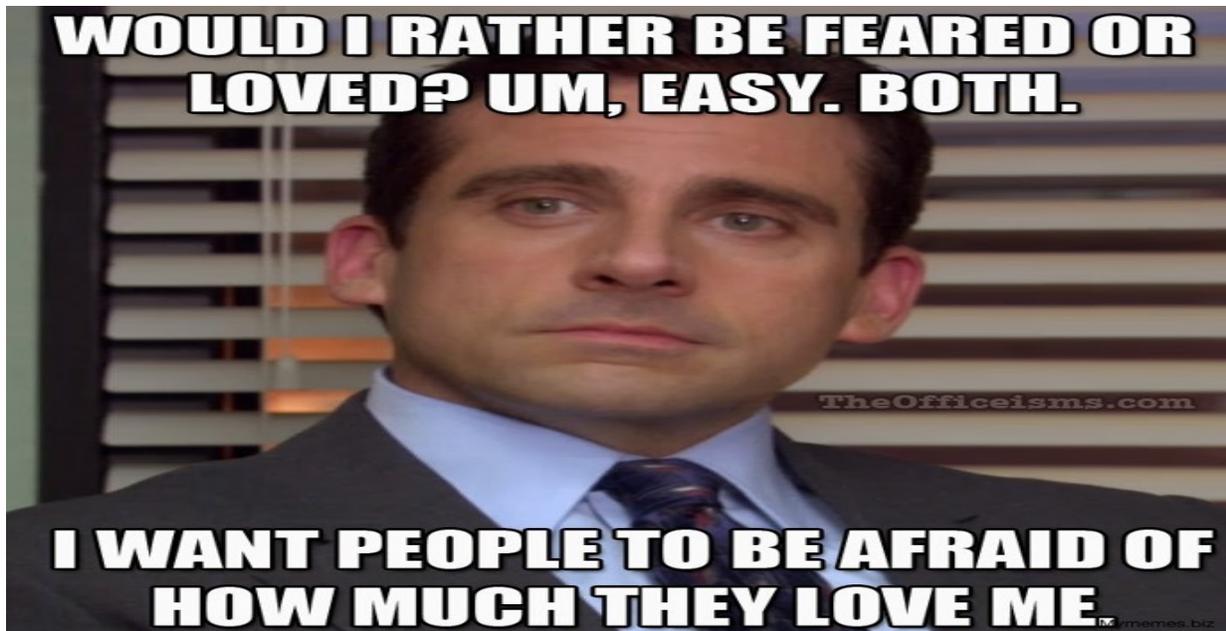


## ENGL 5388: Writing Program Administration (Independent Study)



Summer 2018, Tuesdays and Thursdays 2:00 to 4:00 p.m., Warrior Hall 322C

Instructor: Dr. Bruce Bowles Jr.

E-mail: [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu)

Office: Warrior Hall 322C or University Writing Center

Office Hours: Walk-in or Email for an Appointment

**Course Description:** This class investigates the work of writing program administrators, including Writing Center Directors, First-Year Composition Coordinators, and Writing Across the Curriculum/Writing in the Disciplines (WAC/WID) Coordinators. Students in this course become acquainted with both the theories and practices that underlie and drive this valuable intellectual work. Through challenging readings, in-depth conversations, hands-on experience as an intern for the Director of the University Writing Center (UWC), and extensive long-term projects, students are prepared for future careers as writing program administrators.

### Course Outcomes:

By the end of the semester, students who successfully complete this course will be able to:

- Discuss in-depth, and formulate nuanced opinions in regard to, a host of writing program administration theories and practices

- Apply what they have learned to making meaningful improvements to a writing program—i.e. the UWC
- Articulate a comprehensive philosophy of writing program administration
- Research extensively various issues relating to writing program administration
- Develop a reflective disposition towards writing program administration work that is constantly evolving and open to revision

### **Required Textbooks and Materials:**

- *Around the Texts of Writing Center Work: An Inquiry-Based Approach to Tutor Education*, by R. Mark Hall (ISBN 13: 978-1607325819)
- *Building Writing Center Assessments That Matter*, by Ellen Schendel and William J. Macauley, Jr. (ISBN 13: 978-08742181690)
- *The Working Lives of New Writing Center Directors*, by Nicole Caswell, Jackie Grutsch McKinney, and Rebecca Jackson (ISBN 13: 978-1607325369)
- *The Managerial Unconscious in the History of Composition Studies*, by Donna Strickland (ISBN 13: 978-0809330263)
- *A Rhetoric for Writing Program Administrators*, edited by Rita Malenczyk (ISBN 13: 978-1602354333)
- *First-Year Composition: From Theory to Practice*, edited by Ronald Lunsford and Deborah Coxwell-Teague (ISBN 13: 978-1602355187)
- *Assessing Writing: A Critical Sourcebook*, edited by Brian Huot and Peggy O’Neill (ISBN 13: 978-0312475963)
- *Composition in the Age of Austerity*, edited by Nancy Welch and Tony Scott (ISBN 13: 978-1607324447)
- Various .pdf articles and selections from texts (available through the University Library or via Dr. Bruce Bowles Jr.)
- Access to a Computer (the university provides a number of computer labs)

**Grading Scheme:** An internship along with three major projects will comprise the student’s grade. The weights for each component are as follows:

Internship as Assistant to the Director of the University Writing Center= 10%

Summarize, Respond, Reflect Assignments= 10%

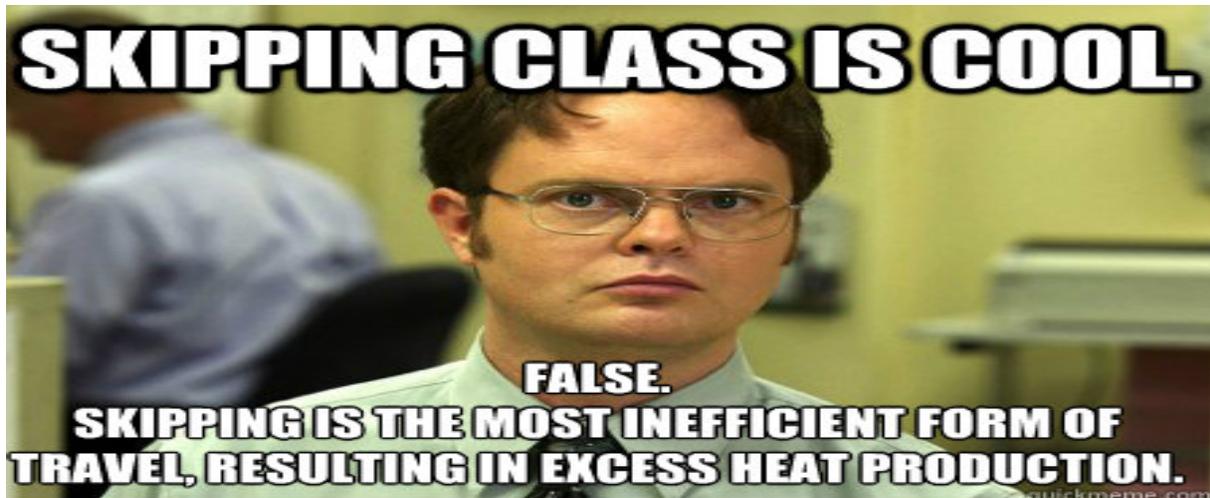
“No Longer Hatin’ from the Sideline! A Proposal for the UWC”= 20%

“Joining the Conversation! A Scholarly Article Pertaining to Writing Program Administration”=40%

“Philosophize This! My Philosophy of Writing Program Administration”= 20%

**Summarize, Respond, Reflect (SRR):** SRRs require students to engage with readings from class in a structured—yet fluid—fashion. Each week, students will be assigned (or choose) one of the readings and provide an SSR for that reading. SRRs ask students to first summarize the reading, then provide a response to what they have read, and—finally—to reflect on the reading by connecting it to the class, other readings, prior experiences, raising questions, etc. SRRs should be approximately one page single-spaced (writing slightly onto a second page is acceptable, however). Part of the skill of composing in such a genre is brevity, so avoid being overly verbose and rely on concision and clarity.

**Class Attendance Policy:** Attending class is vital if you are to get the most out of this course. As a result, I do require that you miss **no more than one class** throughout the semester. If you miss more than one classes, this will be grounds for possible failure. However, since this is an independent study, you will be expected to contact Dr. Bruce Bowles Jr. to arrange for another meeting should you fail to make a scheduled meeting with him.



However, I am willing to be lenient with this policy in the event of long-term health problems, family emergencies, or any other unforeseeable circumstance that might cause you to miss class. In spite of this, you will need to discuss these issues with me as they arise—do not attempt to come to me with a host of excuses at the end of the semester. **If you miss class for any of the aforementioned reasons (or any other reason you believe is valid), please see me immediately so we can discuss this issue.**

**Class Civility Policy:** This class will tolerate neither disruptive language nor disruptive behavior. Disruptive language includes, but is not limited to, violent and/or belligerent and/or insulting remarks, including sexist, racist, homophobic or anti-ethnic slurs, bigotry, and disparaging commentary, either spoken or written (offensive slang is included in this category). While each of you have a right to your own opinions, inflammatory language founded in ignorance or hate is unacceptable and will be dealt with immediately. Disruptive behavior includes the use of cell phones, pagers, or any other form of electronic communication during the class session (email, web-browsing, etc.). Disruptive behavior also includes whispering or talking when another member of the class is speaking or engaged in relevant conversation (remember that I am a member of this class as well). This classroom functions on the premise of respect, and you will be asked to leave the classroom if you violate any part of this statement on civility.

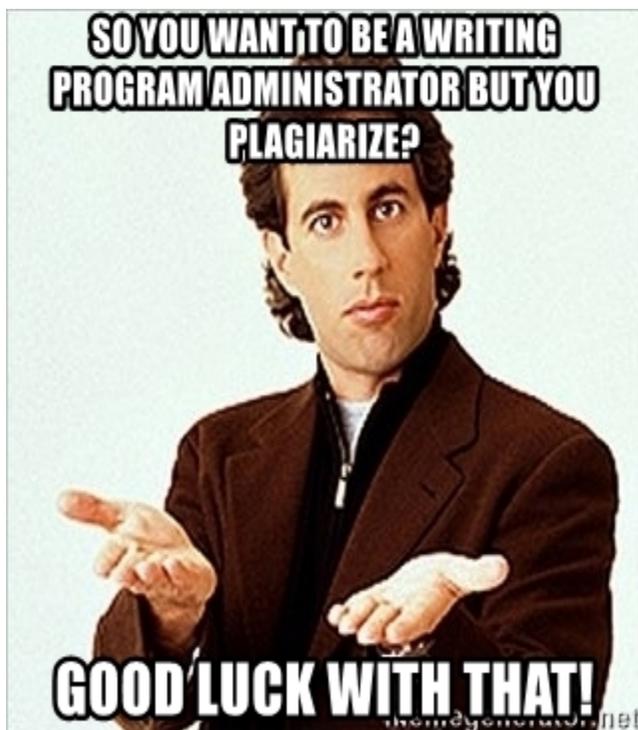
However, please do feel free to engage in constructive criticism and debates. This policy is not meant to discourage disagreement or passionate conversation. It is not my intention to censor your opinions. Yet, I do feel it is important to foster an environment conducive to learning where no one feels threatened and/or not entitled to their opinion.

Remember, if you disagree with someone (including myself), always remember to argue against the **IDEA** the person is presenting—not the individual.

**Late Work:** While I understand that circumstances may arise that could prevent you from turning an assignment in on time, **I do not accept late work—period!** However, I am always willing to discuss extensions **ahead of time or work with you if unforeseen circumstances arise that could prevent you from handing your work in on time.** If you have a reasonable reason why you believe you should be entitled to an extension, or for why you were not able to meet a deadline, either come see me after class, during office hours, or e-mail me.

**Academic Integrity:** Texas A&M University – Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M – Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

**Class Plagiarism Policy:** As an instructor, I operate by the WPA (Council of Writing Program Administrators) definition of plagiarism: “In an instructional setting, plagiarism occurs when a writer **deliberately** uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.” The key here is deliberate—I do not want you to be so paranoid about plagiarism that it inhibits your creativity.



To that extent, any instance of “plagiarism” that **does not appear to be deliberate in intent** will be dealt with “in house.” You may be asked to revise; I may even deduct from your grade if this was a result of negligence. However, unless intentional, you will not fail merely as a result of plagiarism nor will you be brought up on plagiarism charges.

That being said, deliberate plagiarism will not be tolerated in any manner. If you willfully steal someone else’s language, ideas, or other original (not common-knowledge) material without acknowledgment, or submit an assignment for this class that you submitted for another (without previously discussing it with me), be forewarned—you will receive a 0 for the assignment, and I will pursue plagiarism

charges with the utmost zeal! Such behavior hinders your learning, is unfair to your classmates, is a violation of my trust, and—above all else—is highly unethical. This is your one and only warning—you would be wise to heed it!

**911 Cellular:** Emergency Warning System for Texas A&M University – Central Texas  
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at 911Cellular [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

**Technology Support:** For technology issues, students should contact Help Desk Central. 24 hours a day, 7 days a week:

Email: [helpdesk@tamuedu](mailto:helpdesk@tamuedu)

Phone: (254) 519-5466

Web Chat: <http://hdc.tamuedu>

When calling for support please let your support technician know you are a TAMUCT student. For issues related to course content and requirements, contact your instructor.

**Drop Policy:** If you discover that you need to drop this class, you must complete a Drop Request Form, found through the Registrar's web page:

<https://www.tamuct.edu/departments/business-office/droppolicy.php>

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

**Academic Accommodations:** At Texas A&M University – Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

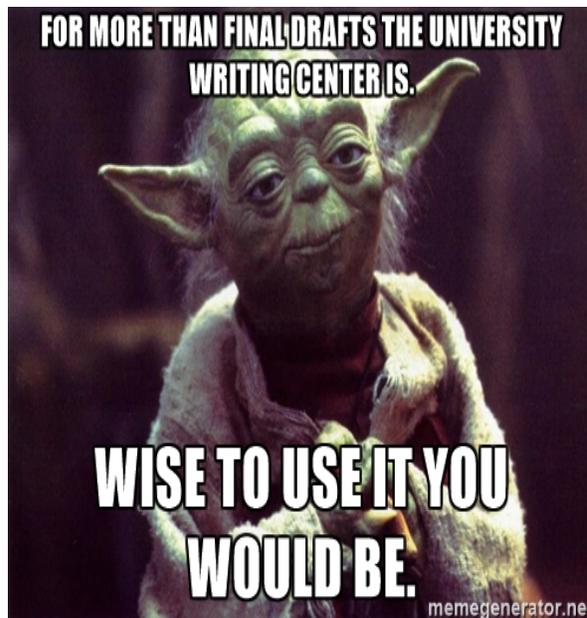
For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [<https://www.tamuct.edu/student-affairs/access-inclusion.html>].

Texas A&M University – Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education’s Office of Civil Rights, the Dean of Student Affairs’ Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution’s Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website: [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender – including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at 254-501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.

**University Writing Center:** Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10 a.m. to 4 p.m. Monday-Thursday during the summer with online hours available Monday-Thursday from 6:00 to 9:00 p.m... Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WOnline at <https://tamuct.mywconline.com/>. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!



If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

**Tutoring:** Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

**University Library:** The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website \[https://tamuct.libguides.com/\]](https://tamuct.libguides.com/).

**Artifact Collection:** To ensure the learning outcomes are met in the English Department, there is a program-wide artifact collection process. To that end, your final ePortfolio for ENGL 3309: Technical Writing and Document Design this semester may be used for programmatic assessment. Please note that all efforts will be made to keep your identity anonymous; as such, all identifying markers will be removed from your work if used for programmatic assessment. If you have any questions or concerns, please contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

**Syllabus Change Policy:** Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

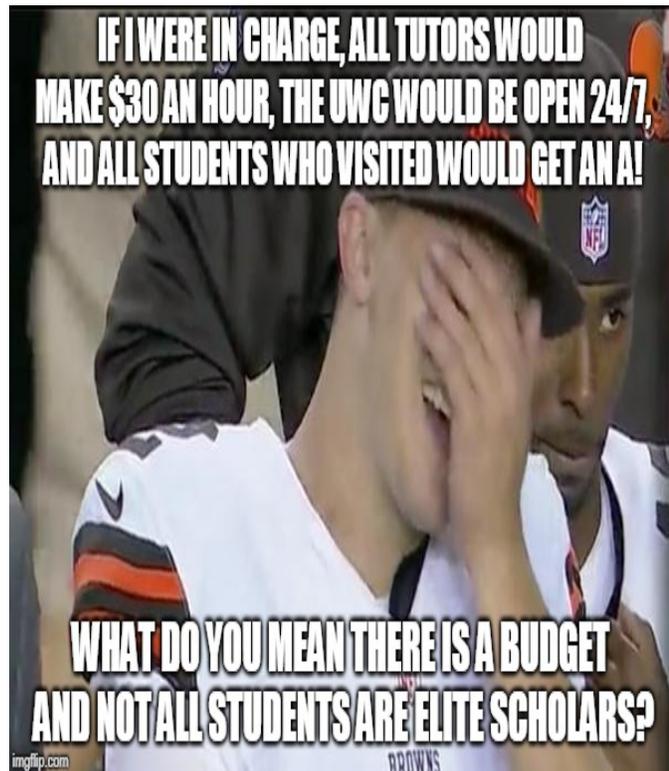
## ENGL 5388: Writing Program Administration—Major Projects

### **“No Longer Hatin’ from the Sideline! A Proposal for the UWC” (approx. 5 pages single-spaced with multiple modalities allowed)**

Now that you have been a tutor for the UWC for a while, and spent some time working as an intern for—and conversing with—the Director of the UWC, you have probably noticed a few policies, practices, training methods, assessment strategies, etc. that you believe can be improved. Everyone loves being a “Monday morning quarterback,” but now is your time to get into the game! For your first assignment, you are going to compose a formal proposal for the UWC addressing an issue you believe needs to be improved and/or changed.

Since you have both worked as a tutor and are now serving as Assistant to the Director of the UWC, you are uniquely positioned to offer insight into how the UWC is managed and run. Do you believe a vital component is missing from our tutor training class? Is the UWC’s marketing strategy missing a key demographic? How might synchronous online writing tutoring be improved? What about the UWC’s assessment practices might be missing key—and valuable—data? Etc. The possibilities are limitless, so feel free to address any facet of the UWC’s operations you believe needs improvement. That being said, due so tactfully. You will be required to get my approval before you proceed.

Once you’ve chosen an issue you wish to address, you’ll first want to familiarize yourself with the scholarship surrounding this practice as well as research how other writing centers handle the issue you have chosen. Make sure your proposal is well-informed by scholarship. Afterwards, you will compose a proposal with an introduction, a section identifying the current problem as you see it, and a solution that will address the problem adequately. In addition to being well-versed in the scholarship, be attentive to pragmatic concerns as well. Who will this proposal affect? Can this proposal realistically be implemented by the UWC? What resources (including time) will be needed? How much will this proposal cost? (This last question might be a rude awakening to the realities of writing program administration!:) )



Your proposal should be approximately five pages single-spaced; however, multiple modalities are allowed and encouraged. Furthermore, your proposal should be in APA style.

Assessment for your proposal will primarily be predicated upon how well you demonstrate your knowledge of the scholarship pertaining to the issue you are addressing, the overall rhetorical effectiveness of your proposal, the efficacy—and underlying logic—of your organizational structure, the attentiveness to detail of the proposal, and whether the proposal could feasibly be executed at the UWC. The main question I will ask myself when I evaluate your proposal will be: *Will this proposal improve the operations and services of the UWC?*

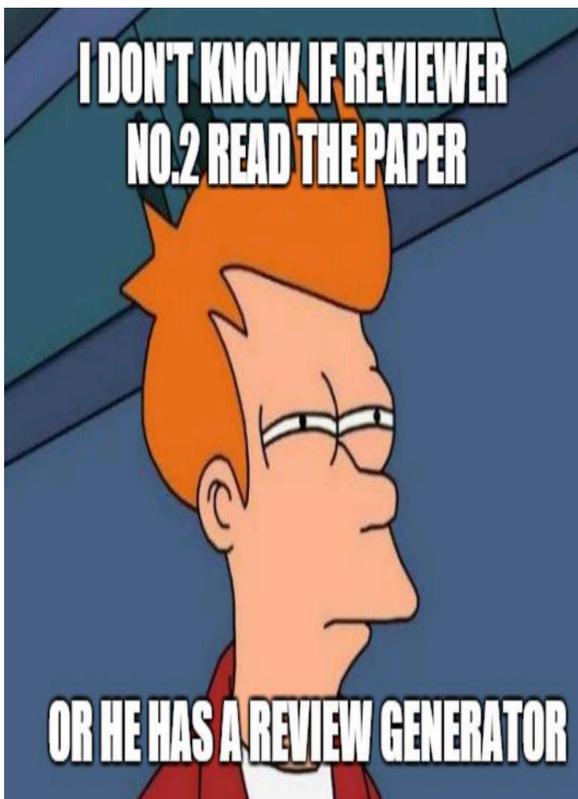
## **“Joining the Conversation! A Scholarly Article Pertaining to Writing Program Administration”**

**(approx. 15-20 pages double-spaced excluding references)**

Writing program administration is not all about the day-to-day and nuts-and-bolts. Although sometimes contested institutionally, the labor of writing program administration is—indeed—intellectual work. Underlying the theories and practices of the best writing program administrators is a host of research and scholarship that guides and informs their decisions. Since you are now beginning your studies (and potentially your career) in writing program administration, here is your opportunity to contribute to the scholarship of the field.

For this project, you will compose an original scholarly journal article pertaining to a particular facet of writing program administration. Perhaps you are interested in improving program assessment practices. Maybe you are intrigued by various approaches to tutor training. You might wish to engage with debates regarding how to best work with L2 writers. Or maybe you are a political junkie and are interested in how political policy affects writing programs, the influence of neoliberalism on the practices of writing programs, the effects of Common Core State Standards on first-year composition programs, etc. The key is to find a topic you are passionate about because you will be invested in it quite substantially.

Once you have selected your topic, you will want to engage with all of the vital scholarship surrounding it. Do some research and discover who the major scholars are in this conversation. Consult with your professors and/or peers about your topic. Mine the reference pages of strong articles so you can make sure you are addressing all of the vital perspectives on the issue. As one of my former professors so eloquently put it, “Read until you bleed!”

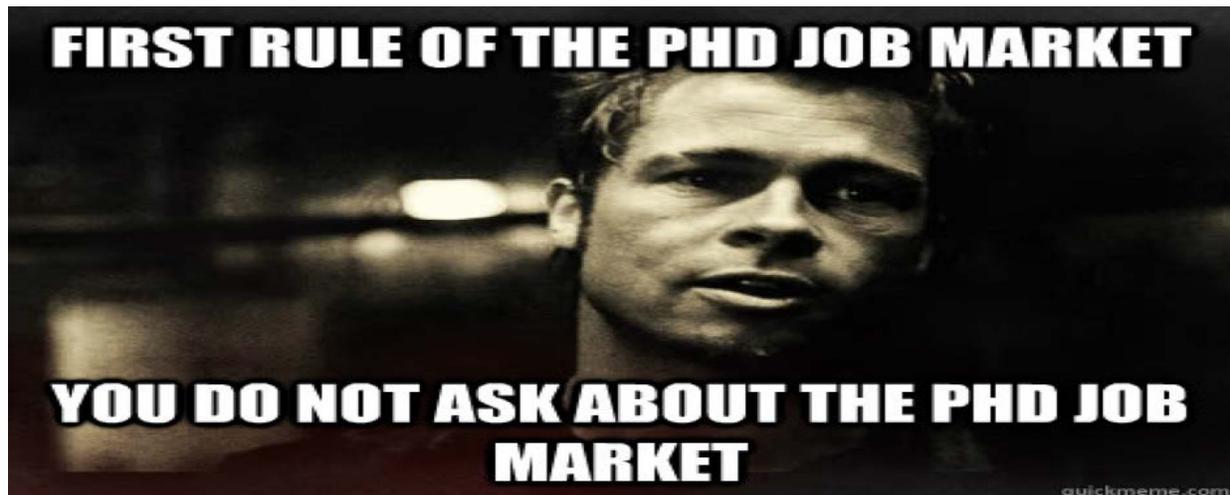


Your next step will be to choose a publication which will be suitable for your article. Again, researching the scholarship and consulting with your professors and/or peers is essential here. Choose a publication that you believe will fit well with your topic and gain you a wide audience. This is also essential since this will determine how you format your article—your article should adhere to all of the guidelines for that particular publication (e.g. MLA or APA style, word count, language and tone, etc.).

When I assess your article, I will primarily be focusing on how well you integrate and represent the relevant scholarship pertaining to the conversation, the strength of your overall arguments, how well you tailor your rhetoric to your intended audience, the language and tone of your article, and the overall polish of your article. The all-important question I will consider is: *If I were an editor for this journal, would I consider this student's article for publication?*

**“Philosophize This! My Philosophy of Writing Program Administration”  
(2-3 pages single-spaced)**

So, you read the page requirement and got excited—rookie mistake! While not extensive in nature, teaching and administrative philosophies are one of the most difficult genres to master. These texts need to articulate the theories and values that drive your teaching and/or administrative practices in a scholarly yet concise fashion. Essentially, this genre is used when someone is on the job market. Along with a cover letter and CV, these documents can frequently decide whether you get an initial interview.



Your final project asks you to compose an administrative philosophy. Your task will be to articulate your vision for how writing program administration should be theorized and practiced. The ultimate goal is to convey a vision of writing program administration that will make potential employers believe you are the right person for the job.

The first step is paradoxically both simple and complicated—determine what theories, values, practices, etc. establish the foundation by which you will undertake administrative work. Take time to reflect about who you are, what you believe, and how you would wish to run a writing program. More importantly, truly examine the crucial question for your administrative vision—why? Potential colleagues are not just interested in what you intend to do; they want to get a clear sense of the rationale behind your vision.

Once you have spent sufficient time in reflection, you’ll want to begin composing your administrative philosophy. This is a tricky genre, so you’ll want to examine several examples before you get started. Ask professors for their teaching/administrative philosophies. Look at exemplars from various reputable organizations. Then, decide on the best method for approaching your administrative philosophy.

As you compose, make sure to integrate theories and scholarship into your administrative philosophy. These aid in establishing your ethos and demonstrate that you are capable of making informed, nuanced decisions. You will also want to be attentive to whether your administrative philosophy has a cohesive vision. Too often, beginning scholars address a myriad of issues in these types of texts without ever establishing any connections between them. Remember, once

someone is finished reading this administrative philosophy, s/he should be able to summarize the manner in which you approach writing program administration in a concise fashion.

Your administrative philosophy should be two to three pages single-spaced but preferably closer to two pages single-spaced. Potential employers in academia read a host of these at once; you don't want to overwhelm your audience.

Assessment for your administrative philosophy will rely on evaluating the rhetorical effectiveness of your administrative philosophy, how well you integrate scholarship to support your vision, the manner in which you organize your administrative philosophy in a logical and cohesive fashion, the impression you make on your audience, and the overall polish of your work. The main question I will ask myself is simple: *If I were a member of a search committee, how inclined would I be to give this candidate an interview for a writing program administrator position?*