

Small Writing Group at the Writing Center

ENGL. 1L & ENGL 2
Grading: CR/NC
Credit units: 1

Ed 184
scheduled individually

What will we do in the group?

When you bring in an assignment, class reading, or draft we'll read it together out loud, write about it, and discuss the ideas in it. Our goal is to help you know what you have in your writing and how the rest of us understand and react to that, so that you can see choices you have about what changes to make. You'll have to make those choices, we won't tell you what you should do. We also won't proofread your papers.

If more than one of you bring something on the same day, we'll have to negotiate together what to work on (we can spend some time scheduling things out ahead of time if we need to).

If none of you bring anything, we'll read a sample essay and I'll show you a specific new way to respond to writing, that isn't just about judging it.

What do you need to do to get credit?

1. You need to be here. You can't learn if you're not here. So, **you're allowed 4 absences** for whatever reasons. There's no such thing as "an excused absence," even with a doctor's note, so save your 4 absences for important things like being sick and emergencies. (note: missing a single Friday session, because it is twice as long, counts as 2 absences).

Be aware that coming 20 minutes late is missing so much, it counts as a full absence. Also, it's confusing and hard to fill you in if we've already started and you come in late. We don't always have control of our circumstances, so anyone of us might be late sometime, but if it becomes an issue, I'll start keeping track. Three 10-19 minute tardies will count for one absence.

2. You need to bring things to work on. We can do some writing and sample essays if no one brings anything, but after a while it will get boring and less useful if we aren't reading, writing about, and discussing what you are actually working on in your classes. So, you can bring in as many prompts, readings, and drafts as you want, but to get credit you'll need to bring in **at least 1 class reading, 2 writing assignment prompts, and 3 of your own drafts.**

Because it's easier to follow along with a paper when you have it in front of you, please bring 2 copies of each draft you bring in—one for each side of the table.

Also, we'll do a lot of writing, so it is really helpful if you buy a composition notebook just for this group.

3. You need to be respectful. *We* are the parts that make up the group. The group only works as well as we work together. So, we need to listen when people are reading, do our best to respond in the new ways I'll show you, and be patient if we encounter ideas that we don't agree with. Part of being here and being attentive means not always checking your phone—this goes for me too. If it becomes a problem we'll all put our phones in a basket in the Writing Center Office for the duration of the session.

If something happens in the group that bothers you, speak up. If you don't feel comfortable doing that, let me know. If you don't feel comfortable with that, you can talk to whoever is in the office, at any time. They will be happy to listen to you and work toward possible solutions.

What will you learn by taking part?

TBA

REPORTING OF YOUR PROGRESS AND FINAL GRADE

Since some Engl.5A/B and Engl.10 instructors give extra credit for students who attend the Writing Center tutorial concurrently with the writing class, we will communicate with your instructors about your progress and attendance, and at the end of the semester will report to them whether you received CR for your work at the Writing Center.

OTHER HELP WE OFFER WITH WRITING

In addition to your group tutorial, you can get extra feedback on your writing by discussing your work with our one-on-one.

UNIVERSITY POLICIES:

The Writing Center supports and implements the University policies related to: students with disabilities, honor code, cheating and plagiarism, computers, copyright. For a full text of these policies refer to the following website:

http://www.csufresno.edu/academics/policies_forms/instruction/RequiredSyllabusPolicyStatements.htm

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."