ENG 399 Writing Associates Development (27809)

Online & Thursdays, 5:30-6:50 pm
11 January, 25 January, 8 February, 22 February, 8 March
201 Chapman Hall

Winter 2018

Instructor  Dr. Kate Myers
Director of Writing Associates
Office Hours  Mondays, Wednesdays, & Fridays
12:30 - 1:30 pm, & by appointment

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Course Description
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 course requirements at each enrollment 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.

Objectives
This course aims to 1) build upon the English department learning outcomes by facilitating student exploration and understanding of the ways in which the skills they acquire as English majors may prepare them for graduate studies and careers related to teaching and writing; 2) develop student understanding of the nature and function of college-level interpretative and argumentative writing; and 3) provide a community of support for the Writing Associates in their capacity as tutors.
**Prerequisites**  
Junior or Senior standing and successful completion of WR 312 *Principles of Tutoring.*

**Corequisite**  
Concurrent enrollment in at least one credit hour of ENG 404 *Writing Associates Internship* (CRN 22752). Paired ENG 399 and ENG 404 courses may be repeated in subsequent terms.

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

**Important Dates**  
This course includes five scheduled meeting times: Thursday evenings, 5:30 – 6:50 pm, in weeks one, three, five, seven, and nine.

Students enrolled in three or more credits and those who want to negotiate Targeted Professional Development need to meet with Kate by the end of Week Two. Email to schedule an appointment.

Other course content will be managed online, unless otherwise specified.

**Overview of Basic 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:

**Records and Assessment**
1. Maintaining a Labor Log to track your efforts in ENG 399 and ENG 404.

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

**Cohort Professional Development**
4. Meeting with and observing peer mentor.
5. Contributing to the Writing Associates Blog, and responding to the contributions of other Associates. Specific requirements to follow.
6. Crafting a Final Reflection on your development as a Writing Associate.
Mentorship

The Graduate Student Tutors and Writing Associate currently working in the Center for Teaching Writing Tutoring Lab have agreed to mentor each of you in the first weeks of your work as a tutor to help acclimate you to your new role and help ease concerns you may have. You will meet with your mentor twice: once to conduct an Informational Interview and once to shadow a live tutoring session. Detailed instructions for both tasks will be provided.

Blog Posts

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 and responding to posts made by your peers according to assignment directions and your credit-hour requirements.

Tutorial Situation Assignments

You will craft a series of substantive blog posts, each reflecting on

1. the highlight of your work as a tutor that week—where did you see yourself succeeding?
2. the hardest part of your work as a tutor that week—where did you see yourself falling short, struggling, worrying, etc.?
3. what you learned as a result of both; and
4. your goal for the upcoming week.

The Writing Associates Journal you keep for ENG 404 Writing Associates Internship will be the basis for these posts.

You will also post substantive responses to each other’s Tutorial Situation Posts. Responses may take any number of forms, including encouragement, commiseration, suggestions, helpful tips and tricks you’ve accumulated, etc. Read all posts, not just those to which you write responses.

Shared Professional Development Assignments

You will engage with assigned materials and produce a series of substantive analytical and/or critical posts.

You will also post substantive responses to each other’s posts. The goal is to engage with the materials and with each other’s ideas, much like our discussions in WR 312 Principals of Tutoring. Responders will, therefore, collegially confront, expand, complicate, etc., the original poster’s ideas. Read all posts, not just those to which you write responses.

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.
Targeted Professional Development

For students who register for two or more credit hours, the course requirements include an additional number of Targeted Professional Development hours 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 as well, 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 Targeted Professional Development activities will include written components involving planning, tracking, documentation, and reflection.

For students who register for one or two credit hours, opportunities for additional professional development may be arranged on a case-by-case basis.

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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<th>Credit Hours</th>
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**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.

**Advocacy and 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 and Gender-Based Violence**
“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.”

--President Schill 9/23

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 the SAFE website at 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 Renae DeSautel, Sexual Violence Response and Support Services Coordinator, desautel@uoregon.edu. She will keep your information confidential.

**DACA Resources**
"There is no ambiguity...about the importance of continuing DACA. My view of 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."

--President Schill 9/4

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 541-346-1123 or justcarp@uoregon.edu.

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 gcounsel@uoregon.edu.