

English/Education 1C  
Writing Pedagogy  
Office Hours: Monday 2-3 pm  
Thursday 11:15-12:15pm  
By appointment

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### **Course Description**

This seminar serves as the gateway into the Writing Associates Fellowship Program. Students are introduced to the theory and pedagogy of composition studies and the concept of reflective practice. The seminar asks students to connect theory with practical experience when assessing how best to engage with different student writers and different forms of academic prose. Students will interact with the complexity of their new positions as peer mentors while learning how to be a professional within this role. The course explores such questions as:

- What is the best way to work with different writers?
- What strategies work best with different aspects of the writing process?
- What is argument, and why is it important to academic discourse?
- How and why does peer tutoring work?
- How do WAs negotiate their roles of peer and tutor?

A goal of the course is to have WAITs question their assumptions about the writing and WAing processes in order to be more confident and qualified to help different students with their writing. WAITs will engage and raise questions about what it means to write and help others with writing.

This class is a credit/no credit course. Students must successfully complete all aspects of the course to receive credit and to be accepted as a full load WA.

If you believe that you need accommodations for a disability, please contact Leslie Hempling in the Office of Student Disability Services (Parrish 130) or e-mail [lhempli1@swarthmore.edu](mailto:lhempli1@swarthmore.edu) to set up an appointment to discuss your needs. Leslie Hempling is responsible for reviewing and approving disability-related accommodation requests. As appropriate, she will issue students with documented disabilities an Accommodation Authorization Letter. Since accommodations require early planning and are not retroactive, please contact her as soon as possible. For details about the Student Disabilities Service and the accommodations process, visit <http://www.swarthmore.edu/student-life/academic-advising-and-support/student-disability-services.xml>.

### **Course Texts**

Weekly set of articles (available on Moodle)

WA handbook (available on Blackboard)

Graff, G. & Birkenstein, C. (2006) They say I say: The moves that matter in academic writing. W.W. Norton and Company: New York.

Kolln, M. (2003). Rhetorical grammar: Grammatical choices and rhetorical effects, 5<sup>th</sup> ed. (recommended)

### **Course Requirements**

Below is a brief description of the requirements for the course. More details including the goals for each assignment will be located on Moodle.

### Class citizenship

This class runs very much like a seminar. Students are expected to attend class and participate in class discussions and activities. WAITs should bring questions from their own experiences as writers and new WAs to the content of class discussion. Please be on time so as not to disturb the flow of class discussion.

### Short Analysis Papers

Prior to fall break you will be assigned two short (4-5 pages) analysis papers. The goal for these papers is to put the readings for the course in conversation with your own experiences as a writer and WAIT. Each paper should address the posed question through the use of class readings and your initial WA experiences. Feel free to use the first person, but these papers should be more formal than a journal entry. The first paper will focus on written comments and the second paper will focus on conferencing.

### Informal writing assignments

A few times throughout the semester I will assign a short writing assignment. These assignments will be used for class discussions and activities.

### Seminar discussion

Students will be responsible for leading one seminar discussion. Prior to leading students will meet with a speaking associate in the Writing Center who will help prepare seminar leaders for a successful discussion. Students will begin the discussion prior to class by posting a 3-4 page seminar paper on Moodle.

### Grammar

The WA Program does not promote itself as a proofreading service, but often students need feedback on the sentence level of their writing in addition to their argumentation and organization. To better prepare WAs for this level of analysis we'll send time in class each week discussing a particular aspect of grammar. Students may be asked to prepare something in advance.

### Filming of a conference

The best feedback WAs might receive in this course is to see themselves WAing. During the semester WAITs will have at least one conference filmed. This filming will take place after fall break.

### Inquiry Project

As a WA, questions will emerge as to "what is the best way to do X?", or "how do I work with a student who is X?" In small groups or individually WAITs will select a topic or question related to their WAing. The goal of this project is to analyze a relevant question to WAing through the lens of published research and original data.

### Portfolio

Reflective practice is a key part of the WA Program. The portfolio serves as the bridge between your work in English 1C and your continued role as a WA. For the portfolio in addition to other materials, students will submit a reflective piece (2-3 pages) explaining how their WAing has developed over the course of the semester and what goals they have as they move on from the course. We will discuss the portfolio during the final conference for the course.

### Conferences

Three times during the semester WAITs will meet for individual conferences with Jill. During the first conference we will discuss written comments and how you approach WAing of a paper. The second conference will involve discussion of conference skills and debriefing of the videoconferencing project. Finally, at the end of the semester we will review your portfolio, share feedback, and set up goals for the next semester.

### Mentoring groups

A WAIT Mentor (senior WA) will also be assigned to work with 2-4 WAITs. WAIT Mentors will:

1. Meet with their group to discuss issues related to WAing.
2. Observe each WAIT during their first round of conferences and again during the final round of conferences. Afterward you'll meet to discuss the conference. Together the WAIT and WAIT Mentor will brainstorm how to improve upon a WAIT's conference style.

In addition, the WAIT Mentors will conduct workshops during class to help with conferencing and working with different learning styles. WAITs will be contacted by their WAIT Mentor by the third week of class.

### Working as a Course WA

In order to have real experiences to discuss and engage with throughout this semester, you will be assigned a half-load of Course WAing. Because you are receiving credit for this work, you will not receive a stipend for this work this semester, but you will receive this stipend in subsequent semesters. During the first class we'll discuss details for how these assignments will work and how to set up a constructive relationship with your Course WA professor.

### Working in the Writing Center

WAITs will work three 2.5 hour shifts during the course of the semester. Your time in the Writing Center will be paid hourly at the top pay scale. You will sign up for these shifts during the third week of class.

## **Course Schedule**

Readings will be posted on Moodle. They are for the date listed. Dates in italics have a seminar leader.

### **September 5-6**

Topic: Introductions  
WAing 101: Course WAing

### **September 12-13**

Topic: Beginning the WAing and Writing Process

### **Due: Writing Autobiography**

### ***September 19-20 (Wednesday section will not meet at regular time due to Yom Kippur.)***

Topics: Providing written feedback  
Purpose of writing at college

### **Due: First Draft of Paper #1**

*September 26-27*

Topic: Conferencing (WAIT Mentors visit)

**Due: Final Draft of Paper #1**

*October 3-4*

Topic: Responding to written arguments

Role of Audience in the WAing and Writing Process

*October 10-11*

Topic: Culture and language within the writing process

**Due: First Draft of Paper #2**

**October 17-18 Fall Break**

**October 24-25**

Topic: WAing across the disciplines (WAIT Mentors visit)

Working with Organization and Logic

**Due: Final Draft of Paper #2 and Inquiry Project Proposal**

*October 31-November 1*

Topic: Research Writing

Working with Introductions and Conclusions

*November 7-8*

Topic: One size does not fit all: Incorporating learning styles into your WAing  
(WAIT Mentors visit)

*November 14-15*

Topic: Ethics in WAing

**Due: First draft of literature review.**

**November 21-22**

No class

**November 28-29**

Topic: Topic: The WA Program in the Big Picture

**Due: Revised draft of literature review**

**December 5-6**

**Due: Final Presentations**

**December 10-21**

Topic: Final conferences

**Due: Portfolio**