ENGL 1190M—The Teaching and Practice of Writing: Writing Fellows Program
Fall 2017

We who are writing teachers are not red penciled defenders of one generation against another, afraid of students, their world, or their standards. We are listeners, an audience eager to respond to young writers who are just beginning to find their voices. Here is experience fresh, language in the process of being discovered, forms in the process of being explored, voices growing strong in their own way.

Donald Murray, “Why Teach Writing and How”

Course Instructors: Dr. Stacy Kastner (stacy_kastner@brown.edu) and Dr. Jenna Morton-Aiken

Section 1: Tuesday/Thursday, 10:30-11:50
Section 2: Tuesday/Thursday, 1:00-2:20
Location: SciLi, Room 520

Stacy’s Office Hours and Location: SciLi, 506 Mondays 10:00-11:30 (or just stop in)
Jenna’s Office Hours and Location: Tu/Th, 10:30-12:00 or by by appointment in SciLi, 718

Writing Fellows:
- Erica Adarkwa (Diversity and Inclusion Fellow)
- Makedah Hughes (Diversity and Inclusion Fellow)
- Emma Lloyd (Student Assistant Director)
- Mika Matsuno (Student Assistant Director)

COURSE DESCRIPTION
This course prepares students for their work as Writing Fellows. Course readings, activities, and assignments introduce students to: post-process writing theory and pedagogy; data-based investigations of the revision habits of experienced and inexperienced writers; and effective methods for responding to student writing and conferencing with student writers. Enrollment is restricted to undergraduates who have been accepted into the Writing Fellows Program in the preceding July. Banner registrations after classes begin require instructor approval. S/NC.

REQUIRED TEXTS
- Course Pack
- Writing Fellows Wordpress Site

ACCESSIBLE LEARNING
Brown University is committed to full inclusion of all students. Please inform your instructor (Jenna or Stacy) early in the term if you have a disability or other conditions that might require accommodations or modification of any of these course procedures. You may speak with Jenna or Stacy after class or during office hours. For more information, please contact Student and Employee Accessibility Services at 401-863-9588 or SEAS@brown.edu. Students in need of short-term academic advice or support can contact one of the deans in the Dean of the College office. (You can look up the schedule for the Dean of the College open hours here.)

ACADEMIC INTEGRITY
Academic achievement is ordinarily evaluated on the basis of work that a student produces independently. Students who submit academic work that uses others’ ideas, words, research, or images without proper attribution and documentation are in violation of the academic code. Infringement of the academic code entails
penalties ranging from reprimand to suspension, dismissal, or expulsion from the University. For more information, please review [The Academic Code](#).

**WORK EXPECTATIONS**

Over 14 weeks, students will spend 3 hours per week in class and 3 hours in a final presentation during week 15 (45 hours total). Required reading for the seminar meetings is expected to take approximately 5 hours per week (70 hours). Note that the reading load in the beginning of the course is significantly heavier than it is at the end of the course. This is purposeful—the readings will prepare you for your fellowing work which will start immediately! In addition, outside of class projects and activities are estimated at a total of approximately 65 hours over the course of the term:

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<tr>
<th>Independent Writing Assignments</th>
<th>Hours</th>
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<td>Self-Study of Writing Processes</td>
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<tr>
<th>Writing Response Lab</th>
<th>Hours</th>
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<td>Group Lab Meeting (3 papers)</td>
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<table>
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<tr>
<th>Group Projects</th>
<th>Hours</th>
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<td>One Pager + Micro-Presentation</td>
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<td>Micro Tutorial</td>
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<tr>
<td>Final Class Project</td>
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**ATTENDANCE POLICY**

We expect the sort of participation that leads to a lively and constant exchange of thoughts. To that end, we expect everyone to listen, to respond to the questions and remarks of others, and to contribute. Attendance, reflection on the readings prior to class, and participation are essential to the effectiveness of any course, for the group and for the individual. Attendance is mandatory and we expect 100% presence in each class; more than three cuts will be considered excessive; excessive cuts can result in an NC grade. Come to class prepared; read the assigned texts, annotate them, make notes, bring along your notes, and talk.

**COURSE METHOD AND OBJECTIVES**

We’ll open the semester with readings that define the pedagogical philosophy of the Writing Fellows program and move into a practicum that will help to prepare you for your hands-on work in a fellowed course this semester—readings and assignments will be focused on cultivating methods of written and verbal response; cultivating a rich understanding of writing processes and writing across the disciplines; and cultivating methods to work with different kinds of writing and writers across the human spectrum. You will leave the course with knowledge, experience, concrete strategies, and theories-in-the-making for how to communicate with and mentor others pursuing the (sometimes frustrating and intimidating) adventure of making meaning on the page/screen. You’ll also leave the course with a critical lens through which to identify issues of access as well as concrete practices to cultivate diverse and inclusive learning experiences and environments.

Through readings, writing assignments, and 1190M meetings, at the end of the semester, the goal is for you to be…

- Thinking about “writing” as more than inscription on the page
- Critically aware of your own writing histories, politics, processes, and strategies
- Comfortable with a variety of non-hierarchical written and verbal/async/asynchronous and synchronous methods for responding to writers
- Able to investigate and articulate the epistemic nature of writing in the disciplines
- Aware of the hegemonic dimensions of language and comfortable with inclusive pedagogic practices to navigate those dimensions
BRIEF ASSIGNMENT DESCRIPTIONS

Response Group Lab Meeting: In cross-section small groups, you will meet outside of class for a 90-minute lab in order to talk about three papers you’ve practiced fellowing.

Fellowed Literacy Narratives: You will be paired with a writing fellow for the literacy narrative assignment so that you will have the opportunity to experience what it’s like to be fellowed. Your literacy narrative is a 5-10 page narrative (first-person).

Mini Responses (3): In the course syllabus, you will note that there are three key points where you are asked to pause and write a 2-4 page reflection that synthesizes the course materials and provides your perspective on the particular topics or issues they address. These are meant to be thinking/processing pieces that provide you room to summarize the scholarly discussion and, importantly, add your perspective to the conversation.

One-Pager and Micro-Presentation (addressing writing in the disciplines): Two of our readings for the course will argue that scholarly style guides communicate the epistemological textures of a discipline and that scholarly citation practices are a rhetorical layer of the writer-reader relationship. Using these readings to establish a base understanding of the disciplinary dimensions of academic writing conventions, you will select one academic discipline. You will then do research (subject librarians can help) and create a 1-pager that profiles writing in that discipline. In class, each person will provide a brief summary of their findings.

Collaborative Micro-Tutorials (on grammar or stylistic element of your choosing): You’ll work in groups (3-4 students) to design a brief writing tutorial (10-minutes) focused with on grammar or style. Each tutorial will involve a mini lesson delivered to the class and an accompanying handout (one-page).

Self-Study Writing Processes: This is exactly what it sounds like. You will conduct research on your writing process while you’re writing something for one of your other classes. After you’ve collected data for your self-study, you will write an informal (but detailed) reflective paper (7-10 pages) reporting what you studied, how, and what you learned; create a visual; and produce a short piece of creative writing summarizing it all (six word story, poem, etc.).

Cross-Section Final Project: The Writing Fellows Archive: Based on your work in the course this semester and our exploration of the Writing Fellows archives, as a class, we will design a final project together to serve (1) as a capstone of your experience in the course this semester and (2) as a resource for the Writing Fellows Program. This will be an evolving project—the class and then your project groups will have a lot of flexibility in terms of the product and the mode of delivery (each group will write an assignment sheet to communicate to me what your group is expected to produce and how the labor was divided among individuals).

ROLE DESCRIPTIONS

As the course instructors, we see ourselves as facilitators (we have researched for and then designed the course syllabus, schedule, and assignments); mentor (we are committed to communicating with you about your ideas and the many possibilities that you have as writers, thinkers, and fellows); and fellow practitioners (we are writers in our academic-professional lives, and are people who research, think, and talk about writing). As such, as the course instructors, we are committed to:

- Being prepared for and designing thoughtful and meaningful class activities, assignments, and discussions
- Being flexible and responsive to multiple ways of learning during class meetings and in class assignments
- Being an active and interested listeners inside and outside of class time
- Being encouraging of and resources for your researching, writing, and fellowing pursuits
Being available outside of class, online and off, to discuss course assignments, concepts, readings, and, most importantly, your ideas, research, and writing. *Note: please allow at least 24 hours for responses to emails and respect weekends :)*.

As *students in the course*, we ask that you see yourselves as co-responsible for making class meetings and assignments interesting, meaningful, and as spaces for experiential learning. As such, as students, we ask you to commit to:

- Taking yourself seriously as thinkers, writers, and fellows
- Trying on new ways of approaching writing, knowledge, and practices, even if those approaches are uncomfortable and even if you only engage in them for the assignment or class period
- Preparing for class meetings by completing assigned readings and writing and arriving ready (and hopefully eager) to share your reflections, responses, thoughts, and questions with the group
- Being encouraging of your class members’ researching, tutoring, and writing pursuits
- Caring about the work that you do for the course, meaning working to find an angle within assignments (or to revise assignments in collaboration with one of us) so that they will be interesting and meaningful for you and your future Fellowing and academic pursuits
- Speaking, thinking, and writing with passion, interest, clarity, intentionality, and creativity
- Asking questions when you are stuck, confused, or just a little lost, and supporting your class members when it’s their turn to ask similar questions.
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<tr>
<th>Week</th>
<th>Date</th>
<th>Readings and Assignments Due</th>
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| 1    | Thurs, 9/7 | • Murray, “Teach Writing as a Process Not Product”  
          • Flower, “Writer-Based Prose”  
          • Ong, “The Writer’s Audience is Always a Fiction”                                      |
| 2    | Tues, 9/12 | • Sommers, Nancy. *Responding to Student Writers*  
          • Brannon and Knoblauch, “On Students’ Rights To Their Own Texts”  
          • Daiker, “Learning to Praise”                                                      |
| 2    | Thurs, 9/14| • The Oxford Guide, “Tutoring Practices”  
          • Anne Lamott, “Shitty First Drafts”                                                 |
| 3    | Tues, 9/19 | • Murray, “The Listening Eye”  
          • The Bedford Guide, “Addressing Various Tutoring Situations”  
          • Mini Response 1 Due                                                              |
| 3    | Thurs, 9/21| • Young, “Should Writer’s Use They Own English?”  
          • Neisha Greene, “The Re-Education of Neisha-Anne Green: A Close Look at  
            the Damaging Effects of ‘A Standard Approach,’ The Benefits of Code  
            Meshing, and the Role Allies Play in This Work”                                   |
| 4    | Tues, 9/26 | Plenary: Peggy McIntosh, “Workshop for Fellows, Academic Tutors, and Academic Coaches”     |
|      | NO CLASS, ATTEND PLENARY | Time: 12:00-1:00pm (lunch served)  
      Room 520 in the SciLi  
      Required Reading: McIntosh, “White Privilege: Unpacking the Invisible Knapsack”   |
| 4    | Thurs, 9/28| • Alexie, “Superman and Me”  
          • Royster, “When the First Voice You Hear is Not Your Own”  
          • Mini Response 2 Due                                                              |
| 5    | Tues, 10/3 | • APA Style as Epistemology (http://www.unm.edu/~wac/History-Legacy/Fall2005/LanguagePsychology.pdf )  
          • Rose, “Scholarly Citation Practices as Courtship Ritual”  
          • Wolfe, “Knowing What We Know about Writing in the Disciplines: A New  
            Approach to Teaching for Transfer in FYC” (SKIM)                                |
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<tr>
<th>Date</th>
<th>Description</th>
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<tr>
<td>Thurs, 10/5</td>
<td>• Tori Hairing-Smith, “Changing Students’ Attitudes: Writing Fellows Programs”&lt;br&gt;• In Class: First introduction to the Fellows’ archives</td>
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<td>Tues, 10/10</td>
<td>• Hubbuch, “A Tutor Needs to Know the Subject Matter to Help a Student with a Paper: <em>Agree</em> <em>Disagree</em> <em>Not Sure</em>”&lt;br&gt;• Douglas R. Seals And Hirofumi Tanaka, &quot;Manuscript Peer Review: A Helpful Checklist For Students And Novice Referees&quot;</td>
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<td>Thurs, 10/12</td>
<td>• <strong>Due:</strong> 1-Pager&lt;br&gt;• <strong>In Class:</strong> Micro-Presentations (3-4 minutes)</td>
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<td>Tues, 10/17</td>
<td>• Inoue, Chapter 1&lt;br&gt;• <strong>Due:</strong> Literacy Narratives</td>
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<td>Thurs, 10/19</td>
<td>• Inoue, Chapter 2</td>
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<td>Friday, 10/20</td>
<td><strong>Plenary:</strong> Dr. Asao Inoue, “Exploring Habits of Whiteness in Writing Center Practices”&lt;br&gt;<strong>Time:</strong> 10:30-11:30&lt;br&gt;<strong>Location:</strong> SciLi, 520</td>
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<td>Tues, 10/24</td>
<td>• “Frustrations” and “Indirection” from Helen Fox’s <em>Listening to the World</em>&lt;br&gt;• In Class: Multilingual Writers Student Panel</td>
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<td>Thurs, 10/26</td>
<td>• Raforth, “Corrective Feedback”&lt;br&gt;• Tseng, “SLA Theory”&lt;br&gt;• In Class: Guest Facilitator, Anne Kerkian, Assistant Director of English Language Learning&lt;br&gt;• <strong>Due:</strong> Mini Response 3</td>
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<td>Tues, 10/31</td>
<td><strong>Plenary:</strong> Dr. Robert (Bob) Schwegler, “(Re)Locating the Brown Writing Fellows in the National Archives of Composition and Rhetoric”&lt;br&gt;<strong>Time:</strong> 10:30-11:50&lt;br&gt;<strong>Location:</strong> SciLi, 520&lt;br&gt;<strong>Required Reading:</strong> TBD</td>
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<td>Thurs, 11/2</td>
<td>• Melzer, “Implications for Teachers, Tutors, and WAC Practitioners”&lt;br&gt;• Thaiiss and Zawacki, “Faculty Talk About Their Writing, Disciplines, and Alternatives”&lt;br&gt;• In Class: WF Faculty Panels</td>
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<td>Tues, 11/7</td>
<td><strong>Due:</strong> Grammar and/or Style Group Micro-Tutorials&lt;br&gt;<strong>In Class:</strong> Micro-Tutorials</td>
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<td>Thurs, 11/9</td>
<td><strong>Due:</strong> Grammar and/or Style Group Micro-Tutorials&lt;br&gt;<strong>In Class:</strong> Micro-Tutorials</td>
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<td>Date</td>
<td>Days</td>
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Select one source from “Writing Center Scholarship on Disability: A Bibliography” (select source, locate, print, annotate, bring to class prepared to offer a summary) |
| 11    | Thurs, 11/16  | Simpkins, “Meeting the Needs of LGBTQ Students in the Writing Center”  
Zhang, Armand, Quaynor, Haltiwanger Chambers, Canino Ozias, “‘Going there’: Peer Writing Consultants’ Perspectives on the New Racism and Peer Writing Pedagogies” |
| 12    | Tues, 11/21   | NO CLASS                                                             |
| 12    | Thurs, 11/23  | NO CLASS                                                             |
| 13    | Tues, 11/28   | Project Work (in class lab)                                          |
| 13    | Thurs, 11/30  | Project Work (in class lab)  
*group project check-ins                                                   |
| 14    | Tues, 12/5    | Project Work (optional in class lab)  
*Self-Studies Due                                                          |
| 14    | Thurs, 12/7   | No class, attend your small group meetings to respond to self-studies |
| 15    | Tues, 12/12   | No class, prepare for final presentation                              |
| 15    | Thurs, 12/14  | No class, prepare for final presentation                              |

**Final Presentation (TBD): Dinner Celebration (informal publication)**