

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** USEM 200
2. **Course title:** The Writing Center in Theory and Practice
3. **Abbreviated title for class schedule** (30 characters or less): Writing Center Theory/Practice
4. **Credit hours:** 2
(note: if credits are variable, list range of credits (e.g. 1-8 credits))
5. **Catalog description:** This course introduces students to theories, methods, and strategies associated with peer tutoring in a university writing center. Students will study writing center theory, learn a variety of tutoring methods, and engage in observing, analyzing, and reflecting on the tutoring process. Successful completion of this course prepares students to apply for tutoring positions in the SOU Writing Center.
6. **Prerequisites (to add each additional prerequisite, start a new line):**
(See attached Note for samples)
 - A. Instructor permission
 - B. (course prefix, (space) and number) USEM 101 or WR 121
 - C. (course prefix, (space) and number) USEM 102 or WR 122
7. **Co-requisites (including labs, if any):**
 - A. (course prefix, (space) and number) or or or or
8. **Major/Class restrictions:** Please indicate any class or major restrictions: None
9. **Is course repeatable?** Yes X No **If Yes, list maximum credits:** 4
10. **Labs requirements:** If course includes a lab: # of hours lecture: ; # of hours lab:
11. **Fees:** List any course fees: None
12. **Grade Mode:** Graded only: Pass/No Pass only: Option: X
13. **CIP Code:** Six-digit CIP code (check with your Division Director): 23.1301

14. Special qualifications; Is course proposed for (yes/no):

A. University Studies? No If yes, list Strand(s)

B. Honors? No

15. Cross-listing: List any cross-listing (and please complete the Cross-list proposal form at <https://inside.sou.edu/provost/curriculum.html>): and and and
and

16. Strategic justification for proposed course:

A. Rationale: What is the overall strategic rationale for offering this course? This course provides training to students who then may apply for positions as peer tutors in the SOU Writing Center. Effective peer tutoring requires knowledge of best practices in writing tutoring as well as a clear understanding of common writing issues that students bring to the Center. This course addresses the Writing Center's need for in-depth training, which includes observing tutoring sessions, discussing observations with tutors and with the instructor, and finally, tutoring students while being observed. This essential training course will benefit students who use the SOU Writing Center in support of their coursework at every stage of their university education.

B. Alignment:

1. How does this course align with the unit's mission plan? This course supports the mission of SOU's Seminars (USEM as well as Honors), which is "to develop essential skills, to encourage a dynamic relationship with learning, and to advise and support learners at SOU." These essential skills include writing, speaking, thinking, reading, and researching, all skills that the SOU Writing Center helps students. This course requires students to have completed the equivalent of USEM 101 and USEM 102, so they will have a clear understanding of the courses and the writing assignments that students will bring to the Center. This training course provides students with experience reading typical USEM assignments and strategies to coach struggling writers with issues that arise in all aspects of the writing process. Beyond University Seminar, this course also focuses on how writing differs among disciplines and programs, so student completing this course can skillfully work with writers from all Divisions and Programs, in all modes of academic writing.

2. How does the course fit into the rest of the unit's curriculum? This course trains students to work as tutors in the SOU Writing Center, and even though University Seminar students account for many Writing Center visits, the Center serves students from all majors and Divisions, both undergraduate as well as graduate students. The Writing Center is an essential support program on campus, and staffing the Center with well-trained tutors is key to the effectiveness and success of the Center.

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1-**10**; Year 2-**10**; Year 3-**10**

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. **Faculty:**

- a. **Who will teach the course?** This course will be taught by a faculty member from the University Seminar program in the Division of Undergraduate Studies. It will only be taught every other year, so the impact on staffing will be negligible.
- b. **Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations.** This two-credit course is loaded at 2 ELU, so a full-time faculty member could teach this class in load using ELU designated for services or assessment, or the faculty member's load could include WR 122 and/or other support program courses that are loaded with fewer ELU. Knowing that the course will only be taught every other spring term allows for scheduling details to be sorted out a year in advance.
- c. **If additional faculty members are needed, how will that need be met?**
No additional faculty members will be needed.

2. **Facilities:** Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. None

3. **Other:**

- a. **Are Hannon Library resources sufficient to meet the needs of this course?** Yes. This course requires students to become familiar with materials in the SOU Hannon Library's Reference Area.
- b. **Are any other resources needed to support this course?** Yes
If so, please explain how they will be obtained. This course utilizes Open Educational Resources that are widely available in several OER databases at no cost to students. **Also consulted Dale Vidmar. This course is in existatnce already.

E. **External impact:**

1. **What is the expected effect of this course on existing programs elsewhere in the university?** This course will not affect existing programs elsewhere in the university.

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

F. **Will any of your prerequisites affect other academic programs?** The prerequisites for this course (USEM 101/WR 121 and USEM 102/WR 122) are University Studies courses required of all students. Therefore, no additional

burden will be placed on the UGS division as potential students will have completed the required prerequisite courses as part of their course of study.

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

Lee Ayers Preboski

Signature of Division Director

26 April 2021

Date

4/29/16

UGS 199
The Writing Center in Theory and Practice
Tuesdays 3:30-5:20 (Synchronous Class Meetings)
Zoom Meeting Link: <https://sou.zoom.us/j/7369183955>

- Instructor:** Dr. Deborah Brown
- Office:** Computer Science 214 (Working remotely from home)
- Phone:** 552-6267 You may leave a voice mail message 24 hours a day.
- email:** dbrown@sou.edu
- Office Hours:** My current available appointments can be found in Navigate, or you can email to schedule an appointment at your convenience.
- Required Texts:** This course will use Open Educational Resources as well as web content. All readings and course materials will be posted to Moodle.

Course Description: This course introduces students to theories, methods, and strategies associated with peer tutoring in a university writing center. Students will study writing center theory, learn a variety of tutoring methods, and engage in observing, analyzing, and reflecting on the tutoring process. Successful completion of this course prepares students to apply for tutoring positions in the SOU Writing Center.

Purpose: This course is designed to train students to work as peer tutors in the SOU Writing Center. Through assigned readings, mini-lessons, sample student writing, tutor observations, and personal reflection, students will become familiar with best practices in peer tutoring, develop skill in tutoring writers, and gain useful insight into their own writing practices. While completion of this course does not guarantee students positions as Peer Tutors in the SOU Writing Center, it does provide them with valuable training, knowledge, and experience that will give them hiring preference depending on staffing needs.

Course Goals: This course will help develop students' skills in critical thinking, communication (oral, written, and interpersonal), and personal reflection and growth. More specifically, students will learn about the history and purpose of university writing centers, discuss best practices, explore theories of composition and writing, gain experience in assessing student writing, and demonstrate proficiency in conducting a tutoring session.

Course Format: This course will be taught remotely due to COVID restrictions. Class will meet synchronously through Zoom each Tuesday from 3:30-5:20. Tutoring session observations will also occur synchronously through Zoom.

Course Requirements:

The following elements are required:

- 1. Reading and Assignments:** Students will have required reading assignments each week as well as optional, supplemental reading. Weekly writing assignments will allow for synthesizing new knowledge and reflecting on how that knowledge will be useful in tutoring situations.
- 2. Participation and Discussion:** Attendance and participation in all class assignments and activities is required. The participation grade consists of contributions to the class through discussion, preparedness, and listening. Come to class prepared to discuss the assigned topics and readings.
- 3. Tutor Observations and Journal:** Five tutoring sessions are required this term. Four of these will be arranged with an experienced tutor, and students will observe, take notes, and discuss observations with the tutor following the session. The fifth visit requires students to take a piece of writing to the center to gain experience from a student's perspective. Students will keep observation notes, including any questions about the observation. These notes will be used to write the Self-Reflective Essay at the end of the term.
- 4. Self-Reflective Essay:** At the end of the term, students will use their Tutor Journal entries, weekly assignments, and the knowledge gained throughout the term to write a Self-Reflective Essay. This assignment will open on Moodle during Week 9, and the essay will be due in Week 10.

Final course grades will be calculated as follows:

- Reading and Assignments: 20%
- Participation and Discussion: 30%
- Tutor Observations and Journal: 30%
- Self-Reflective Essay: 20%