

Syllabus

Writing Center History, Theory, Research, Practice, and Administration

ENGL 6357.701 Spring 2020

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Instructor's Note

Please remember that this is a graduate level course and it will require quite a bit of work. Consider your outside commitments and try to make a good decision whether or not to attempt this class. If you signed up for a web class because you have "no time," then this is not the class for you. This class will require quite a bit of time and commitment, and due dates are scattered about through the week. This course is not designed to be completed just on weekends, so you should plan to be active in the course every day or at least every other day. There are at least three full books and several articles to read, entire chapters and inksheds will be assigned almost every week, and several papers will be assigned. You will also be required to respond to classmates' inksheds and papers weekly. Please do not attempt this class if you don't have the time to devote to it. There will be group work required, so if you don't like group work or you don't like student-initiated work please do not take this class. Although online group work can be challenging, I advocate gaining experience with it as something that will be useful in your future career. In addition, as part of its rubric standards, UTPB requires online courses to contain group work.

Some people are confused or disturbed about the strict "no late work" policy. Time management is the issue. You should complete all work **the day before** it's due. You can always call me if you are really having a big problem not related to simple procrastination. Always leave enough time to engage your back-up plan in case the computer does not work.

If you are ready for the challenge, please continue by carefully reading the syllabus. Then check out the Class Work page (HOME button on the left) and also print out the calendar to remind yourself of important due dates.

Course Description and Outline:

Course Description:

An introduction and overview of the history, theory and practice of writing center administration and tutoring.

Course Prerequisites:

There are no formal prerequisites for this course. No previous knowledge of or experience in writing centers is required. However, this class will demand a high level of reading, writing and time management skills. If you are not sure you are ready for online learning, please take the READINESS assessment by going to the following link and using username: learning and password: styles.

[The UTPB - Readiness for Education At a Distance Indicator \(READI\) \(Links to an external site.\)](#)

This course requires an intermediate level of computer skills. In order to take this class, you are expected to be able to save files without losing them, save files in a variety of formats (save as), upload and download files on the internet, use discussion text formatting features, cut and paste, do attachments, and use interactive features such as chat.

Course Outline:

This course consists of readings and activities designed to give us a deeper understanding of the workings of writing centers. We will write responses to readings and respond to each others' responses, resulting in a collaborative discussion and shared meaning-making. We will also complete several assignments designed for their practical application to writing centers work. The course is designed to be challenging as well as fun and will likely require a serious time commitment. I hope that you will consider it time well spent as we grow and learn together.

Learning Goal and Objectives:

Learning Goal

To become familiar with the history, theory and practice of writing center tutoring and administration

Learning Objectives

1. Read and discuss articles and books on writing center history, theory and practice
2. Observe and analyze writing center tutoring sessions
3. Apply theory to practice of tutoring and administrating in a writing center
4. Research aspects of writing center theory and practice
5. Synthesize research, history, theory and practice of writing centers through discussion and writing
6. Apply techniques of responding to writing through workshops

English Program Mission and Goals:

The mission of the department of literature is to provide students with a knowledge of British and American literature written by canonical and noncanonical writers with special attention to poetry, fiction, drama, often with an emphasis on the interdisciplinary study of literature and on the structure and complexity of the English language. Through the teaching of literary works of the past and present, the department provides students with opportunities to relate cultural, historical, aesthetic, social and psychological issues of literary works to their own psychological, sociopolitical and cultural conditions today. In the process, students also learn the importance of respecting other people's perspectives in order to achieve social and global harmony.

ENGLISH M.A. PROGRAM GOALS

- To train students to work with the materials of literature with scholarly competence and maturity.
- To provide students with a knowledge of major periods, movements, and genres in British and American literature.
- To enhance students' awareness of the cultural contexts of theoretical and literary works.
- To provide rhetorical skills in preparation for such professions as teaching, law, publishing and public relations.
- To empower students by motivating them to increase the knowledge of their field by their own contribution of original work.

Course Policies:

Computer Requirements: Computer with Microsoft Word and internet access. All work must be saved in at least three separate places such as the hard drive on your computer, and two discs or USB drives. You should also email it to yourself. There will be NO EXCUSES for lost work due to computer or human error, failure, or malfunction. Always make a hard copy (print out) of your work just in case. You also must have a back-up computer plan in case of emergency. This could be the library, your work, or a friend's house. Computer problems will not be accepted as excuses for not doing work on time.

ADA Statement: Your success in this class is very important to me. If you have a disability or other condition which may interfere with your success, please see me or the [Testing Services & Academic Accommodations Department \(Links to an external site.\)](#) to discuss possible accommodations. All disability-related information remains confidential.

Students with disabilities that are admitted to The University of Texas of the Permian Basin may request reasonable accommodations and classroom modifications as addressed under Section 504/ADA regulations. The definition of a disability for purposes of ADA is that she or he (1) has a physical or mental impairment that substantively limits a major life activity, (2) has a record of such an impairment or, (3) is regarded as having such an impairment.

Students who have provided all documentation and are eligible for services will be advised of their rights regarding academic accommodations and responsibilities. The University is not

obligated to pay for diagnosis or evaluations nor is it obligated to pay for personal services or auxiliary aids. Students needing assistance because of a disability must contact Testing Services & Academic Accommodations Department, 432-552-2630, Leticia Madrid, madrid_1@utpb.edu, no later than 30 days prior to the start of the semester.

For the accessibility and privacy statements of external tools used within online and blended UTPB courses, go to https://www.utpb.edu/online/reach/ADA_Privacy ([Links to an external site.](#)).

Attendance and Participation: This is a graduate-level, online, Whole Summer class, and as such you are expected to be online and participating daily. We all travel during the summer, but with the availability of laptops, cybercafes, and public libraries, being out of town should not hamper your participation. It's important that we stick to deadlines, and **late papers, projects, and responses will not be accepted.** Procrastination will be impossible in a class such as this. If you are having trouble with deadlines and time management, please contact the instructor **before** you miss an assignment. Computers are not fool-proof, so be sure to have a back-up plan and don't leave your work until the last minute. Always make extra file copies of your work and double check to see that attachments have attached. All due dates are firm. Being sick or having computer problems doesn't excuse you from classwork or assignments. Late postings will not receive points. It's important to contact the instructor in advance if you are having any problems. The office of [Student Services](#) ([Links to an external site.](#)) and the [University Counseling Center](#) ([Links to an external site.](#)) can also help if you are having personal issues that interfere with your school work.

Communication: General questions about the course should be posted to the General Discussion and Questions forum of the Discussion Board. Email should be reserved for personal and private communication. Please use the phone for quick and immediate questions as it is a very good invention and the quickest and most direct way to reach me.

Teacher's Responsibilities: I will respond to all inksheds, drafts, and emails within 72 hours of posting. I will evaluate and respond to formal work (papers, projects) within one week of the due date.

Tracking: The learning management systems have a tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

Course Incomplete/Withdrawal/Grade Appeal:

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an extension. The student signs a contract that includes the incomplete course activities and the new due dates.

Find information and dates regarding drops and withdrawals at <http://www.utpb.edu/services/academic-affairs/office-of-the-registrar/adds-drops> ([Links to an](#)

[external site.](#))

For grade appeal process go to <http://www.utpb.edu/campus-life/dean-of-students/grievances> ([Links to an external site.](#)).

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

Academic Dishonesty/Plagiarism/Cheating: Plagiarism consists of using source material without proper documentation. Plagiarized papers will receive a grade of "0" with no opportunity for revision. In addition, all instances of plagiarism will be reported in writing to the [Dean of Students](#). ([Links to an external site.](#))

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

Student Responsibilities: All work must be saved in at least three separate places such as the hard drive on your computer, and to discs or USB drives. You should also e-mail it to yourself. Double check to make sure attachments are attached. There will be **NO EXCUSES** for lost work due to computer or human error, failure, or malfunction. Always make a hard copy (print out) of your work just in case, and have a back-up computer plan in case of technical problems.

Online Student Authentication:

UTPB requires that each student who registers for a distance course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to employ at least two methods of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB's Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program. This course satisfies student authentication by

- Presentation of approved photo ID* through a web cam and video
- Synchronous or asynchronous video activities using an approved photo ID*.
- You will show your ID during one of our webconference sessions.

*Approved up to date photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD; dual credit and early college high school students use school district identifications.

Important Academic Dates

UTPB Academic Calendar: <https://www.utpb.edu/calendar/academic-calendar.pdf> (Links to an external site.)

Technical Information and Requirements:

You must have a computer with Microsoft Word and internet access. Please note that people are working in different versions of Word. If you have a newer version of Word, please save your documents as an older version so everyone will have access to your documents. You will also need access to a webcam.

This course is designed as a web-based class which necessitates specific computer expertise, specific computer equipment and programs, and commitment on the part of the student beyond that of most other courses. Ensuring you have the proper hardware and software is vital to your success in an online learning environment.

Computer Technical Requirements: Information at <http://www.utpb.edu/online/reach/technical-requirements> (Links to an external site.)

Software: The course content is presented through Microsoft Office Word documents and Acrobat documents. In order to view the content outside of the class, you must have Microsoft Office programs and Acrobat Reader. You are required to submit all the course activities typed in Microsoft Word.

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to Student Services below or visit: <http://www.utpb.edu/services/ird/information-on-computer-accounts-email/office-365> (Links to an external site.)

To obtain software licensing and media for selected Microsoft titles at very low cost through a software agreement visit: <http://www.utpb.edu/services/ird/information-for-students/software-distribution/microsoft-select> (Links to an external site.).

Research: In this course, you will be asked to do some research using online databases. As a student of this class, you have access to many of the digital databases provided by the UTPB Library. Depending on the network you are using, you might or might not have access to the following databases:

- [EbscoHost](#) (Links to an external site.)
- [E-books EbscoHost](#) (Links to an external site.)
- [JStor](#) (Links to an external site.)

- [Project MUSE \(Links to an external site.\)](#)

If you cannot access the links above, it is recommended that you talk to your professor or network administrator to make them aware of this. Network settings (especially for public areas such as schools or places or work) may need to be adjusted to allow access to the links above.

Essential Readings:

Textbooks:

- *Barnett, R. W., & Blumner, J. S. (2008). *The Longman guide to writing center theory and practice*. New York: Pearson/Longman.
- Mackiewicz, J. & Babcock, R. D., & (2019). *Theories and Methods in Writing Center Studies*. New York, NY: Routledge.
- Murphy, C. & Stay, B. (2006). *Writing center director's resource book*. Mahwah, NJ: Erlbaum.

Articles:

- Blau, S., Hall, J., & Sparks, S. (2002). Guilt-free tutoring: Rethinking how we tutor non-native-English-speaking students. [The Writing Center Journal](#), 23, 23-44.
- DiPardo, A. Whispers of coming and going: Lessons from Fannie. *The Longman guide to writing center theory and practice*. (pp. 350-367).
- Konstant, S. B. (1992). Multisensory tutoring for multisensory learners. [Writing Lab Newsletter](#), 16(9-10), 6-8.
- Nordlof, J. (2014) "Vygotsky, Scaffolding, and the Role of Theory in Writing Center Work." *Writing Center Journal*, 34(1): 45-64.
- Thompson, I, Whyte, A., Shannon, D, Muse, A., Miller, K, Chappell, M. & Whigham, A. (2009), Examining our love: Tutor's roles and satisfaction in conferences. *Writing Center Journal*, 29(1) 78-106
- Thonus, T. (2002). [Tutor and student assessment of academic writing tutorials: What is "success"?](#) *Assessing Writing*, 8, 110-134

Book Club Texts: (choose one; I am also open to suggestions if your interest is not here.)

- Babcock, R. D. & Daniels, S. (2017). *Writing centers and disability*. Southlake, TX: Fountainhead.
- Fels, D. and Wells, J. (2011). *The successful high school writing center*. New York, NY: Teachers College Press.
- Greenfield, L. & Rowan, K. (2011). *Writing centers and the new racism*. Logan: Utah

State University Press.

- Rousculp, T. (2014). *Rhetoric of respect: Recognizing change at a community writing center*. NCTE.

Tutor Training Textbooks for Review: (choose 3 to review; I have some you can borrow)

- Fitzgerald, L. & Ianetta, M. (2016). *The Oxford guide for writing tutors*. New York: Oxford University Press.
- *Gillespie, P., & Lerner, N. (2007). *The Longman guide to peer tutoring*. 2nd ed. New York: Pearson Longman.
- Johnson, J. P. & Krase, E. (2008). *Theory and practice for writing tutors*. New York: Longman.
- McAndrew, D. A. & Reigstad, T. J. (2001). *Tutoring writing: A practical guide for conferences*. Portsmouth, NH: Heinemann.
- Meyer, E. & L. Z. Smith. (1987). *The practical tutor*. New York: Oxford University Press.
- Murphy, C., & Sherwood, S. (2011). *The St. Martin's sourcebook for writing tutors* (4th ed.). New York: St. Martin's Press.
- Rafoth, B. (2005). *A tutor's guide: Helping writers one to one*. (2nd ed.). Portsmouth, NH: Boynton/Cook.
- Ryan, L., & Zimmerelli, L. (2015). *The Bedford Guide for writing tutors* (6th ed.). New York: Bedford/St. Martin's.
- Soven, M. I. (2005). *What the writing tutor needs to know*. Belmont, CA: Thompson/Wadsworth.

Videos:

To help activate different learning styles, I have made several videos available in the [Resources](#). These are not required, but simply provided for your enjoyment and edification. Although if you are a visual learner, you may find that by watching these videos you gain a more clear understanding than by simply reading a text.

***Note:** The "Longman" and the "Allyn and Bacon" guides are the same thing.

Class Work Requirements:

Attendance and Participation: This is a graduate level online class, and as such you are expected to be online and participating daily. It's important that we stick to deadlines, and **late papers, projects, and responses will not be accepted**. If you are having trouble with deadlines and time management, please contact the instructor at least a full day before you miss an assignment. Computers are not foolproof, so be sure to have a back-up plan and don't leave your

work until the last minute. If you do have a technical problem please call the 24/7 Help Desk. Always make extra file copies of your work and double check to see that attachments have attached.

Conferencing: One of the best ways to learn to write is talking about your writing one-to-one. Therefore, you are encouraged to complete a minimum of two conferences during the semester. These conferences can be with either the teacher or a tutor. You can make an appointment with me by e-mailing or calling me, or you can make an appointment with a Success Center tutor by calling 432-552-3350 or visiting the [University Success Center \(Links to an external site.\)](#) or [Virtual Success Center Online Tutoring \(Links to an external site.\)](#). Smarthinking is an online tutoring service that can be accessed through clicking the button on the left navigation.

Discussions and Responses: Each week you will post an **inkshed** (see below) early in the week on that week's topic. Then you will respond to a minimum of 10 classmates' inksheds by the end of the week. If there are fewer than 10 inksheds, you will respond to all of them. In order for discussion to be lively and involved, you should do your posting early in the week. In addition, your inksheds and responses must be fully developed to count. Extremely short or cursory inksheds or responses will not count toward class points. When you are in your special interest groups, you will post an inkshed on the book you are reading and respond to ALL your groupmates' postings. These responses are worth 120 points and they must be done week by week. For example, you are free to continue earlier discussions, but you cannot go back to earlier discussions just to make up points. You must follow these guidelines in order to receive full points for participation and inksheds. Points will be deducted in relation to how many activities are missed or not done on time. This activity meets learning objectives 1, 3, and 5. You are required to respond to 10 other peoples' inksheds for each reading. Your responses should be substantive, fully thought out, and advance the discussion topic. Please rate your classmates' posts.

Documentation Style: The proper documentation style for Composition is APA. However, some scholars and journals in writing centers use MLA. In general, your work for this course should be in APA or MLA style. If you choose to use another citation style instead, please consult with the instructor.

Profile: Please use the account button on the side to update your Canvas profile. This should be one of the first things you do in the class so we can get to know each other. You are not required to post a photo or share any personal information unless you want to. Just do whatever makes you comfortable. You can update your profile throughout the course.

Other group work: In addition to the Collaborative Theoretical Paper, you will do at least one other assignment collaboratively. It is your choice which assignment you do and who you do it with. You do not have to meet in person to complete a collaborative writing assignment. You may choose to communicate through the class chat, email, or by phone. I can create a group area for your group to share files, or you can use google docs or some other collaborative work space, like [Trello \(Links to an external site.\)](#). The same advice goes for collaborative group work and collaborative writing. Everyone in the group needs to be responsible for the entire end project. One person should not do all the writing; everyone should write, and you should allow enough

time for everyone to sign off on the final document before it's turned in.

Inksheds: Inksheds are like journal entries, risky papers, or short responses. You are required to respond to at least 10 of your classmates' inksheds weekly (or all if there are fewer than 10 in the class). This activity meets learning objectives 1, 3, and 5. You are required to post an inkshed for each reading. To post your inkshed, begin a new thread under the relevant Discussion Board forum. You have the choice to create a message or attach your inkshed. If you choose to attach, then your document must be in a Word or .rtf file. Respond to the inksheds by replying to the message. DO NOT begin a new thread for your response. These papers will be extremely short: 1-2 pages. Your paper should take a risk and engage the reading. Inksheds differ from journals in that journals are personal and private while inksheds are meant for public discussion and response. Typically you write for 15-20 minutes on an inkshed. These papers will form the basis for our discussions each week. Check topics and choices for chapter assignments.

Meetings: Since this is an online course, there are no required full class meetings. We will, however, have several optional meetings during the summer. These meetings will be for talk and socializing only and we will not conduct any official course business at the meetings. We will meet at least once in each city represented by the class participants. Meetings dates and locations TBA. We will also meet virtually as needed.

Papers and Drafts: You will compose essays as assigned, share rough drafts, and turn in final drafts by the due dates. You will take into account responses from your classmates and teacher when revising your drafts. There will be five formal papers in this class: Collaborative Theoretical Paper, Observation Report, Review of Tutor Training Textbook, Research Proposal, and Major Useful Project. Papers can be revised for a better grade. Please accompany any revisions with the original containing my comments and your own comments and responses on the original draft. If you use Track Changes your comments and corrections will appear in a different color. See calendar for due dates.

Prior Knowledge: In the discussion on prior knowledge, please describe your previous experience with writing centers. This could be work experience, experience as a tutee, or just feedback that you've heard from others, or even stereotypes and prejudices. If you have worked in writing centers before, please be specific about the amount of time you worked and your position.

Professional Development: If you are not already a member of one, you are strongly encouraged to join a professional society of your choice. Quite a few societies offer student membership rates of \$20. Also, you are strongly encouraged to submit a proposal to a conference, an article to a journal, or a book proposal to a publisher. I will be posting opportunities to the announcements section of the course. Several students who took advantage of this opportunity have had their proposals accepted to conferences. It's important for your future as a scholar to start your participation in the professional conversation as soon as you can.

Reflection/Self-Assessment: After completing several of the course activities you will be asked to step back and reflect on your learning process and outcomes. This "metacognition" (thinking about thinking) allows us to better understand not only what we learned, but how we learned it.

This step can be shared publicly with the class in the discussion boards, or privately with the teacher through any appropriate method of communication, all depending on your preference and comfort level.

Workshops: Sharing your papers in Workshop is an important part of the class. You are required to share your work and comment on other people's work. In order to receive Workshop points, you must not only respond to classmates' papers, but do it thoughtfully and completely. Your Workshop grade will reflect the quality and quantity of your response. Workshop guidelines are found on Workshop/Assignment pages in Class Work. You will also write a reflection over the Workshops. Reminder: read others' Workshop comments before posting your paper.

Assignments:

There are five formal assignments in this course. They are designed to enhance your knowledge of writing center theory, practice and administration. The first assignment is a collaboratively-written document on the various theories that influence writing center work. Then we move on to an actual observation of writing center tutorials and a review of tutor training textbooks. By this time you should have several questions and ideas brewing. The outlet for these are the research proposal, in which you will investigate a small part of one of your questions, and the major useful project, for which you will create a piece that will actually help you in your career. These assignments are designed to be challenging yet practical.

Collaborative Theoretical Paper: This is a paper over some theoretical aspect of writing centers. It should be written as a conference presentation or (mini) journal article. For this paper we will be all working together in a single web document. In order for this to work, everyone must participate by the same ground rules. I know some of you don't like group writing, but this is an important experience and a crucial skill to master. The most important thing to remember is that the entire document belongs to everyone and everyone is responsible for everything in the document. This means that if you see something in the document that you don't like or that is not right, it doesn't matter who wrote it, just fix it. Eventually we will forget who wrote what and it will truly become a collaboratively written document. As a matter of procedure, everyone should log on to the document and write a little bit everyday. Then, the day before it's due, everyone should read through it one last time and sign off (add your name to the document). When you add your name this means that you have checked everything and you feel satisfied with the product. You should not add your name unless you feel the document could not be improved in any way. Remember that the ownership and responsibility for the entire document is everyone's at all times.

The paper itself should be an overview of writing center theory. This material should be based on the course readings and your outside research. Length 5-8 pp.

Observation Report: For this assignment you will observe at least two tutoring sessions in the writing center of your choice. This is not research, and you will not need to do Human Subjects Review. However, if you do not go through the Human Subjects Review process, you will not be

able to use this data in any further research. Please change any names in your report for confidentiality purposes. So, if you think you may want to use this data in the future, you should go through the proper Human Subjects Review process [see [Resources](#) page]. The written report of your observations will consist of a summary of the tutoring session, an explanation of the theories you saw enacted, and a synthesis or evaluation of the sessions. Length 3-5 pp.

How to find an observation:

Face to face: Contact your local writing center and explain to them that you are interested in doing an observation. If they have appointments, they may tell you when their next appointment is and invite you to stop by. When you are there, you will explain to the tutor and the tutee what you are doing and ask if you can observe. If you are going to use the data for future research, you must get a signed informed consent form from each participant. An alternate idea, and the one I think is best, is just to "hang out" at your local writing center until someone comes in for tutoring. At that point you can explain what you are doing and ask if the tutor and tutee don't mind if you observe. You will not waste your time hanging out at the writing center, as you can make general observations or do your reading or other school work while you wait. You cannot observe your own session and you are encouraged to record and transcribe the session.

Online: If you choose to observe an online session, you may do so as long as you do not observe your own session, and that the paper submitted is truly a paper that the person wants feedback on. For instance, if you arrange with a classmate to each submit a paper to Smarthinking to analyze each others' sessions, make sure you each submit a paper that you really want feedback on, not one that is finished and done with. You can also arrange to observe a session with a friend or classmate on a paper submitted electronically to any other OWL, including [UTPB's OWL \(Links to an external site.\)](#).

Review of Tutor Training Textbook: For this assignment you will choose any three tutor training texts to review. You may use any criterion you like for your review, but the books should be compared and contrasted according to the criterion, rather than being three separate reviews. Length 3-5 pp. minimum (but will probably be longer, more like 6-8pp).

Research Proposal: This research proposal should consist of some sort of qualitative or quantitative data gathering and analysis. For this project you will have to complete the Human Subjects Review process [see [Resources](#) page] if you choose to actually do the project later. If you chose to do this process for your observation and you recorded the sessions, you may use this as your data. The research proposal will consist of an intro, lit review, research question, methods and anticipated results. Human Subjects permission is not necessary if you choose to use data from a corpus such as MICASE or if you use old data that you have already collected for something else. Length 3-5 pp.

Major Useful Project: This culminating project should consist of something that has peaked your interest or curiosity and that you will find useful for your career. The parameters of this assignment are limited only by your imagination and the time you have to devote to it. Length: Equivalent of 8-10 pp.

Grading:

Grades for the course will be evaluated by the following:

Activity	Points
Practice Workshop	10
Inksheds (6 at 40 points each)	240
Responses (6 at 20 points each)	120
Workshops (4 at 20 points each)	80
Observation Report	100
Review of Tutor Training Textbook	100
Collaborative Theoretical Paper	100
Research Proposal	100
Major Useful Project	150
Total	1000

Point Spread:

901-1000 points - A
801-900 points - B
701-800 points - C
601-700 points - D
600 points or less - F

You can see your grades by clicking on the **Grades** button on the left.

Rubrics:

Inksheds: Each week you will post a short (1-2 pp.) response to that week's reading. These responses will form the basis for our discussion.

Discussions: You will respond to a minimum of ten inksheds weekly, or all of them if the number of posts in the class is less than ten. Posts must be thorough and in-depth to receive points.

Workshops: In order to receive workshop points you must post your draft and respond to a minimum of ten classmates' drafts by the respective due dates. If there are fewer than ten drafts posted by the deadline then you will respond to all drafts. There is no obligation to respond to late drafts.

Formal Papers: We will decide the rubrics for these assignments as a class.

For more details see the [Class Work](#) page in the Home section of the course.

Preparation for Computer Emergencies:

Computer Crash: Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Complete Loss of Contact: If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

Lost/Corrupt/Missing Files: You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc) or any contradictions/problems, you may be required to resubmit the files

Minimum Technical Skills: Your instructor is available to help you with any questions related to the content of the course, but she is unable to provide assistance with technical questions relating to the operation of your computer, web browser, or any of the technical specifications required for course participation. Prior to starting this course, you must possess a high degree of skill in operating standard web browsing and document processing software.

Student Support Services:

SERVICE	CONTACT
ADA Accommodation/Support	Testing Services & Academic Accommodations Department (432) 552-2630 http://www.utpb.edu/academics/undergraduate-success/TSAAD (Links to an external site.)
Advising	UTPB E-Advisor at http://cas.utpb.edu/academic-advising-center/e-advisor/ (Links to an external site.)

Bookstore	(432) 552-0220 http://www.bkstr.com/texas-permianbasinstore/home (Links to an external site.)
Email, Outlook 365, my.utpb.edu	Information Resources Service http://www.utpb.edu/services/ird/how-to-submit-a-service-request (Links to an external site.)
Financial Aid and Scholarship	(432) 552-2620 http://www.utpb.edu/campus-life/financial-aid (Links to an external site.)
Library	(432) 552-2370 The J. Conrad Dunagan Library Online at http://library.utpb.edu/ (Links to an external site.)
Registrar	(432) 552-2635 http://www.utpb.edu/services/academic-affairs/office-of-the-registrar (Links to an external site.)
Student Services	http://www.utpb.edu/campus-life/dean-of-students (Links to an external site.)
Technical Support	Canvas 1-866-437-0867 https://guides.instructure.com/Links to an external site.
Tutoring & Learning Resources	If you are taking courses through UTPB the following provide services: Smarthinking Online Tutoring (Links to an external site.) (provides tutoring services), SmarterMeasure (Links to an external site.) (measures learner readiness for online course). http://www.utpb.edu/online/reach/smarthinking-online-tutoring (Links to an external site.)

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end-of-course evaluation/survey provided by UTPB.

During the last few weeks of class, you will receive an announcement through email notifying you that the Course/Instructor Survey is available. You may follow the link in the email to complete the survey using the same credentials to access your courses here. When entering the emailed Survey link you will see a list of surveys for you to complete. Another way to find End-of-Course Evaluations is through your my.utpb.edu account > My Surveys & Evaluations are on the first page after you login.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

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