Instructor Information

Instructor: Jill M. Hodges  
Office Location: 107A Walker Arts & Humanities  
Telephone: Office 487-3258  
E-mail: jhodges@mtu.edu  
Office Hours: Open door policy during Writing Center hours or by appointment

Course Identification

Course Number: HU4101 – R01  
Course Name: Theories in Literacy  
Course Location: 109 Walker  
Class Times: T 5:00 p.m. – 6:00 p.m.  
Prerequisites: Position as Writing Coach

Course Description/Overview

The purpose of this course is to better prepare you to be an effective and creative writing coach and to reflect upon and assess the work taking place in the Writing Center. We will discuss theories of learning, literacy, intercultural communication and diversity and connect these theories to our work.

Course Learning Objectives

1. To work towards meeting our Mission Statement: The Michigan Tech Writing Center works with students, faculty and staff to address the challenges of learning and communicating in complex and culturally diverse environments.  
2. To address problems of practice  
3. To provide a positive commitment to domestic and international diversity by recognizing the challenges and responsibilities that accompany the social and cultural positions and identities of ourselves and others  
4. To encourage work towards equity and social justice  
5. To learn about and cultivate respect for the experiences of the groups that comprise our communities (local, national, global)
Course Resources

Required Course Texts — These are all provided by the Writing Center


Grading Scheme

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Grade Points/Credit</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% &amp; above</td>
<td>4.00</td>
<td>Excellent</td>
</tr>
<tr>
<td>AB</td>
<td>88% – 92%</td>
<td>3.50</td>
<td>Very good</td>
</tr>
<tr>
<td>B</td>
<td>82% – 86%</td>
<td>3.00</td>
<td>Good</td>
</tr>
<tr>
<td>BC</td>
<td>76% – 81%</td>
<td>2.50</td>
<td>Above average</td>
</tr>
<tr>
<td>C</td>
<td>70% – 75%</td>
<td>2.00</td>
<td>Average</td>
</tr>
<tr>
<td>CD</td>
<td>65% – 69%</td>
<td>1.50</td>
<td>Below average</td>
</tr>
<tr>
<td>D</td>
<td>60% – 64%</td>
<td>1.00</td>
<td>Inferior</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
<td>0.00</td>
<td>Failure</td>
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I  Incomplete; given only when a student is unable to complete a segment of the course because of circumstances beyond the student’s control. A grade of incomplete may be given only when approved in writing by the department chair or school dean.

X  Conditional, with no grade points per credit; given only when the student is at fault in failing to complete a minor segment of a course, but in the judgment of the instructor does not need to repeat the course. It must be made up within the next semester in residence or the grade becomes a failure (F). A (X) grade is computed into the grade point average as a (F) grade.
Grading Policy

Grades will be based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>5 Reflections (25pts ea)</td>
<td>125</td>
</tr>
<tr>
<td>Class attendance/participation</td>
<td>50</td>
</tr>
<tr>
<td>One on One Observation reflection</td>
<td>30</td>
</tr>
<tr>
<td>WC appointment reflection</td>
<td>30</td>
</tr>
<tr>
<td>Conference</td>
<td>35</td>
</tr>
<tr>
<td>Study Team observation reflection</td>
<td>30</td>
</tr>
<tr>
<td>Final Project</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>400</strong></td>
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Late Assignments

I will need to be informed about late assignments prior to their due date. I won’t accept any assignment that is more than two days late. These should be emailed to me.

Reflections

When due, they will be discussed in class. You MUST have your reflection with you on the appointed day.

Observations

Each coach should plan to observe another coach during the fall semester. This observation is due Week 5. You are responsible for checking out other coaches’ schedules for times that work with your prep times. These observations should take place without the coaches being aware of your observation. A list of questions is attached to get the most from this observation. Write a reflection on what you have learned from this exercise.

You will also be responsible for observing a study team. This will need to be set up with the coaches who are study team leaders. You will write a reflection on this experience also. This is due Week 7.

Appointment

You must make an appointment for yourself in the Writing Center. This can be a walk-in or a one-time appt. You will bring in one piece of writing for an appointment. After your appointment, you will write a reflection on that experience. See attached suggestions. This appointment must be completed by week 11. Reflection is due week 11.

Mentor/Mentee

You will be assigned a mentor from the experienced coach group. You will be responsible for having a discussion with your mentor for each discussion prompt. These discussion prompts will be emailed to you each week by your TA’s.
Final Research Based Project

At the end of the semester you will prepare and present a final project connecting what you have learned from the readings, class discussion, and work with students in the Writing Center to the Writing Center Mission Statement. I will give you an assignment sheet to further explain this project during week 3. You will present this project during week 13 and week 14 for Nancy Grimm, Director of the Writing Center and other guests). **This project is worth 100 points.**

**Course Policies**

**Readings / Reflections**

Come to class with the readings / reflections done for the day. This is critical for you to participate actively in the discussion and to ask informed questions.

**Participation/Attendance**

**Regular attendance, preparation and participation are required.** This enables you to engage with other coaches in the class and with our guest speakers. The successful completion of this class **is a condition for your continued employment** as a coach in the Writing Center.

**Cell phones etc.**

Cell phones, Blackberries, iPods, PDAs, computers or any other electronic devices are not to be used in the classroom without prior instructor approval. Please no texting during class.

**University Policies**

Academic regulations and procedures are governed by University policy. Academic dishonesty cases will be handled in accordance the University’s policies.

If you have a disability that could affect your performance in this class or that requires an accommodation under the Americans with Disabilities Act, please see me as soon as possible so that we can make appropriate arrangements. The Affirmative Action Office has asked that you be made aware of the following:

**Michigan Tech complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990. If you have a disability and need a reasonable accommodation for equal access to education or services at Michigan Tech, please call the Dean of Students Office, at 487-2212. For other concerns about discrimination, you may contact your advisor, department head or the Affirmative Action Office, at 487-3310**

**Academic Integrity:**

http://www.studentaffairs.mtu.edu/dean/judicial/policies/academic_integrity.html
**Affirmative Action**
Michigan Tech strives to offer equal opportunity to all of its employees, students, applicants for employment and applicants for admission without regard to race, religion, color, national origin, age, gender, sexual orientation, height, weight, marital status, disabled veteran status, veteran status, arrest record, or disability.

[www.admin.mtu.edu/aao](http://www.admin.mtu.edu/aao)

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings / Class Content</th>
<th>Discussion / Due Dates</th>
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</thead>
<tbody>
<tr>
<td>Week 2 – Sept 8</td>
<td>• Read – Chapter 4 (“Talk to Me”) in <em>A Tutor's Guide</em> – Rafoth.</td>
<td>Introductions / Course Description &amp; Syllabus</td>
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<tr>
<td></td>
<td>• Read pg 37-43 from Handbook</td>
<td>Concerns?</td>
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<td></td>
<td>• <strong>Draft Workshop – Steve Bailey</strong></td>
<td>Mentor/mentee list</td>
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<tr>
<td>Week 3 – Sept 15</td>
<td><strong>Resume Workshop – Michigan Tech Career Center</strong> – become familiar with all of the resources for resumes</td>
<td>Must bring in a resume of your own to work on</td>
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<td></td>
<td>Reflection #1 due next week – Prompt - In thinking about resumes, drafts, etc, what did you gain from the draft and resume workshop and from our readings so far. What do you still want to know? Connect the readings and the workshops to your work in the Writing Center.</td>
<td>Final project handout</td>
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<tr>
<td>Week 4 – Sept 22</td>
<td>Read Handbook 75-96</td>
<td>How conversation / listening / writing / reading works</td>
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<tr>
<td></td>
<td><strong>Reflection #1 Due</strong></td>
<td>Discussion on reflection #1</td>
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<tr>
<td>Week 5 – Sept 29</td>
<td>Reading – Chapter 5 in <em>ESL Writers</em> “Avoiding Appropriation” P 48.</td>
<td>Workshop</td>
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<td></td>
<td><strong>Working with Int'l Students Workshop – Shaughn Kern</strong></td>
<td>Remember to think about final project</td>
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<td>Reflection #2 Prompt – See one-on-one observation prompt at the end of this syllabus</td>
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| Week 6 - Oct 6 | Read pages Intro – p 27 in *They Say, I Say.*  
**Review pages 3-34 in *Keys for Writers*  
**Reflection #2 Due – Coach Observation of one-on-one session**  
**Reflection #3 prompt – World Cultures Study Team Observation – Reflection due week 9- see prompt at end of syllabus.** | Discussion on #2 reflection of coach observation  
**Learning from Observing Other Coaches** |
|----------------|--------------------------------------------------|--------------------------------------------------|
| Week 7 - Oct 13 | **Handbook reading – p 97-125  
**Film – Writing Across Borders  
**Make sure to schedule your own writing center appointment – reflection due week 11.** | **Borders**  
**Remember to think about final project** |
| Week 8 - Oct 20 | **Make sure to schedule your own writing center appointment – reflection due week 11.**  
**Read – Chapter 17 – “Using Other’s Words” – *A Tutor’s Guide.*  
**Review pages 122 – 158 in *Keys For Writers*  
**Be familiar with *They Say, I Say*  
**Sign up for conference with instructor  
**Working with Integrating Sources and Documentation**  
**APA / MLA etc** | |
| Week 9 - Oct 27 | **Read Handbook – p126-143  
**Reflection #3 Due – World Cultures Study Team Observation | **How literacy practices work – Discourse  
**Remember to think about final project  
**Discuss #3 reflection** |
| Week 10 - Nov 3 | **Walk-In Workshop - Steve Bailey**  
**Read Handbook – p 19-21  
**Read – Chapter 11 - “Organizing Ideas” in *A Tutor’s Guide* – Rafoth  
**Make sure to schedule your own writing center appointment – reflection due week 11.** | |
| Week 11 – Nov 10 | Reading – Familiarize yourself with the World Cultures Section of the Handbook – p 22-26 & 44-50  
Preparation – Write a list of questions and concerns that you have about being a study team leader. If you participated on a team, write about that experience and what you will take from it as well as what you might do differently.  
**Reflection #4 Due** – Your Writing Center Appointment Reflection Due | Preparing for World Cultures  
Discuss #4 reflection  
Experienced team leaders from Spring 08 and Fall 09 will share their experiences.  
Remember to think about final project |
| Week 12 – Nov 17 | World Cultures Faculty Workshop  
Final reflection due week 13 – see end of syllabus for prompt | Meet with World Cultures Faculty |
| Week 13 – Dec 1 | Handbook – pg 144-152 – How Intelligence Works  
**Final Reflection #5 Due** | Time allotted for work on final projects |
| Week 14 – Dec 8 | Present Final Projects | Course Evaluation and Wrap Up |
| Exam week | No class | |
HU4101 – Suggestions for Final Research Projects

Define a problem in a lack of resources or a problematic procedure(s) in the center that if corrected or looked at from a different perspective would enhance our practice in the center. Think upon our mission statement. Reflect back to your first days on the job or something that you encounter now.

Design a solution that addresses this problem or void.

In addition to the project itself, I would also like a one to two page explanation (DUE ALONG WITH THE FINAL PROJECT) as to why you chose this project and what you think that your project work accomplishes towards your goal. What was the void that you wanted to fill? Why did you design what you did and how do you think this project will assist future coaches and students in the center.

You can work in large or small groups or independently.

Here are some suggestions for resources, but please feel free to come up with your own resources that will fill a gap or a new procedure or etc........:

- Create another “basket” for coaches to use when their students come with “nothing to do”
- Since talk is important in our work – create a resource that has something to do with the importance of talk, getting students to talk, etc.
- Many students have a lot of reading to do – create a resource that focuses on ways of reading / learning
- Some of our students have learning differences – create a resource that focuses on ways of assisting a student with dyslexia, ADD or other learning difference
- Note taking – create a resource
- Create a resource that explains to students how to use sources / citation / how to avoid plagiarism charges – APA / MLA etc.
- Create a resource (video, audio, powerpoint, etc) that informs new coaches about where things are, how and where to fill out forms, writing center protocol that is highlighted during new coach orientation
- Make a video to use on a topic for coach education
- Is there something that is missing from the Handbook that you would like to see included – create that document
- Redesign an orientation session for new coaches
- Redesign some other procedure in the center
- Create a syllabus for HU4101 for next year
- BE CREATIVE!!

We are open to any other suggestions for final projects. Please let Jill know what you have chosen and who will be in your group.
Observation Tips for One-On-One Appts

Things to Remember Before your Observation:

- Check the coach board ahead of time to see who’s coaching when you are available
- Be sure to show up a few minutes early for your observation. It’s important to see the whole session
- Bring something to take notes with. You don’t have to write everything down, but notes will help you when you write your reflection
- Do NOT observe someone who you are very familiar with

Some things to think about during the observation:

- Take note of the coach’s / student’s posture and positioning (body language says a lot!)
- Who is doing most of the talking?
- Is there a clear goal of the session?
- Is the student prepared for the session? Is the coach prepared?
- Are there any resources or materials that the coach or student are using?
- What is the Writing Center atmosphere like during the observation? (loud, quiet, busy, etc).

Reflecting on the Session

- What seemed to work best with this student?
- Was there anything that didn’t work during the session?
- How did they (student and coach) begin / end the session?
- Did the student respond well to the coach’s style?
- How did the coach respond to the student’s style?
- How would you describe the role of the coach / student? (editor, authority figure, peer, mentor)
- What did you learn from observing this session that you could apply to your future sessions?
Study Team Observation

Here are some guidelines to help you get the most out of your study team observation. Incorporate some/all into your thinking and reflection.

How has the coach prepared for the session?
What has the coach done to keep on track?
How has the coach organized the session?
What did the coach do to maintain motivation?
Were any strategies for success discussed in the team meeting?
What do you think the students gained from the session?
What do you think the coach learned?
What else could the coach have done?
What are the greatest challenges for this coach with regards to the team dynamics?
How did the coach approach these challenges?
What did you gain from observing this session?
Your Own Appointment in the Writing Center

Reflection Questions

Please work with someone who you are not good friends with and please choose an experienced coach for your appointment (Someone not enrolled in HU4101 as a student). This can be walk-ins, a one-time appointment or a 30-minute appointment where a coach has an opening.

These question prompts do not need to be answered in the order given, nor answered specifically, but please think on these questions when reflecting on the appointment. This should be a deeply reflective essay where you investigate, analyze and synthesize what we have discussed in HU4101 so far. I don't think this type of essay can be accomplished in less than 2 pages but please a maximum of 4 full pages. This is a major reflection for the semester and a way to assess what you bring to coaching as well as what you receive from other coaches. We look to improve our practice on a daily basis and this reflection will add to our understanding.

- Observe the area around you. What is the atmosphere like?
- How did the coach approach your work?
- What exactly did you take away from the session? If you picked up pointers, what were they? How did the coach convey this to you? If you learned something new, what was it and how was that conveyed to you?
- Please give a detailed account of your session – how did it feel? What you would change about the encounter - why (go in depth)? What would you keep the same - why (again in depth)?
- Was there anything that you felt was out of the ordinary about the exchange? Why?
- Can you investigate and explain all of the layers of experience(s) involved in this appointment?
- Do you think that the session was reflective of our Writing Center mission statement?
- What else would you like to add about your own practice as a coach or the practices of the coach who you spoke with?
Final Reflection

You do not need to answer these specific questions. These are to be a guide for your reflection paper.

• What was your most meaningful experience(s) in the Writing Center?
• What were your greatest challenges? How did you overcome them?
• Were there any coaches that you looked up to or really connected with? Why?
• Were there any class / workshop sessions that we had that you felt were exceptionally unique or helpful?
• Were there any moments or lessons in your work this semester that you feel will stay with you in future semesters/years? Please elaborate.
• What can we do to make coaching a more successful experience for the coaches as well as the students?
• This final reflection should be typed and double-spaced, and will be kept for us to use when we begin planning for next semester.