

Dr. Kimberly Drake

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 <https://scrippscollege.zoom.us/j/6720654995>

Scripps Writing and Rhetoric

 Spring 2021

 office hours: by appointment

Prison Writing Center Praxis I/O



WRIT 165



Friday 12:30 – 3:30 pm



Zoom

Course Description

In this course, we will discuss the theory and practice of an Inside/Out Writing Center, with the goal of establishing and maintaining a Writing Center at CRC. We will examine academic writing alongside journalism and other forms of nonfiction writing, and students will practice these kinds of writing and all aspects of the writing process as they learn how to give one-on-one feedback in a Writing Center setting. Along the way, we will discuss the politics of the English language, rhetorical strategies in writing and in oral feedback, and writing pedagogy in prisons—including that of the Inside/Out program. Assignments include prewriting, reflective writing, and essay-writing and revision; sentence-level editing; small-group peer workshop; full-class workshop; mock tutorial and debrief; discussion of readings; presentations; and oral presentation skill-building.

This course is a learning community, and we must trust each other in order to do the work we need to do. For our class discussions and workshops to be productive, therefore, it is essential that you express your opinions about course texts and the words and ideas of your peers as honestly, thoughtfully, and respectfully as possible, even if you are offended by the words of a peer, your instructor, or a course text. Similarly, it's important that you listen and respond to your peers and instructors with an open mind and generous attitude, and that you work to avoid being defensive when receiving feedback.

Required Texts

Barnett, Robert W. and Blumner, Jacob S, eds. *The Longman Guide to Writing Center Theory and Practice* (2008).

Bruce, Shanti, and Ben Rafoth, eds. *Tutoring Second Language Writers* (2016).

Kramer, Mark, and Call, Wendy, eds. *Telling True Stories: A Nonfiction Writer's Guide* (2007).

Matsuda, Paul Kei, et al. *Second-Language Writing in the Composition Classroom: A Critical Sourcebook* (2010).

Ryan, Leigh and Zimmerelli, Lisa. *The Bedford Guide for Writing Tutors* (2015).
Coursepack

Student Learning Outcomes

In this course, students will:

- critically read and discuss a variety of texts on academic writing, prison education, and writing center pedagogy

- understand how writing center work is informed by context and community
- define a significant, meaningful, and original concept for a piece
- experience writing as a recursive process requiring invention, drafting, and revision
- develop the ability to deliver and implement criticism effectively
- work in groups on an academic research project

Assignments

- Individual Writing: You will write 2 essays: an academic essay and a nonfiction essay/journalism piece. You will receive feedback on each assignment by one or more classmates, and you will be expected to revise those assignments after every feedback round. You must turn in all versions of these assignments to pass the course. I will provide written comments and help you develop each of your pieces. **The 2 individual pieces and revisions are worth 30% of the final grade.**
- Analytical Reading responses: Analytical Responses (ARs) are up to 300 words of informal writing on one or more of the course text(s) and/or ideas that came up in discussion; ARs are due either one hour before class begins, or on the following Monday. **ARs *cannot* be turned in late** but can be made up with a response on a text from the Supplemental Reading in the coursepack (in consultation with the instructor); please see “Analytical Responses” for further information. **ARs are 20% of your final grade.**
- Workshops and tutoring: We will conduct in-class workshops in which a group of papers are given written and verbal feedback by the class; we will also have tutoring sessions that are one-on-one. Everyone must participate in having your pieces workshopped or seen by a tutor, because the primary way to improve writing is to receive feedback and revise the writing. I consider your feedback on the writing of your peers to be essential to your development as a writer and a tutor; accordingly, your **written and verbal work in workshops and tutoring amount to 30% of your final grade**. Feedback will be assessed on a scale of 1-5, with 4 and 5 being the highest grades.
- Final Project (worth 20% of your course grade). In groups, you will research and construct a handbook for an Inside-Out Writing Center. Each group will produce their own multimodal section of this text in connection with the other groups.

Evaluation

I want you to take risks with your writing, so I am using a labor-based system of assessment. Rather than receiving grades, your various assignments will receive points for completion of the basic guidelines for the assignment (as described in the various assignments handouts). If you turn in the assignment and it meets the guidelines, you will receive full points. If you turn in the assignment but it doesn't meet the guidelines, you will get around half of the points. If you don't turn in an assignment, you may get zero or negative points, depending on how important the assignment is. If you wish to earn more points in any of the

categories, you can simply do more work in that category: another AR; more feedback on someone's draft; more revisions.

Points Breakdown

- 30 Essays and Revisions (-10 for each draft not turned in)
- 20 ARs (2 points each; must do 5 total posts to avoid -5)
- 30 Workshop Comments (up to 5 points each; -5 per workshop for missed feedback)
- 20 Final Project (up to -20 if incomplete or not turned in)

For final grades, the grading scale is as follows: 93-105=A; 90-92=A-; 88-89=B+; 83-87=B; and so on. It is possible for you to receive an Incomplete in this course, but only under a very specific set of circumstances (one of them being that you must have completed 75% of the course assignments). If you are afraid that you cannot complete this course on time, you must discuss this with me in advance of the end of the semester. If you do receive an Incomplete, you must contact me before the beginning of the next semester to set a schedule for your make-up work.

Participation

Student participation is vital to the success of our course. I realize that not everyone feels able to speak in front of large groups or in a fast-paced discussion, so I provide other ways students can participate, including analytical responses, note-taking, and small group work. Often, however, a full class discussion is the most effective way to build ideas. During a full class discussion, you can summarize or clarify a point that has just been made; ask questions or make a comment; bring up examples from the text to see how they fit the discussion; or connect the topic of discussion to other topics or texts (these examples are from the Harkness Table method, which we are not using in this course except in this list of possible ways to engage in discussion). You can also contact me to share your ideas for discussion, and/or check out the Class Discussion Tips handout.

Being present and prepared in class is important, so if you are absent for more than one week's worth of classes (or late to class for a week or more) without an excuse, the course grade may be affected, and you may fail the course after missing two weeks or more of class. I understand that various circumstances can affect students' ability to attend the course or purchase the required materials, so if you find yourself in such circumstances, please immediately confer with me to work together on a plan for your sustained participation in the course. *Missing any scheduled workshop of your work and routinely handing in drafts late may result in a significant final grade penalty.*

Academic Integrity

Any act of academic dishonesty corrupts not only the trust upon which our academic community rests, but also the teacher-student relationship. Academic dishonesty includes "recycling" or submitting a piece in one course that you wrote for another; it also includes plagiarism, or using the words, ideas, and/or sentence structures of another writer without properly acknowledging their source. If I determine that you have plagiarized, I will give you

a failing grade on that assignment and possibly in the course. In addition, your name will be submitted to the Dean of Students, who will decide on the appropriate disciplinary action, including suspension or dismissal from the College. Instead of cheating, please see me immediately if you are having difficulty completing an assignment.

Academic Accommodations

I have constructed our class with Universal Design for Learning in mind. In order to make sure everyone has access to class discussion, we will be creating class notes, and I will ask you to take notes during discussion. Our zoom sessions will be recorded and made available to you. I am happy to discuss with you other ideas for access as well as your own individual accommodations. In this course, if you need accommodations (extended deadlines, different versions of our texts, etc), please see me as soon as possible. If you want to officially register on your home campus for accommodations, you should contact the appropriate coordinator below.

CMC: Kari Rood, kari.rood@claremontmckenna.edu

HMC: Brandon Ice, bice@g.hmc.edu

Pitzer: Gabriella Tempestoso gabriella_tempestoso@pitzer.edu

Pomona: Mace Fuatana Mikaele, mace.mikaele@pomona.edu

Scripps: Academic Resources and Services (ARS), ars@scrippscollege.edu

The Student Disability Resource Center ([SDRC](#)) is the centralized resource center for support for students with disabilities at the Claremont Colleges. The SDRC works closely with the Disability Coordinators on all the campuses to ensure that students receive academic support services and accommodations to empower them to achieve their academic goals, while ensuring equitable treatment and access to all programs and activities across all campuses.

Informed Consent

From time to time, I will use student work from Writing and Rhetoric courses to assess aspects of the major and minor. All student work involved in such assessment projects will be chosen randomly, and all work will be rendered anonymous (names and other identifying language will be removed) before they are examined. The examination of student papers for the purpose of assessment has no impact whatsoever on the student's grade or on the evaluation of the student's Writing and Rhetoric instructor. If you have questions or concerns about this, please discuss them with me.

Amendments

At any time, I may make oral and written modifications to this syllabus. You are responsible for following directions I give in class about grades, deadlines, and assignments, whether or not you are present at the time I give them. If you cannot attend a class, contact me or a classmate to find out what you missed.

Drake Writing 165 Schedule:

All readings are from the coursepack unless they are noted:

B&R: Bruce and Rafoth *Tutoring Second Language Writers*

R&Z: Ryan and Zimmerelli, *The Bedford Guide for Writing Tutors*

MEtAl: Matsuda, et al, *Second-Language Writing in the Composition Classroom*

Longman: Barnet and Blumner, *the Longman Guide to Writing Center Theory and Practice*

K&C: Kramer and Call, *Telling True Stories: A Nonfiction Writer's Guide*

Please read all highlighted texts for each class, and choose any or all of the others to skim/read

day	topic	Reading to discuss today	Assignments due today	Activities in class	Group assignment
1/29	Introduction: Education, Values, Premises	Subject A and grade norming; Paperson <i>A Third University</i> ; Freire <i>Pedagogy</i> ch2; 4Cs "This Ain't Another Statement"; Del Russo "Shifting the Center"	Syllabus summit survey	Introduce each other. Go over syllabus. Create community discussion guidelines. Explain anarchist principles. Go over online tools. Discuss readings, values, premises about education.	complete syllabus summit focus group; discuss your group's premises and values
2/5	Literacy, Access, and Academic Discourses	Gee "Literacy"; Royster "Academic Discourses"; Bartholomae "Inventing the U"; Bruce B&R ch 4; Powell "Listening to Ghosts"; Bizzell "The Intellectual Work"; Christensen "Classroom to Prison"; Ong "Writing is a Technology"; Reyes Medina B&R ch 11; Pine & Moroski-Rigney "Writing"	AR1a	Discuss readings. Write WC Access statement and mission statement. Discuss goals.	<i>Last day to add</i>
2/12	Writing the Essay	Lamott <i>Bird By Bird</i> ; Graff & <i>They Say I Say</i> ; Bean <i>Engaging Ideas</i> ; Christensen, "A Generative Rhetoric"; Lunsford "Expectations for College Writers"; R&Z ch 3; Micciche "Making a Case"; Sommers <i>Revision Strategies</i> ; Crider <i>Office of Assertion</i>	AR1b or AR2a	Discuss readings. Discuss academic writing. Construct academic essay prompt using readings from Longman, B&R, MEtAl	Discuss essay prompt

day	topic	Reading to discuss today	Assignments due today	Activities in class	Group assignment
2/19	Multilingual and Gen 1.5 Writers NO CLASS For INSIDE Students	Ritter "Meeting in the Middle"; Lu and Horner "Translingual Literacy"; Williams and Condon "Translingualism and L2"; Young "Keep Code-Meshing"; Dvorak B&R ch 5; Bean et al MEtAl ch 12; Krall-Lanoue "And Yea I'm Venting, But"; Milson-Whyte "Pedagogical and Socio-political Implications of Code-Meshing"; Ferris <i>Treatment of Error</i> ; Canagarajah MEtAl ch 11	AR2b or AR3a	Discuss readings. Discuss code-switching and code-meshing.	Brainstorm final project ideas.
2/26	Writing Center Basics	Goeller and Kaltiessen "A Guide for Tutors"; Longman ch 2 (North, Riley); Reger "Postcolonialism, Acculturation"; Longman ch 4 (Bruffee, Brooks, Shamoan & Burns, Clark & Healy); Lu "Professing Multiculturalism"; Baker "Safe Houses"; Elbow "Closing My Eyes"; Mackiewicz and Thompson "Motivational Scaffolding, Politeness"	AR3b or AR4a	Discuss readings. GUEST SPEAKER	Brainstorm academic essay topics.
3/5	Languaging and Marginalized Writers	Inoue Antiracist Writing Assessment Ch2; Lippi-Green <i>English</i> ; Babcock "Disabilities"; Denny et al "Identity"; Mingus "Access"; Fleming "DJ Asynchronous"; Hitt "Access for All"; Garbus "Mental Disabilities"; Stevenson "Clearing the Traffic"; Liu B&R ch10	AR4b or AR5a Ac essay drafts due at the beginning of class.	Discuss readings. Discuss final project. Discuss next essay. GUEST SPEAKER	Brainstorm final project ideas.
3/12	NO CLASS for Outside students	Readings from 2/19 on Multilingual and Gen 1.5 Writers	AR2b or AR3a	Discuss readings. Discuss code-switching and code-meshing.	Brainstorm nonfiction essay prompt.

day	topic	Reading to discuss today	Assignments due today	Activities in class	Group meeting assignment
3/19	Nonfiction Writing	Prison Journalism Project; K&C: Part II: choose 7 pieces, including DeGregory, Winburn, Kramer, and Kidder; Part IV: Ephron, Benham, Hart; Part VI: Clark, Harrington, Kidder, Hall; Bastain "In Prisons"; Drummond, <i>Prison Truth: SQNews</i> ; Wright "Jailhouse Journalism Review"	AR5b or AR6a	Discuss readings. Discuss creative nonfiction and journalism essays. Brainstorm topics. GUEST SPEAKER	Confirm nonfiction essay prompt. Tutoring of academic essays.
3/26 César Chavez day	Group meetings with professor about final project		<i>Final ac essays due 3/25ish.</i>		Group meetings this week before Friday: workshop Ac Essay and discuss project
4/2	Writing Centers and Social Justice	Greenfield "Radical WC Praxis" chs. 2 and 3; Brawn and Castro "Critiquing Critical Pedagogies"; García "Unmaking Gringo"; Grimm "New Conceptual Frameworks"; Doucette "Composing Queers"; Peña et al Bilingualism; Suhr-Sytsma and Brown "Addressing the Everyday Language of Oppression in the WC"	AR6b Or 7a <i>Nonfic essay drafts due at the beginning of class.</i>	Discuss readings. Discuss final project. GUEST SPEAKERS	Workshop. Tutoring. Plan final project.
4/9	Writing and Tutoring Across Genres, Disciplines, and Spaces	Fitzgerald & Ianetta <i>Oxford Guide</i> ch 6; Sutcliffe <i>Queering</i> ch1; McDowell and Reed "Prison Pedagogies"; Lockard "Prison Writing Education"; Longman ch 6 (Wallace, Pemberton); Mundy The Politics of "I Got It"	AR7b or AR8a	Discuss readings. Discuss final project. GUEST SPEAKER	Tutoring. Plan final project.

day	topic	Reading to discuss today	Assignments due today	Activities in class	Group meeting assignment
4/16	Writing Center Logistics	Perryman-Clark and Craig <i>Black Perspectives in Writing Program Administration</i> ; Longman ch 3 (Harris, Rodis); Ferris and Roberts <i>MEtAI</i> ch 21; Currie <i>MEtAI</i> ch 20; Bruce "Breaking Ice"; Severino "Avoiding Appropriation"; Linville "Editing Line by Line"; Bouman "Raising Questions"	AR8b or AR9a <i>Final nonfic essays due at the beginning of class.</i>	Discuss readings. Plan final project. GUEST SPEAKERS	<i>Last day to withdraw</i> Tutoring. Work on final project.
4/23	Manual for Tutors	Robinson et al, "Empowering the Process"; Fitzgerald & lanetta <i>Oxford Guide</i> Ch 3; Longman; B&R; R&Z; HarvardWP "Responding to Student Writing"; Smilges "Bad Listeners"	AR9b or AR10a	Discuss readings. Edit pieces and construct final project	Construct final project
4/30	Presentations	Lunsford "Presentations," Graff and Birkenstein "I Take Your Point"; Denny, "The Oral-Writing Revision"	AR10b <i>Draft of project due</i>	Plan and rehearse presentations.	Practice presentations and finish projects
5/7 Mon	Last day of class	Our project!	Final <i>presentations</i>	Present!	
5/12		All work due			