# Cover Sheet: Request 12743

**ENC 4493 Peer Tutoring in Rhetoric and Writing**

**Info**

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|---|---|
| Process | Course\|New\|Ugrad/Pro |
| Status | Pending at PV - University Curriculum Committee (UCC) |
| Submitter | Creed Greer cgreer@ufl.edu |
| Created | 5/30/2018 10:47:12 AM |
| Updated | 2/21/2019 8:24:13 AM |
| Description of request | An examination of the theories and best practices used by writing tutors with the goal of readying students to be peer writing tutors. Includes preparation on conducting needs assessments, prioritizing advice, and giving effective writing feedback. Students observe experienced tutors and are guided through their first tutorial sessions. |

**Actions**

| Step | Status | Group | User | Comment | Updated |
|---|---|---|---|---|---|
| Department | Approved | CLAS - Writing Program 015862001 | Alison Reynolds | | 1/24/2019 |
| No document changes | | | | | |
| College | Conditionally Approved | CLAS - College of Liberal Arts and Sciences | Joseph Spillane | The committee conditionally approves this request, with the following changes: 1) should the course be repeatable? it would seem so, but is currently listed as "No"; 2) please reconcile the variable minimum and maximum with the attached syllabus; 3) under "Rationale" please explain how students are selected; 4) please consider adopting the syllabus version of the grading scheme; 5) remove the actual syllabus from the submission. | 2/15/2019 |
| No document changes | | | | | |
| Department | Approved | CLAS - Writing Program 015862001 | Alison Reynolds | | 2/18/2019 |
| No document changes | | | | | |
| College | Approved | CLAS - College of Liberal Arts and Sciences | Joseph Spillane | | 2/21/2019 |
| No document changes | | | | | |
| University Curriculum Committee | Pending | PV - University Curriculum Committee (UCC) | | | 2/21/2019 |
| No document changes | | | | | |
| Statewide Course Numbering System | | | | | |
| No document changes | | | | | |
| Office of the Registrar | | | | | |

| Step | Status | Group | User | Comment | Updated |
|------|--------|-------|------|---------|---------|
| No document changes | | | | | |
| Student Academic Support System | | | | | |
| No document changes | | | | | |
| Catalog | | | | | |
| No document changes | | | | | |
| College Notified | | | | | |
| No document changes | | | | | |

# Course|New for request 12743

## Info

**Request:** ENC 4493 Peer Tutoring in Rhetoric and Writing
**Description of request:** An examination of the theories and best practices used by writing tutors with the goal of readying students to be peer writing tutors. Includes preparation on conducting needs assessments, prioritizing advice, and giving effective writing feedback. Students observe experienced tutors and are guided through their first tutorial sessions.
**Submitter:** Creed Greer cgreer@ufl.edu
**Created:** 2/18/2019 10:13:05 AM
**Form version:** 6

## Responses
**Recommended Prefix** ENC
**Course Level** 4
**Number** 493
**Category of Instruction** Advanced
**Lab Code** None
**Course Title** Peer Tutoring in Rhetoric and Writing
**Transcript Title** Peer Tutoring-Writing
**Degree Type** Baccalaureate

**Delivery Method(s)** On-Campus
**Co-Listing** No

**Effective Term** Earliest Available
**Effective Year** Earliest Available
**Rotating Topic?** No
**Repeatable Credit?** No

**Amount of Credit** Variable
**If variable, # min** 1
**If variable, # max** 3
**S/U Only?** No
**Contact Type** Regularly Scheduled
**Weekly Contact Hours** 3
**Course Description** An examination of the theories and best practices used by writing tutors with the goal of readying students to be peer writing tutors. Includes preparation on conducting needs assessments, prioritizing advice, and giving effective writing feedback. Students observe experienced tutors and are guided through their first tutorial sessions.
**Prerequisites** ENC 1102
**Co-requisites** N/A
**Rationale and Placement in Curriculum** Peer Tutoring in Writing and Rhetoric fills a need for experiential learning in writing, an area identified by both employers and graduate programs as very important to the success of new employees and candidates for advanced degrees. No similar course exists at UF.

Students are selected by instructor recommendation, an interview, and an evaluation of grades and a writing sample.
**Course Objectives** In Peer Tutoring, students will
• Examine educational theory related to tutoring
• Learn to use the best practices established by successful writing centers and tutors
• Conduct needs assessments for writing students and their projects
• Prioritize writing advice, placing emphasis on areas of special need
• Work with students at the appropriate academic level
• Give effective and actionable writing feedback on a variety of assignments and projects

**Course Textbook(s) and/or Other Assigned Reading** Oxford Guide for Writing Tutors: Practice and Research, Lauren Fitzgerald and Melissa Ianetta. 2016.

St. Martin's Sourcebook for Writing Tutors, 2nd Edition. Christina Murphy and Steve Sherwood. 2003.

The Online Writing Conference: A Guide for Teachers and Tutors. Beth L. Hewett. 2015.

**Weekly Schedule of Topics** Schedule

The Theory and Practice of Tutoring Writing Students

Week 1 -- Wednesday, 23 August Orientation to the course, tutoring best practices. Homework for next week: watch the 10 Writing Studio Grammar videos and 8 Writing Strategy videos. Direct link: http://writing.ufl.edu/writing-studio/video-resources/ (Path: "writing.ufl.edu," then "Writing Studio," then "Writing Strategy and Grammar.")

Reading: Oxford Guide for Writing Tutors: Practice and Research, by Lauren Fitzgerald and Melissa Ianetta. 2016. Chapter 3: "Tutoring Practices," p. 47-82.

Week 2 – Wednesday, 30 August. Discussion of the grammar and writing strategy videos. Introduction and discussion of sample papers.

Reading: St. Martin's Sourcebook for Writing Tutors, 2nd Edition. Christina Murphy and Steve Sherwood. 2003. "Minimalist Tutoring: Making the Student Do All the Work" and other selections to be announced.

Weeks 3 & 4 – Students do mock tutoring sessions with a variety of sample papers of various types; students will role play as both student writers and as tutors, with running critiques and de-briefs.

Reading: The Online Writing Conference: A Guide for Teachers and Tutors. Beth L. Hewett. 2015. "Using What Works – Engagement" and other selections to be announced.

Week 5 – Peer tutors observe several tutoring sessions done by veteran tutors in the Writing Studio, taking notes using "Tutor Trainee active observation log" form. Discussion with Dr. Simpson.

Week 6 – Supervised tutoring: each tutor will tutor for three half-hour sessions with Dr. Simpson observing, and then be debriefed afterwards.

Tutoring Practicum

Weeks 7-12 – Students will tutor for two hours per week each week, on a schedule to be determined with Dr. Simpson.

Weeks 13 – Proposals and discussion of a 1000-1250 word Analysis and Reaction Paper to be submitted no later than the last day of the regularly scheduled class.

Week 14 – Presentations of the Analysis and Reflection.

Week 15 – Presentations continued. Papers due.

**Links and Policies** Attendance

Attendance is required. The policy of the University Writing Program is that if a student misses more than six periods during a semester, he or she will fail the entire course. Missing class on a double period counts as two absences. The UWP exempts from this policy only those absences deemed excused according to UF policy, including university-sponsored events, such as athletics and band, illness, and religious holidays. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed.

Please Note: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Tardiness: If students enter class after roll has been called, they are late, which disrupts the entire class. Two instances of tardiness count as one absence.

UF Attendance & Makeup Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext.

University Honesty Policy & Plagiarism

UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits plagiarism and defines it as follows:

Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.

2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.
(University of Florida, Student Honor Code, 6C1-4.041: Scope and Violations, May 29, 2018)

You should never copy and paste something from the Internet without providing the exact location from which it came. University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code.

Classroom Behavior

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

In-Class Work

Papers and drafts are due at the beginning of class or on-line at the assigned deadline. Papers and drafts will be due before the next class period for students with a valid excused absence.

Participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions, writing workshops, peer reviews, and other in-class activities. Be prepared for unannounced quizzes or activities on the readings or classroom discussion. Students must be present for all in-class activities to receive credit for them. In-class work cannot be made up. Writing workshops require that students provide constructive feedback about their peers' writing.

In general, students are expected to contribute constructively to each class session.
Paper Maintenance Responsibilities
Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission

of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.

Mode of Submission

All papers will be submitted as MS Word (.doc) e-learning/Canvas and as hard copies, if required by the instructor. Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered. Be sure to staple papers before submitting hard copies.

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

Writing Studio

The Writing Studio is located in Tigert 302 and is available to all UF students for one-on-one help with any course-related writing project. Make an appointment online at http://writing.ufl.edu/.

Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Peabody 202 or online at http://www.dso.ufl.edu/drc/. That office will provide documentation to the student whom must then provide this documentation to the instructor when requesting accommodation.

**Grading Scheme** Course Activities and Assessment Criteria

Phase 1 Discussions and Activities--25%

Assessment Criteria:
• Contribution to class discussion
• Identification of prioritized strengths and weaknesses in sample papers workshopped in class
• Performance during mock tutoring
• Contributions to the "most challenging sessions" de-briefing/workshop discussions


Phase 2 Tutoring--50%

Assessment Criteria:
Opening a session: introductions and establishing rapport, questions about the assignment and what the student wants to focus on, shaping expectations as to how much can be completed during the session.

Implementation the 4-step tutoring protocol: Compliance with the assignment, Claims and evidence, Structure, and Line Editing (identification/explanations/suggestions to improve grammar, syntax, word choice, etc.)

Explanation of Studio policies: signing in and out before and after each session; requirement for a paper copy to work on; rationale for the 4-step protocol; prohibition on proofreading.

Closing the session: staying aware of time and finishing under control, leaving the student with an action plan to execute after the session, reminder to sign out and evaluate the session.


Phase 3 Analysis/Reflection Paper--25%

Assessment Criteria:

Organization & coherence: Clear thesis that identifies which options from the prompt that the student chose; paper organization that clearly and logically follows the thesis; unified paragraphs and clear transitions.

Claims & evidence: Cites specific and sufficient examples to support claims, supports interpretive points with logic and clear reasoning.

Grammar & mechanics: Grammatically and syntactically clear and correct sentence structures, effective word choices, stylistic strengths such as effective word choice, sentence variety, and active structures.

**Instructor(s)** Martin Simpson