**Proposal Form For Addition And Revision Of Courses**

1. **Proposing College / School:**
   - College of Liberal Arts

   **Department:**
   - Department of English

2. **Course Prefix and Number:**
   - ENGL 3890

3. **Effective Term:**
   - Fall 2013

4. **Course Title:**
   - Writing Theory and Practice

   **Abbreviated Title (30 characters or less):**
   - Writing Theory and Practice

5. **Requested Action:**
   - Add a Course

   - Current Course Number:

   - Proposed Course Number: 3890

   - Type of Revision:

6. **Course Credit:**

<table>
<thead>
<tr>
<th>Contact/Group Hours</th>
<th>Scheduled Type (e.g.: Lab, Lecture, Practicum, Directed Study)</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
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<tbody>
<tr>
<td>3</td>
<td>Seminar</td>
<td>Weekly</td>
<td>3</td>
<td>25</td>
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   **Maximum Hours (Repeatability):**
   - 3

   **Total Credit Hours:**
   - 3

7. **Grading Type:**
   - Regular (ABCDF)
   - Satisfactory/Unsatisfactory (S/U)
   - Audit

8. **Prerequisites/Corequisites:**
   - Pr., ENGL 2000 or 2010 or 2230 or 2240 or 2250 or 2260

9. **Restrictions:**
   - List specific restriction in space above.
   - College
   - Major
   - Standing
   - Degree

10. **Course Description:**
    - (20 Words or Less; exactly as it should appear in the Bulletin)
    - Introduction to writing center theory, pedagogy, and history.

11. **May Count Either:**
    - (Indicate if this particular course cannot be counted for credit in addition to another)
    - Program Type
      - Program Title
      - Requirement or Elective?

12. **Affected Program(s):**
    - (Respond "N/A" if not included in any program; attach memorandum if more space is required)
    - Major
    - English (major) core
    - elective

13. **Overlapping or Duplication of Other Units' Offerings:**
    - (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - Applicable
    - Not Applicable
14. Justification:
The course allows students to delve into the rich scholarship that supports writing center practices, learn about the history and development of writing centers, and begin to engage in professional conversations about the issues that shape writing centers: literacy, race, class, gender, and English as a Second Language. In addition to addressing student interest in writing center theory, the course adds to our globalism, sustainability, and diversity options which are under enrollment pressure.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:
The course will be taught by the Director of the Miller Writing Center. No department resources will be involved. It has been piloted as ENGL 4010, Topics in Writing

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:

1. Students will be able to recount, critique, and respond to the uses of writing center histories
2. Students will demonstrate a familiarity with strategies for peer response and one-to-one consulting, be able to recognize those strategies in describing tutorials conducted by others, be able to critical assess the uses and limits of those strategies, and employ those strategies appropriately in peer response sessions with classmates
3. Students will demonstrate growth in synthesis and critical thinking through the creation of multiple reflective writings
4. Students will demonstrate growth in effective writing for diverse audiences and in different media through the creation of specific textual artifacts
5. Students will demonstrate an ability to think critically about how issues of race, class, gender, second-language acquisition, cultural difference, and emerging technologies shape writing centers and one-to-one consulting
6. Students will produce a professional ePortfolio that reflects the work of the course to an audience of writing center professionals and/or potential future employers

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

<table>
<thead>
<tr>
<th>WEEK 1: INTRODUCTIONS</th>
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<tbody>
<tr>
<td>Reading: Introduction to Noise and Introduction to Everyday Writing Center</td>
</tr>
<tr>
<td>Writing: Literary Anecdote- Draft, Expanded literacy narrative</td>
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</tbody>
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<tr>
<th>WEEK 2: BASIC PRACTICES</th>
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<tbody>
<tr>
<td>Reading: Bedford Guide chapters 1-4 (on reserve); Brooks &quot;Minimalist Tutoring: Making the Student Do All the Work&quot; from St Martin's Sourcebook (on reserve and on Canvas)</td>
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<tr>
<td>Writing: Reflective Writing #1-&quot;Basic Practices&quot;</td>
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<tr>
<th>WEEK 3: HISTORIES</th>
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<tr>
<td>Reading: North &quot;The Idea of a Writing Center&quot;</td>
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<tr>
<td>Lunsford &quot;Collaborations, Control, and the Idea of a Writing Center&quot; (both on reserve in St Martin's Sourcebook)</td>
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<tr>
<th>WEEK 4: HISTORIES CONTD.</th>
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<tr>
<td>Reading: Group Assignments:</td>
</tr>
<tr>
<td>1) Carino &quot;Early Writing Centers: Towards a History&quot;</td>
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<tr>
<td>2) Summerfield &quot;Writing Centers: A Long View&quot;</td>
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<tr>
<td>3) Boquet &quot;Our Little Secret: A History of Writing Centers, Pre-to-Post-Open Admissions&quot;</td>
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<tr>
<td>Writing: Reflective Writing #2 &quot;Histories&quot;</td>
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<tr>
<th>WEEK 5: GLOBAL ENGLISHES AND ESL</th>
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<tr>
<td>Reading: Bruce and Rafoth chapters 1, 2, 4</td>
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<tr>
<td>Writing: Observation due</td>
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Reading: Bruce and Raftoth chapters 5, 17, 18
Writing: Proposal for Instructional Artifact/Scholarly Artifact for peer review
WEEK 6: GLOBAL ENGLISHES AND ESL CONTD.
Group Assignments Bruce and Raftoth: 1) Chapters 6 & 7, 2) Chapters 9 & 10, 3) Chapters 11 & 12, 4) Chapters 13 & 14
Writing: Reflective Writing #3: "Global Englishes & ESL"
Writing: Draft of Instructional/Scholarly Artifact
WEEK 7: INSTITUTIONAL CONTEXTS
Reading: Noise Chapters 1 & 2
Reading: Noise Chapter 3
Writing: Reflective Writing #4: "Institutional Contexts"
WEEK 8: STRATEGIES FOR PEER RESPONSE
Writing: Observation 2 Due
WEEK 9: HIGH RISK/HIGH YIELD PEDAGOGIES
Reading: Everyday Chapters 2 & 3
Reading: Everyday Chapters 4 & 5
WEEK 10: DIVERSITY AND IDENTITY ISSUES/CHALLENGES
Reading: Everyday Chapter 6 plus Geller, Condon, and Carroll "Bold: The Everyday Writing Center and the Production of New Knowledge in Antiracist Theory and Practice" and Young "Should Writers Use Their Own English?"
Writing: Reflective Writing #5: "Risk/Yield" or "Diversity/Identity"
WEEK 11: PEER RESPONSE PRACTICE
Writing: Instructional/Scholarly Artifact Exchanged for Peer Review
Writing: Peer Review of Scholarly Artifact
WEEK 12: DIVERSITY AND IDENTITY CONTD.
Reading: Everyday Chapter 7 & Denny "Facing Sex and Gender in the Writing Center"
Writing: Observation 3 posted; Initial IPS Draft
WEEK 13: REVISITING HISTORIES
Reading: North "Revisiting: 'The Idea of a Writing Center'" and Carino "Power and Authority in Peer Tutoring"
WEEK 14: PEER RESPONSE
Writing: Draft of IPS for peer response
Writing: Draft of Instructional/Scholarly Artifact for peer response
WEEK 15: PEER RESPONSE WORKSHOP AND COURSE WRAP-UP
Writing: Portfolio Draft Due
FINAL EXAM PERIOD
Writing: Final ePortfolio Due

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

Portfolio Components:

1 a. Instructional Artifact – this assignment combines theory and practice to create something value that helps you or others teach writing one-to-one. Focus your artifact to a specific writing-related issue. Once you have the artifact, contextualize it for your portfolio by creating an explanation that makes this artifact useful to other tutors or writing center directors. Addresses objectives 2, 3, 4, 5, 6
OR
1 b. Scholarly Artifact – this assignment asks you think about what you see going on right now in writing centers, universities, and society around the teaching of writing particularly as policies, practices, and/or theories shape the teaching of writing one-to-one in order to produce a piece of academic scholarship that addresses a gap in writing center theory/practice either here at AU, in the broader field of Writing Center Studies, or both. Addresses objectives 1, 2, 3, 4, 5, 6

2. Informed Position Statement – This builds on the Response Reflections that you have done throughout the term to create a philosophy or position on a specific issue related to writing center pedagogy. Addresses objectives 1, 2, 3, 4, 5, 6
3. ePortfolio — Your ePortfolio showcases your thinking, writing, and engagement with the theoretical, political, institutional, historical, and pedagogical complexities of writing centers and allows you to present a statement or argument about yourself in relation to writing centers. It must contain the Informed Position Statement, the Instructional Artifact, and Scholarly Artifact. Create a clear navigation and arrangement design appropriate for the audience and purpose, including appropriate contextual prose for each artifact/page, evidence of your understanding of key concepts like "high risk/high yield" and "play" as well as the history, politics, policies, and theory of writing centers. Addresses objective 1, 2, 3, 4, 5, 6

Course work:
1. Response Reflections: Throughout the term you will be asked to write about key experiences and texts from the course as a way to process knowledge and build toward other assignments. The response reflections are informal pieces of writing, and so will not be graded individually. These pieces of writing will be used in our class discussions and will help you select and shape the other artifacts so they must be submitted on time in order to be considered in your grade. Included in these reflections are a literacy anecdote, observations of tutoring sessions, and responses to the readings. Addresses objectives 1, 2, 3, 5

2. Active and responsible participation in class discussion and activities: Thus, this is not a course where others can "fill you in" if you miss class. In fact, your participation in class discussions is essential to both your own learning and the quality of the course we will be creating together. Absences should, then, be rare. Active participation is not measured by counting the number of times you speak up in class discussions, but rather by attending to the quality of the contributions you make to those discussions, your ability to stay focused on in-class activities, and the evidence that you are prepared for class sessions having done the assigned work and bringing required materials (drafts of papers for example) with you. Addresses objectives 1, 2, 4,

3. Timely production of drafts of major projects: Good writing does not happen without drafting and revising. The course is designed to help you produce the final products required for the ePortfolio, but students are expected to begin these products by the dates assigned for drafts, to share those drafts with classmates and the instructor in order to get feedback, and to use that feedback to make appropriate revisions. Addresses objectives: 4

4. Quality and promptness of peer review: The peer review activities give participants the opportunity to practice writing center tutoring strategies and improve their ability to read and respond critically to texts of different kinds written by peers. Addresses objectives: 2, 3, 4

(List all quizzes, projects, reports, activities and other components of the course grade — including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:
Assignments are graded on the following scale: A+ = 100 A=95 B=85 C=75 D=65 F=55.
Course grades are assigned on the following scale: A 100-90 B 89-80 C 79-70 D 69-60 F 60 & below.
The course grade is calculated on the final ePortfolio (60%) plus work done during the term (40%)
The three subcomponents of the ePortfolio are
o an Instructional Artifact OR a Scholarly Artifact (25%)
o an Informed Position Statement (20%)
o the ePortfolio itself (15%)
• Work of the term is composed of four subcomponents
o Reflective Responses (10%)
o Active and responsible participation in class discussion and activities (10%)
o Timely production of drafts of major projects (10%)
o Quality and promptness of peer review (10%)

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit: [N/A]

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Student Policy eHandbook, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please consult the Student Policy eHandbook for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g.: hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).