WRPR 0212—ISSUES AND METHODS IN THE TUTORING OF WRITING: A PRACTICUM COURSE

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\*Class Period: Monday/Wednesday 2:50 – 4:05p.m., ET

Office Hours: Mondays 1:00 – 2:50 and by request

\*Meetings will take place via Zoom

## COURSE DESCRIPTION

\***Issues and Methods in Tutoring Writing: A Practicum Course**\* This course will prepare students to work with writers from diverse backgrounds and disciplines and to develop their own writing practices and habits. We will learn about composition theory and writing pedagogy, tutoring strategies, and current topics in writing center studies, such as linguistic justice, anti-racism, wellness and care, and inclusion. After completing ethics training, we will conduct ethnographic research using the Middlebury Writing Center as our research site. Upon successful completion of the course, students will be invited to work as paid tutors in the Writing Center. In addition to Writing Center activities, students will complete a semester-long research project that positively impacts the Middlebury Writing Center. This course—was supported by the [Engaged Listening Project](https://engagedlistening.middcreate.net/) and the Humanities Center. **SOC, CW**

**Course Objectives**

1. To introduce students to composition theory and writing center theory
2. To introduce students to current writing tutoring strategies
3. To provide students with opportunities to learn from experienced consultants and to work with a diverse group of writers
4. To provide students with the opportunity to enter the scholarly conversations about issues that affect writing consultants
5. To provide students with the opportunity to design and carry out a small research project.

**Student Learning Outcomes**

1. Be a more critical reader and writer
2. Be able to apply theoretical concepts to specific writing practices
3. Be conversant in current writing center and tutoring scholarship
4. Be familiar with the principles of qualitative and quantitative research.

## TEXTS AND MATERIALS (all chapters scanned and provided, no need to purchase books)

* Gillespie, Paula and Neal Lerner. *The Longman Guide to Peer Tutoring*, 2nd ed. Boston: Longman, 2008. **ISBN**-13: 978-0205573325.
* Shanti Bruce & Ben Rafoth. *ESL Writers: A Guide for Writing Center Tutors*, 2nd Edition. 2009. **ISBN:** 978-0867095944
* Various articles that will be scanned and uploaded on Canvas.
* You will also need a notebook for class, a functioning Middlebury e-mail account, an active Canvas account, and a reliable means to save your work electronically (USB stick, external hard drive etc.)

## ASSIGNMENTS AND GRADING PHILOSOPHY

There are several writing assignments throughout the semester some of which are weekly and are given credit/no credit, such as the writing logs, and some of which are long form, such as the two case studies you will write based on your ethnographic research (participant observation and observation work) in the writing center. In addition, the final research project also includes a first-draft team proposal stage. All the work will be due to me electronically via Canvas.

This course uses a modified [labor-based grading model](https://wac.colostate.edu/books/perspectives/labor/). At the beginning of the semester, you will create an individual learning plan that includes your own goals in addition to mine. During the semester, you will receive qualitative (written) and personalized feedback for each of your assignments. You will not, however, receive numerical or letter grades until the end of the course. This “ungrading” model might make some students feel apprehensive as they might wonder how they are performing in the course. I include assignment points breakdown for you to review how each assignment is factored into the outcomes for the course (writing logs, for example, are cumulative and worth a fairly large portion of final grades but, also, they are low stakes writing that takes place over the semester rather than during a specific point in the semester). This key will allow you to calculate your final grade if you feel apprehensive about this assessment model. Throughout the semester, however, you will also have opportunities to revise long-form assignments and to self-assess your performance and revisit your goals for the course. I will be here to guide you in your learning process, too.

This course is a practicum that leads to employment in the Writing Center; therefore, I expect you to be organized and detail-oriented including: being attentive to course content, engaging in effective project management, and being communicative (so please check your email regularly!) This is a tall order, so if you need support in this endeavor, please reach out and talk to me during my office hours, or via email, and I can help to refer you to some useful resources on campus to help you with your planning and carrying out of your academic work for this class (and your other classes this semester!)

**Breakdown of Assignments**

**Readings:** Readings must be completed before you come to the class for the day. All readings will be uploaded to Canvas, and, where available included in the syllabus as a hyperlink. The chapters from *Longman Guide to Peer Tutoring* and *ESL Writers* are very accessible and short in length, therefore, when reading these books, there are a number of chapters assigned. On the weeks where peer reviewed articles are also included in course reading assignments, I have given students the option to choose one such article to focus on. We will do reading in groups and then use that approach to in-class discussion when the reading assignments are particularly heavy for the week.

**Writing Logs:** Due most weeks, writing logs are critical responses to the reading and tutoring exercises we will do. These logs should be developed responses that engage directly with the reading material and make use of direct citation, essay structure and MLA/APA formatting conventions (12-point font, 1-inch margins, standard serif font etc.) No works cited/bibliography is necessary for writing logs. These are a way to demonstrate learning through specific engagement with reading and other course materials. While summary might be important at the start of the term, as you learn about writing center studies as a scholarly field, critique and connection between readings and other things you are learning become more important as the term goes on and you get a basic understanding of the field.

**Case Studies and Other Activities:**

1. We will conduct ethnographic research at the Middlebury Writing Center including:
	1. \*Students will attend three writing center sessions and write a case study about their participant observation (see assignment for more details)
	2. Students will engage in further ethnographic research by interviewing a subject on the topic of writing and education (see assignment for more details).

\*Please spread out your visits to the Writing Center between week 1 and week 5 of the term.

1. Students will complete CITI training in preparation for research by week 8 of the term.
2. Students will do assessment and research, likely in teams, around FYS writing program, student writing, and other outcomes.

**Final Project:**

For your final project, you are tasked with “Improving the Middlebury College Writing Center/Services” through scholarship, research, and/or program implementation proposals. In the past, students have formed pairs or worked individually to accomplish this goal. Students have created training workshops and documents for the WC staff; they have created marketing materials; they have researched a particular WC topic such as revision strategies in the WC, or concept mapping theory and praxis. In short, this is an open-ended project that asks you to think about your own research (and other) strengths and then connect those strengths to answering a proposed scholarly question about writing centers and the tutoring of writing or solving a current issue that you believe to be endemic to the Middlebury Writing Center.

**This year, we have the chance to connect with the First Year Seminar Program and engage in research specific to that program and its learning outcomes around writing. Research teams will be formed around assessing faculty syllabi, assessing, and repackaging faculty development resources, surveying/interviewing first-year seminar students and faculty about their experiences with the program (specifically writing). All of this is in the hope that we can help support FYS as a more meaningful, inclusive, and writing-centered first-year experience. More on this as the semester continues!**

**PROJECTS OVERVIEW:**

* Writing Logs (8), 20%
* Attendance and Participation, 10%
* Case study #1: Attend 3 WC sessions as a client, write case study 15%
* Complete CITI human subjects training, 5%
* Case study #2: Interview Project, write case study 15%
* Final Project Research Team Plan: 10%
* Final Project 25%

**Formatting for Written Work**

Unless specified otherwise, writing assignments should be typed double-spaced, 12-point font (Times New Roman), with 1-inch margins. APA citation style should be used for the case studies and research project (MLA may be used for the writing logs). We will be learning about and engaging with the [IMRAD (introduction, method, results, and discussion) approach to writing](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC442179/) for the case studies and the final research project. We will also learn about [low stakes](https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/cross-discipline-skills/low-stakes-writing-assignments) and [high stakes](https://www.stthomas.edu/wac/forfaculty/developing/activelyuseassignmentsinclass/highstakes/) writing as the course has a combination of these two approaches to teaching writing.

Major papers should include a statement of the Honor Code: "I have neither given nor received unauthorized aid on this assignment," with your signature. In class, we will talk more about academic integrity, and discuss ways to use sources appropriately. For reference, however, plagiarism involves taking someone else’s words or ideas, and using them as if they were your own. It can have very serious consequences, including academic suspension or even expulsion. For more information on plagiarism and how to avoid it, please visit http://owl.english.purdue.edu/owl/resource/589/01/ and for more information on Middlebury College’s Honor Code, [please read this site](http://www.middlebury.edu/academics/administration/newfaculty/handbook/honorcode).

**Participation, Respect, and Attendance Defined**

Because of the nature of the 12-week semester, things move quickly at Middlebury. This means that you need to do your best to avoid missing class (unless there is a crisis or you are ill). Attendance, however, does not simply mean presence. You are expected to come to class prepared to participate, which means having done the reading and writing assignments. I also expect you to be intellectually and socially present in class discussion, group work, and other assigned tasks. Finally, we will use Reflective Structured Dialogue approaches to class discussion—review RSD resources on Canvas.

**This course also has a set of guidelines about engagement in class discussion including:**

* “Pass” or “pass for now” if you are not willing or ready to respond.
* Allow others to finish their speaking and avoid interrupting.
* Avoid attempts to persuade.
* Respect time boundaries.
* “Move up” or “move back” to share airtime.
* Speak for yourself and not on behalf of others.
* Maintain confidentiality regarding stories and students.
* Take the learning, but not others’ stories.
* Attend to technology in ways that allow you and others to be as present as possible.

Because this course culminates in employment with the Middlebury Writing Center, I expect course participants to be self-motivated, independent, and willing to take risks in their learning and scholarly processes. I have aimed to make the workload as manageable as possible—sometimes even offering students the option of reading one of several assigned articles—I am, however, open to feedback and happy to discuss workload adjustments.

**Technology Statement**

I welcome the use of technology in the classroom and have found it to be a valuable learning and communication aid, especially during the pandemic. However, please consider the honor code when you use your computer in-class. We are all here to engage with one another and writing is a task that requires intense attention. To divide your attention during class discussion or class activities not only harms your learning process; it also harms the learning processes of those around you and inhibits the creation of community. Of course, if you want to go the analogue route for note taking feel free to do so. Please note, however, that I will ask you to post on Canvas and this includes any feedback you provide to your classmates during in-class peer review, group discussion notes, and the like.

**Middlebury College Policies**

**Academic Integrity**

As an academic community devoted to the life of the mind, Middlebury requires of every student complete intellectual honesty in the preparation and submission of all academic work. Details of our Academic Honesty, Honor Code, and Related Disciplinary Policies are available in[Middlebury’s handbook](http://www.middlebury.edu/about/handbook/ug-college-policies/ug-policies/academics/acad-honesty).

**Honor Code Pledge**

The Honor Code pledge reads as follows: "I have neither given nor received unauthorized aid on this assignment." It is the responsibility of the student to write out in full, adhere to, and sign the Honor Code pledge on all examinations, research papers, and laboratory reports. Faculty members reserve the right to require the signed Honor Code pledge on other kinds of academic work. Please note that the Middlebury Writing Center—drop-in tutors and our peer mentor for this class are authorized to support your writing needs. You are allowed to use tutoring as much as you want (within reason for the peer mentor, who has finite hours) for this course. You will also be expected to conduct peer review prior to turning in a final draft of each of your papers; this means that you are allowed to engage with your classmates on written assignments but please DO NOT copy or replicate each other’s work. Please also try not to feed each other suggestions or answers (however helpful it may seem at the time), as this affects your paper’s content and is considered stepping over into unauthorized support. We will discuss this in-class but feel free to email me with questions or concerns.

**Disability access/accommodation**

Students who have Letters of Accommodation in this class are encouraged to contact me as early in the semester as possible to ensure that such accommodations are implemented in a timely fashion. For those without Letters of Accommodation, assistance is available to eligible students through the Disability Resource Center. Please contact ADA Coordinators Jodi Litchfield and Peter Ploegman in the DRC at ada@middlebury.edu for more information. All discussions will remain confidential.

**Academic and Personal Resources at Middlebury (AKA Everyone Needs a Little Help Sometimes)**

I have been a Writing Center Director in four different Colleges and Universities, additionally, I have created several community writing centers in Boston, MA, as well as Columbus, OH. What I have learned from this valuable experience is that writers thrive when they engage with others about their ideas and their writing process. There is nothing wrong with wanting to share your writing and, in fact, I expect you to do this through engaging with your peers, as well as our course writing tutor. However, sometimes in a College class, we have other questions such as: how to plan for assignments in different classes, or subject-specific questions outside of English. For these questions, and others related to your academics, we have many resources through the CTLR and Library. Of course, sometimes, our needs are outside of the realm of academic support, in which case Anderson Freeman Center, Counseling Services, and Disability services will be places to turn for answers. Because of the robust support at Middlebury, and the many challenges we face as we transition into and through College, I hope you will make use of support from the following resources:

* **OUR ASSIGNED Peer Writing Tutors (PWT)**: Constance Gooding and Mariana Zieve-Cohen.
* **Library Liaison**: Carrie Macfarlane-cmacfarl@middlebury.edu
* **CTLR**: http://www.middlebury.edu/administration/ctlr (Peer tutors for all subjects including drop-in Writing support Sun-Th eve. Also, professional tutors for writing, quantitative skills, and time management/ learning resources.
* **Anderson Freeman Center (go/afc)**: Inclusive community, particularly support for underrepresented and/or traditionally marginalized students.
* **Counseling Services (go/counseling)**: Support on all kinds of emotional/social issues, including adjusting to college life!
* **Disability Resource Center**: <http://www.middlebury.edu/student-life/community-living/diversity-inclusivity/american-disability-act>

**\*\*\*I AM HAPPY TO DISCUSS THESE RESOURCES WITH YOU!!!\*\*\***

**Assignments**

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| --- | --- | --- |
| **Assignment** | **Details** | **Length** |
| Writing Logs | These are low stakes assignments that ask you to reflect on and analyze our weekly reading assignments and activities; while summary will be important early in the term, critique and connection are critical goals as you become more familiar with the field and its scholarship. Bibliography is not required, though readings should be integrated into the logs via in-text citation and/or summary (include page numbers). | 8 writing logs, due most weeks of the term, no more than 600 words (2 pages) in length each. |
| Case study #1 | Attend 3 sessions at the Midd. WC (with our course tutor, as well as online tutoring), take notes as participant observer (guidance provided), then compile into case study introducing phenomena observed: patterns or dissimilarities in your experiences. Connect to readings (bibliography required). | No more than 1,200 words (4 pages) in length.**Due March 14th**  |
| Case study #2 | You will engage in ethnographic work (interviews, in this instance) and write about your findings in a case study. The topic of the interview should be about writing and education (broadly conceived). You may choose to interview (with their consent) a peer writing tutor, a professional writing tutor, a faculty member or teacher, a family member, colleague, or friend. Whatever participant you choose, you will want to develop questions specific to the participant and their experiences with writing and education.  | No more than 1,200 words (4 pages) in length.**Due April 11th**  |
| CITI Training | Complete CITI training for conducting human subjects research—this is an interactive online training. Read more at the link below. Destini can also guide you in this process <http://www.middlebury.edu/system/files/media/CITI%20IRB%20Training%20Instructions.pdf> | 3 – 4 hours of time.**Started in-class on April 25th**  |
| Final Project Research Team Plan | Collaboratively written, this document will reflect on outcomes and goals for each research team. Project tasks will be delineated, a timeline for completion shared. | **Due April 27th**  |
| Research project | For your final project, you are tasked with “Improving the Middlebury College Writing Center/Services” through scholarship, research, and/or program implementation proposals. **New this year, we will engage in a project based learning model where FYS is our client and you will work in groups on specific consultancy elements to support their program’s outcomes. More on this soon!** | Length varies by dataset/topic/genre however 10 – 15 pages (with figures/bullet points/sources etc.) likely.**Due May 13th**  |

**COURSE SCHEDULE**

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| --- | --- | --- |
| **Week/Date** | **Topic** | **Reading/Writing Due** |
| **Week 1—\*2/14** **Why Tutor?** | Object-Values Activity Writing/Discussing: Learning goalsGroup Chat Activity—educational values Writing Center History/About me/us   | **Due 2/16****Read**: Chapter 2 (“The Writing Process”) in *Longman Guide* Chapter 11 (“Writing Centers: Historical and Theoretical Contexts”) in *Longman Guide to Tutoring*. |
| **2/16** **Tutoring Decoded** | Writing Activity—Writing Process Why We Tutor? **Visit from tutor Miwa** | **Due 2/21****Read:**Chapter 3 (“The Tutoring Process”) in *Longman Guide* Newkirk, Thomas. “The First Five Minutes: Setting the Agenda in a Writing Conference.”[Your Tutoring Session From Start to Finish](https://pressbooks.middcreate.net/campwritingtutor/chapter/chapter-3/) (Middlebury WC Tutor guide)**Writing Log #1** |
| **Week 2—2/21****The Tutoring Process** | Agenda setting in WC (mock tutorial w/log #1)Examining tutoring expectationsGroup coding activity  | **Due 2/23****Read:** JoyceKinkead, Ch. 1, “The Research Process” *Research Writing*.Chapter 5 (“Observing in the WC”) Chapter 10 (“Writing Center Research”) |
| **2/23****Research in the Writing Center** | Opening Activity (free write) The Research Process Etiquette of conducting ethnography Writing activity: Observing and taking notes Brainstorm research topic/study designDiscussion of Case study 1 | **Due 2/28****Read:** JoyceKinkead, Ch. 3, “Considering Ethics and Responsible Conduct of Research,” *Research Writing* (Canvas) **Explore and read from** [***The Dangling Modifier***](https://sites.psu.edu/thedanglingmodifier/spring-2021-issue-accessibility-advocacy-and-activism-amidst-a-global-pandemic-the-writing-center-and-beyond/) **an undergraduate tutor-focused journal.** **Writing Log #2 Due** |
| **Week 3—2/28****Research in the Writing Center cont’d** | Brainstorm a research study topic/design—opening activity (15 mins) Discussion of human subjects testing and research ethics (20 minutes)Break down into groups and share exploration of *The Dangling Modifier*  | **Due 3/2****Read:** Jennifer Nicklay, “Got Guilt? Consultant Guilt in the WC Community.” (Canvas)[Degner Et al. “Opening Closed Doors: A Rationale For Creating a Safe Space for Tutors Struggling with Mental Health Concerns or Illness.”](http://www.praxisuwc.com/degner-et-al-131/) Alison Perry, Training for Triggers: Helping Consultants Navigate Emotional Sessions |
| **3/2****Mental Health and Tutoring** | Discuss readings (Nicklay, Degner et al., Perry)Do 15-minute resource map activity | **Due 3/7****Read:** Selection from[WLN special issue on wellness](https://wlnjournal.org/archives/v44/44.5-6.pdf) **Read:** A selection of chapters from the [Digital Edited Collection on wellness and care in writing center work](https://ship.pressbooks.pub/writingcentersandwellness/front-matter/introduction/)**Watch:** [When Support Systems Need Support](https://thepeerreview-iwca.org/issues/issue-5-2/when-support-systems-need-support-constructing-paths-to-consultant-wellness-during-covid-19/), *The Peer Review***Writing Log #3** |
| **Week 4—3/7****Wellness Work in Writing Centers** | **Visit from Amy Morsman to discuss FYS and its goals**Group work: discuss scenariosDiscuss the readings, special issue, DEC, TPR article  | **Due 3/9****Read:** “[Contemplative Writing Across the Disciplines](https://wac.colostate.edu/docs/atd/contemplative/intro.pdf)” Miller and Kinane**Read:** “[The Place of Practice in Contemplative Pedagogy and Writing](https://wac.colostate.edu/docs/atd/contemplative/kinane2019.pdf)” Kinane |
| **3/9** **Mindfulness & Contemplative Writing Practices** | Discuss contemplative writing practice Brainstorm in groups—develop and discuss some ways you can apply contemplative practices in your tutoring. **Jennifer Bates/Jenny Orten from Learning Resources visit class.** | **Due 3/14****Read:** “Braving the Waters of Class” The Peer Review (Denny and Towle)**Read:** [Narratives that Determine Writers and Social Justice Writing Center Work, Inoue](http://www.praxisuwc.com/inoue-141)  **Review**: [Linguistic inclusion statement](https://cccc.ncte.org/cccc/resources/positions/srtolsummary)**Case Study 1 due.**  |
| **Week 5—3/14****Access, Inclusion, and Social Justice in the Writing Center**  | Check-in: Case Study #1 (how it went, and perhaps revision); Mention Case study #2 (on Canvas)Discuss Readings | **Due 3/16****Read:** “[Dear Writing Centers: Black Women Speaking Silence into Language and Action](https://thepeerreview-iwca.org/issues/redefining-welcome/dear-writing-centers-black-women-speaking-silence-into-language-and-action/),” Haltiwanger Morrison & Nanton**Read:** [“Disabilities in the Writing Center”](http://www.praxisuwc.com/babcock-131/) (Rebecca Day Babcock)**Writing Log #4** |
| **3/16** **Access, Inclusion, and Social Justice in the Writing Center cont’d** | Writing Activity: mid-semester check-in: how’s it going?Writing Activity: break down into groups to discuss the readings, then, come together for team-led discussion. | **Spring Break** |
| **Week 6—3/21**  | **No Class—Spring Break** | **Spring Break** |
| **3/23**Spring Break | **No Class—Spring Break** | **Due 3/28****Read academic site:** <https://writingcenter.unc.edu/teaching-multilingual-students/>**Read:** Chapters 2 and 3 in *ESL Writers***Writing Log #5** |
| **Week 7—3/28** **Working with Multi-language learners**  | **Overview of multilanguage learners in American educational contexts.**  | **Due 3/30****Read:** ScannedChapters 5, 6 and 10 in *ESL Writers***Read:** [Translanguaging: Empowering Multilingual Writers and Tutors](https://pressbooks.middcreate.net/campwritingtutor/chapter/chapter-5/) (Middlebury Tutor Guide)**Writing Log #6** |
| **3/30****Working with Multi-language learners**  |  -Workshop Interview questions-Working against appropriation in tutoring multilingual writers-Intended meaningLanguage Statement of values and actions | **Due 4/4****Read:** Rebecca Block **“**Disruptive Design: An Empirical Study of Reading Aloud in the Writing Center.” (Canvas)**Read**: Sommers, Nancy. “Revision Strategies of Student Writers and Experienced Adult Writers.”**Writing Log #7**  |
| **Week 8—4/4****Revision Process** | Mid-semester check-in & reflection; tutoring values & learning goals redux Discuss reading and revision processes in the WC  | **Due 4/6****Read:** Isabelle Thompson. “Scaffolding in the Writing Center: A Microanalysis of an Experienced Tutor’s Verbal and Nonverbal Tutoring Strategies.”**Writing Log #8** |
| **4/6****Scaffolding as teaching strategy**  | Activity: teach a complicated concept to a peer using scaffolding (or not and see how it goes!)Discuss Thompson’s articleCoding activity W/interview transcript | **Due 4/11****Review\***: [*Write Like a Scientist*](http://middsciwriting.middcreate.net/how-to-use-this-guide/) \*Focus on “[Fine Organization](http://middsciwriting.middcreate.net/essentials/organizing-your-writing/fine-organization/)” and “[Broad organization](http://middsciwriting.middcreate.net/essentials/organizing-your-writing/broad-organization/)” sections.**Read:** “[How to Write Like a Scientist](https://www.sciencemag.org/careers/2012/03/how-write-scientist)”**Read**: [What is Genre Analysis?](https://owl.purdue.edu/owl/graduate_writing/thesis_and_dissertation/genre_analysis_reverse_outline.html)**Case Study #2 due.** |
| **Week 9—4/11****Science Writing** | Reflect/share case study #2 Disciplinary writing conventions **Visit from Prof. Molly Costanza-Robinson to discuss STEM writing 3:30 – 4:00** | **Due 4/13****Read:** Dowd et al.’s “Concept maps for improved science reasoning.” **OR****Read:** [Ibrahim & Al-Shaer](http://digitalcommons.georgiasouthern.edu/do/search/?q=author_lname%3A%22Al-Shaer%22%20author_fname%3A%22Ibrahim%22&start=0&context=3893890)’s “Concept Mapping as a Pre-writing Strategy and Argumentative Compositions.”  |
| **4/13****Concept Mapping as a tutoring strategy**  | Applying concept mapping to tutorial sessionsWriting Activity: Use a concept map to develop a representation of your tutoring approach/values | **Due 4/18****Research team check-in**  |
| **Week 10—4/18** | Research team check-in day (workshopping and planning day)**Amy Morsman second visit to class** | **Due 4/20****Continue to work on your Final Project Research Team Plan**  |
| **4/20** | **Asynchronous workshop day—students will work on their Final Project Research Team Plan and Dr. G will do a brief check-in with each group in our Zoom classroom.** | **Due 4/25****Continue to work on your Final Project Research Team Plan**  |
| **Week 11—4/25** | **Start CITI training in-class today.** **Check-in about final research projects.**  | **Due 4/27****Final Project Research Team Plan due (post to Canvas) immediately before next class.** |
| **4/27** | **Workshop Day—Discuss research projects and dedicate some class time to workshopping your projects.****Final Project Research Team Plan Due** | **Work on research project** |
| **Week 12—5/2** | **Workshop day—work on research project.** | **Work on research project** |
| **5/4** | **Workshop day—work on research project.**  | **Prepare for team presentation**  |
| **Week 13—5/9** | **Team Presentations** | **Prepare for team presentation**  |
| **5/11****LAST CLASS** |  **Team Presentations**Debrief as a community about the semester **Now that you have taken this class, what would you title the course?**30 minutes for course response forms | **Research projects due 5/13** |
| **Optional Readings**  |  | **Read:** Jeffrey Kovac, “Writing As Thinking.”**Read:** Zawacki, [“Writing Fellows as WAC Change Agents”](https://wac.colostate.edu/atd/fellows/zawacki.cfm) **Read:** Nowacek, “Why Being Interdisciplinary is so Very Hard to Do.”[**This guide will help you**](https://academicguides.waldenu.edu/writingcenter/assignments/socialsciences) **with writing in social sciences, as will** [**this article**](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC442179/)**, but there are many others on our Canvas site** |