATE MYERS, INSTRUCTOR & DIRECTOR**

KMYERS@UOREGON.EDU (PREFERRED)

301-J TYKESON | 541.346.1533

OFFICE HOURS | T & R | 1:30 – 2:30 PM

W 11:00 AM – 12:00 PM

& BY APPOINTMENT

**PAUL KRATWELL, GE & ASSISTANT DIRECTOR**

PKRATWE2@UOREGON.EDU

301-J TYKESON | 541.346.1533

OFFICE HOURS | W & F 1:00 – 2:30 PM

& BY APPOINTMENT

**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.

**MATERIALS** All course materials will be supplied on the UO Blogs Writing Associates Site.

## OVERVIEW

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, setting up meetings during their office hours during which you explain the services and benefits of the Writing Associates Program, and asking 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.

**Check your email daily for announcements and reminders.**

### Cohort Professional Development

- 3 Reading and contributing to the **WRITING ASSOCIATES BLOG**.
- 4 Crafting a **FINAL REFLECTION** on your development as a Writing Associate.

## 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.

### Every week, you will:

Read content on that week's Professional Development page.

Make an Initial Post as a comment on the weekly Professional Development page, where you will report on your tutoring appointment for that week and/or responds to the content of the main post.\*

Write substantive Responses to each other's initial posts.

Read the week's conversation and write Follow-up Remarks.

**Initial posts are due on Fridays at 11:59 pm**

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

**At least two follow-up remarks are due on the following Wednesdays at 11:59 pm**

\* On weeks when you don't have any tutoring appointments, your Post should be a response to the professional development content. Respond to the other Associates as usual.

Associates who are completing Individual Projects will post periodic Progress Updates.  
**Progress updates are due in weeks two, four, six, eight, and ten, by Fridays at 11:59 pm.**

**FINAL REFLECTION** 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.

**ASSESSMENT** All work for ENG 399/404 will be assessed holistically. Holistic assessment considers your work for the course as a whole and results in a composite final grade that takes into account your engagement with the course expectations, goals, and outcomes. Your final grade is based on your engagement with the basic requirements and the shared and individual development as appropriate for your number of credit hours.

Assessing your engagement depends on the following habits of engaged learners<sup>1</sup>:

**Engaged students want to learn and improve.** They want to grow and reach their highest potential. For this system to work, we will assume a shared belief that a college education can help us achieve our dreams and goals.

**Engaged students are good class citizens.** They recognize that the whole community improves when they contribute ideas, share knowledge, and ask questions. In Professor William Cronon's words, "They nurture and empower the people around them."

#### **Therefore, engaged students**

- Take responsibility for their learning
- Are curious & energized by learning
- Set goals & establish standards for evaluating their success
- Spend significant time focused on educationally purposeful activities
- Put forth considerable effort in learning activities
- Embrace the work of exceeding their existing knowledge
- Persist despite confusion or failure & proactively ask clarifying questions
- Generate knowledge in meaningful ways through inquiry & reflection
- Know that learning is collaborative & value the skills and perspectives of others
- Respond constructively to feedback
- Develop & refine problem-solving strategies, including transferring knowledge to solve novel problems & stretching their thinking to tackle challenges
- Practice what they learn in different contexts
- Reflect on both what & how they have learned

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<sup>1</sup> Jim Andris, *Engaged Learning Rubric*, Southern Illinois University, 1999. <http://www.siu.edu/~jandris/engaged/elrubric.html>.  
Peter Felton, *The Heart of Engaged Learning: What Students Do and Think*, Elon University, 2018  
<https://www.centerforengagedlearning.org/the-heart-of-engaged-learning-what-students-do-and-think/>

**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.

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.

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

Credit Hours	Total Student Engagement	Course Activities		
		Basic Requirements	Shared Development	Individual Development
1	30 hours	30 hours	---	---
2	60 hours	30 hours	30 hours	---
3	90 hours	30 hours	30 hours	30 hours
4	120 hours	30 hours	30 hours	60 hours
5	150 hours	30 hours	30 hours	90 hours

**Access** The University of Oregon is working to create inclusive learning environments. Please notify me in week one if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You may also wish to contact You may also wish to contact the Accessible Education Center in 164 Oregon Hall at 541.346.1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

**Advocacy & Assistance** If you need help finding resources related to violence, discrimination, harassment, physical or mental health concerns, or any other problem unrelated to academics, feel free to ask me. I am a mandatory reporter, but my role in most cases is to provide assistance. I am not obligated to report identifying information about students of concern without their consent.

**Sexual & Gender-Based Violence** Students who are victims of sexual violence: if you wish to speak to someone confidentially, you can call 541.346.SAFE to be connected to a confidential counselor to discuss your options. You can also visit <http://safe.uoregon.edu/>. Any student who has experienced sexual assault, relationship violence, stalking, and/or sexual harassment is encouraged to seek help by contacting the Renae DeSautel, Sexual Violence Response and Support Services Coordinator— [desautel@uoregon.edu](mailto:desautel@uoregon.edu). They will keep your information confidential.

In addition, the UO Ombudsperson, Brett Harris, [ombuds@uoregon.edu](mailto:ombuds@uoregon.edu) or 541.346.6400, can provide assistance. You can also contact any pastor, priest, imam, or other member of the clergy. All of these people, including all UO faculty members, have an obligation not to reveal your name or other specific information without your permission, although faculty members do have to provide "general information" (nothing that identifies anyone) that will help us create a safer campus.

*"The U.S. Department of Education on Friday provided new interim guidance on Title IX, the federal law that prohibits sex- and gender-based discrimination in education, which includes sexual harassment and violence.*

*As was clearly stated in a recent reaffirmation of the University of Oregon's strong commitment to Title IX, the new federal guidelines in no way erode our resolve to provide services to survivors, encourage those who experience sexual violence to seek help, and to be fair and equitable to all, including those accused.*

*We believe that the new guidance will have very little, if any, impact on our current policies and procedures related to Title IX."*

*--UO President Schill 9/23/2017*

**DACA** Justine Carpenter, director of Multicultural and Identity-Based Support Services, is the campus point-person in support of undocumented and DACA students. Carpenter and can be reached at [justcarp@uoregon.edu](mailto:justcarp@uoregon.edu) or 541-346-1123.

*"There is no ambiguity...about the importance of continuing DACA. My view of Resources morality dictates that young people, many of whom were brought here as infants or toddlers, must be allowed to remain in the United States to learn, work, and make a life for themselves."*

*--UO President Schill 9/4/2017*

For additional information on the UO's support for DACA students, please visit the UO DREAMers Workgroup website. Should an immigration official ask for information about a UO student, employee, or visiting scholar, please immediately contact the Office of the General Counsel at 541-346-3082 or [gounsel@uoregon.edu](mailto:gounsel@uoregon.edu).