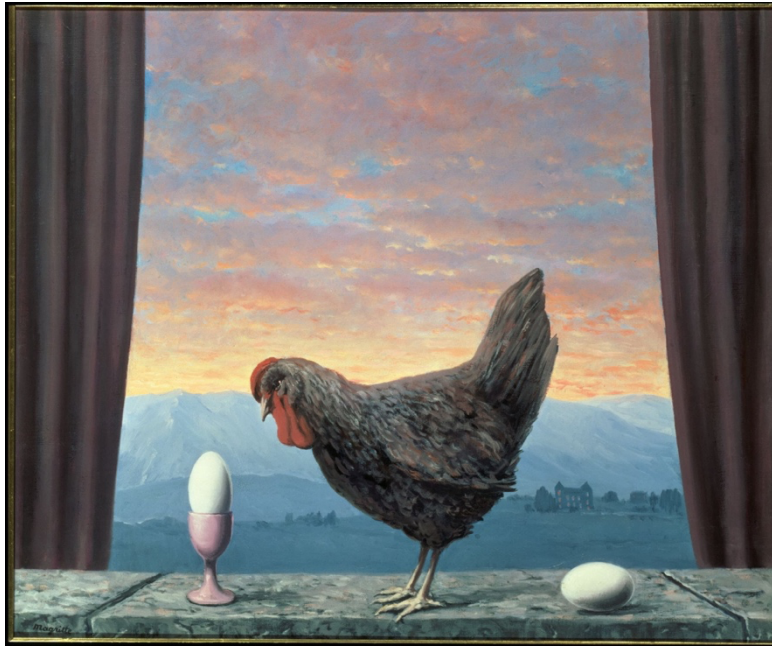


SYLLABUS

WRT 342: WRITING FELLOWS PRACTICUM

Fall 2025 | WEDNESDAY 11-11:50 am | Alford Center Health Sci-Room
139A/139B | CRN: 20453



This is a painting by René Magritte. It is called “Variation of Sadness,” 1957.
Why do you think I chose it for inclusion on this syllabus?

Professor Jesse Miller

email: jmiller12@une.edu

Course site: <https://miller-eng342.uneportfolio.org/>

Office Hours: **Tuesday/Friday: 10:00-11:00 pm; Wednesday 10:00-11:00 am and 1:00-2:00 pm; and by appointment. Sign up for times [here](#) or look for the link at the bottom of my email.**

Office: Marcil 025

Office Tel: 207-602-2871

COURSE DESCRIPTION

Part of the Writing Fellows initiative to support student writing; this course prepares students to enter select undergraduate courses as dedicated peer tutors. As a practicum, it runs simultaneously with the tutoring assignment and provides

opportunities for students to troubleshoot problems that emerge in tutoring sessions. Students learn ways of reading and responding to peer writing, specifically, strategies for idea development, reading comprehension, integrating textual evidence, and revision. As part of their work for this course, fellows can expect to meet regularly with their faculty partner and to attend some of class meetings for the course they are supporting. This course is required for all first-time writing fellows. 1.00 credit.

REQUIRED READING

Gillespie and Lerner, eds. *The Longman Guide to Peer Tutoring*. 2nd ed. (Longman 2008)

In addition to selected chapters from the main text, our texts will come from student writing, journal articles, and web content, which I will either make available on our course site (when possible) or provide instructions for locating through the UNE library, relevant database, or website.

Please note: I have placed our textbook on reserve in UNE's Ketchum Library.

COURSE GOALS

- To prepare students to support reading comprehension
- To develop strategies for talking about writing
- To make tutoring more like classroom learning
- To distinguish between editing and tutoring

STUDENT LEARNING OUTCOMES

Writing fellows develop leadership skills that translate into other environments; for example:

- They hone their own reading and writing skills as they guide students through complex course texts and student writing;
- They learn to set priorities and work towards a goal by identifying the areas students most need help with;
- Practicum sessions enable students to discuss and troubleshoot problems that emerge from tutoring sessions;
- Fellows improve their own communication skills as they address different audiences: tutor-to-instructor, tutor-to-student, and tutor-to-tutor.

COURSE EVALUATION & FINAL GRADE

- Regular Attendance and participation = 25%
- Fellows Course Journals = 25%

- Participation in assigned course (as designed by instructor) = 25%
- Final Essay = 25%

Students will be graded on a Pass/Fail basis. A Passing grade is 60% and above, according to UNE's grade conversions.

RESOURCES FOR ACADEMIC SUCCESS

HOW TO CONTACT ME

My office hours and telephone number are listed at the top of the syllabus. Please feel free to stop by during those hours to discuss assignments, drafts of papers, class discussions, etc. If you want to be certain that I will be available, however, it never hurts to schedule an appointment. It is generally easiest to reach me by email.

A note on etiquette: When you send an email, please provide a clear subject line, a salutation, and a signature that includes your name. Please use the same tone in your email that you would use with me or your peers in class.

PARTICIPATION

Participation means that you engage in class discussion by raising questions and/or responding to them, and that your contributions to class demonstrate your thoughtful consideration of any readings or other assigned activity. These contributions presuppose regular attendance. University policy states that a student may fail a course if they miss more than the equivalent of one week of classes. In this class, students who miss more than the equivalent of two weeks (that's two absences in a Wednesday only section) will receive a failing grade for the participation portion of the course.

Exceptions may be made for scheduling conflicts between the Practicum and the meeting time of your assigned core course, pending discussion with the instructor.

ASSIGNMENTS

All writing assignments are due on the day indicated in the syllabus. No late assignments will be accepted without penalty. All should be typed and follow MLA format for page set-up and citation. Rules for citation are available at Purdue's OWL website. Additional handouts will be provided to outline the goals and requirements of your ePortfolio and final essay.

Distraction and Disruption Policy & Technology Etiquette

PHONES: If you must bring your cell phone to class, please set it to vibrate or **SHUT IT OFF**. Please **KEEP YOUR PHONE OUT OF SIGHT**. Disruptions—large and small—to the class

will not be tolerated. Please do not text during this class. Please do not make or receive phone calls during class. Please stop trying to hide your phones in your laps—I can see them!

LAPTOPS: We'll use laptops frequently, but we are all aware of how easy it is to get distracted online (I am **THE WORST** at distraction). Typically for homework I'll offer you some time to refresh your memory and review your HW responses(s) (a minute or two) before we launch into our discussion. After this, **laptops need to be closed so we can focus, talk, and learn**. It's obvious if you're engaging in other work or play online and it distracts me, honestly, but it also creates particularly bad energy in our learning community. Please: Focus, remain on-task, and DO NOT text or chat virtually during class. Again, I can tell when you're choosing distraction over focus, and your grade will reflect your level of engagement.

Also, **PLEASE** be courteous and respectful to the class when coming and going.

PLEASE do not start packing up your materials until class has ended.

PLEASE do not use headphones in this class.

PLEASE, (again) when using your laptop, focus on our class work. I notice when you are breaking focus.

PLEASE do not get up during class to throw out your trash or leave the room unless it is an emergency. If a pattern of disappearance emerges, we'll need to have a conversation.

External discussions and chatting during class will not be permitted. I will eliminate unwanted talking by first addressing the problem with you. The second step could be to change your seat. Lastly, if the issue keeps up, you will leave my classroom. I reserve the right to assign seating arrangements at *any time* during the semester.

Food and drinks are permitted in the classroom as long as they are not a distraction.

Following these guidelines shows respect for your me, your classmates, and the overall learning environment of the class.

Use of AI Text Generator/ChatGPT and Other Unauthorized Tools:

Our class **prohibits** the use of Generative Artificial Intelligence (AI) programs (ChatGPT, ClaudeAI, Grammarly, etc.) for any work or assignments. The reading, writing, and critical thinking activities [faculty should modify activities list, as appropriate] central to the course learning outcomes cannot be developed when AI is used. Submitting work partially or completely generated using AI is not allowed. It will be treated as a violation of the university's Policy on Academic Integrity.

Note: Some students might not be aware they are using AI assistance with Grammarly's AI function. A quick Google search reveals the following way to disable it:

Your Grammarly settings can be found on your Account Settings page. If you no longer wish to

use Grammarly's generative AI features, open your account settings, go to the Feature customization page, and switch off the generative AI settings.

UNIVERSITY POLICIES

UNE and College of Arts and Sciences Academic Policies and Student Information

See <https://www.une.edu/catalog/2025-2026/undergraduate/academic-policy> for general university undergraduate academic policies and <https://www.une.edu/student-affairs/student-conduct/student-handbook> for the current version of the UNE Student Handbook. College of Arts and Sciences academic policies and procedures are found here: <https://www.une.edu/cas/academic-policies>.

GRADING SCHEMA

All courses in the College of Arts and Sciences use the common grading scheme to convert weighted percentages to their corresponding letter grades:

A	93.0-100%
A-	90.0-92.9%
B+	87.0-89.9%
B	83.0-86.9%
B-	80.0-82.9%
C+	77.0-79.9%
C	73.0-76.9%
C-	70.0-72.9%
D	60.0-69.9%
F	<60%

ACADEMIC INTEGRITY

THE UNE STUDENT HANDBOOK STATES:

The University of New England (UNE) values academic integrity in all aspects of the educational experience. Any behavior that provides a student with an advantage or provides another student with another advantage or disadvantage may be considered academic misconduct. Academic misconduct in any form undermines academic integrity and devalues the original works and contributions of others. It is the responsibility of all members of the university community to actively uphold academic integrity. ([UNE Student Handbook](#), 2025, p. 21)

At UNE, the term “academic misconduct” includes, but is not limited to:

a. Cheating:

- Copying from another individual's academic work, test, quiz, or other assignment.
- Receiving, providing, and/or seeking assistance/aid from another individual to complete academic work, test, quiz, or other assignment.
- The use of materials or devices during academic work, test, quiz, or other assignment which are not authorized.
- Possession or use of current or previous course materials without the instructor's permission.
- Obtaining, or coercing another person to obtain, an unadministered test, test key, homework solution or computer program/software.
- Substituting for another person, or permitting another person to substitute for oneself, to complete academic work.
- Uploading, downloading, or accessing complete or incomplete academic work, test, quiz, or other assignment without the prior approval of the instructor.
- Falsifying research data, laboratory reports, and/or other academic work offered for credit.
- Altering and/or destroying the work of another student.
- Failing to comply with instructions given by the person administering the academic work, test, quiz, or other assignment that results in academic misconduct not enumerated above.

b. Plagiarism/Self-Plagiarism:

- The representation of words, ideas, illustrations, structure, computer code, other expression, or media of another as one's own and/or failing to properly cite direct, paraphrased, or summarized materials.
- The submission of the same academic work more than once without the prior permission of the instructor and/or failure to correctly cite previous work written by the same student.

c. Collusion

- Any unauthorized collaboration or attempted collaboration with another individual to complete academic work, test, quiz, or other assignment that results in similarities in the work, including, but not limited, to providing unauthorized assistance to another student and/or allowing another student access to completed academic work.

d. Falsifying Academic Records

- Altering or assisting in the altering of any official record of the University and/or submitting false information.
- Omitting requested information that is required for, or related to, any official record of the University.

e. Misrepresenting Facts

- Providing false grades or falsifying other academic information.
- Providing false or misleading information in an effort to injure another student academically.
- Providing false or misleading information in an effort to receive credit for attendance or a postponement or an extension on academic work, test, quiz, other assignment.

f. Violation of Professional Standards

- Any act or attempted act that violates specific Professional Standards or a published Code of Ethics.

NOTE: Students may be held accountable under this policy based on the applicable standards of their college or school of enrollment, declared major, degree program, and/or pre-professional program.

g. Unfair Academic Advantage

- Any other action or attempted action that may result in creating an unfair academic advantage for oneself or may result in creating an unfair academic advantage or disadvantage for another student.

The University procedures for reviewing and reporting charges of academic misconduct are found on page 111 of the 2025 [UNE Student Handbook](#). The College of Arts and Sciences policy on reviewing alleged acts of academic misconduct can be found at <https://www.une.edu/cas/academic-policies>.

MIDTERM ACADEMIC PROGRESS REPORTS

The University of New England is committed to the academic success of its students. At the midterm of each semester, instructors will report the performance of each student as SATISFACTORY (S) or UNSATISFACTORY (U). Instructors will announce when these midterm academic progress reports will be available for viewing via UNE Compass. This early alert system gives all students important information about progress in their courses. Students who receive an UNSATISFACTORY midterm report should take immediate action by speaking with their instructor to discuss suggestions for improvement such as utilizing the services of Academic Coaches, the Student Academic Success Center, the Student Counseling Center, and other student support services.

STUDENT ACADEMIC SUCCESS CENTER (SASC)

The Student Academic Success Center offers a range of free services to support your academic achievement, including tutoring, reading & writing support, digital project support, learning skills development, and many online resources. To see and schedule available appointments, go to <https://une.tutortrac.com> or visit the Division of Student Success Desk on the second floor of Ripich Commons. To access our online resources, including links, guides, and video tutorials, visit <https://une1.sharepoint.com/sites/SASC>.

STUDENTS WITH DISABILITIES

The University of New England is committed to creating a learning environment that meets the needs of its diverse student body and will make reasonable accommodations for students with qualified disabilities. Any student eligible for and needing academic adjustments or accommodations because of a disability is encouraged to request accommodations through the UNE Student Access Center. Registration with the Student Access Center is required before accommodation requests can be granted. Visit <https://www.une.edu/student-access-center> for more information.

LIBRARY SERVICES

UNE Library Services provides the tools and support you need to succeed in this course and beyond. Access books, articles, videos, and other credible resources through library.une.edu and your [Research by Subject](#) guide. Need help with your research? UNE librarians are here for you! Whether you're developing a search strategy or citing your sources, you can [Ask a Librarian](#) or connect directly with your [subject librarian](#).

Academic Calendar

- **WEEK 1 |**

1. Introductions and Setting Goals: What is a Writing Fellow now that you are one? What do you hope to do? What were your experiences with WFs in your classes like?
2. Syllabus.
3. Describe your writing process.
4. Fears/anxieties—let's make a list! (if time)
5. Setting up and using your ePortfolio
6. Instructor assignments, expectations for readings, decorum, etc., HR(!)

Assignments:

1. **Read:** Gillespie and Lerner, chaps. 2 & 3. For your **JOURNAL # 1** compare the strategies Gillespie and Lerner list to your own. In your response, roughly 400-500 words, consider the following prompts:
 - What strategies could you add to theirs and share with your fellow Fellows?
 - Under what writing situations or conditions have they been helpful?
 - Similarly, which specific writing challenges do they help you address?
 - What really sticks with you about these 2 chapters—what will you take into a tutoring session?
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