Graduate Writing Support Program  
Spring 2018 Syllabus

<table>
<thead>
<tr>
<th>Consultants</th>
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**Offices:** A-128, A-129, and A-130  
**Office Hours:** Mon, Wed, Thu: 9am to 8pm; Tu 10am to 8pm; Fri: 9am to 5pm  
**Office Telephone:** (323) 343-3820

**MISSION STATEMENT**

The Graduate Writing Support Program facilitates academic and professional growth by promoting writing skills applicable to multiple genres and disciplines. We provide constructive criticism and suggestions for alternative approaches during consultations centered on higher-order writing concerns, such as focus, audience, organization, and development. We aim to assist students in further developing their writing skills through a continual evaluation of their behaviors and beliefs about writing.

If we feel you will be better served by a different office or department, we will direct you to more relevant resources and offices on campus. While we do not copyedit or correct texts for grammar, punctuation, or spelling, we are happy to address specific questions regarding their usage.

**GOALS AND OBJECTIVES**

To further student development, the Graduate Resource Center, through an effective advisement system, seeks to:

- Provide a positive environment to provoke and improve writing.
• Encourage students to gather and evaluate information, and make meaningful decisions when engaging in written discourse related to class assignments, projects, and presentations (oral and written).

• Assist students in the exploration of possible short- and long-range goals/rewards with respect to professional/academic writing.

• Assist students in developing writing strategies consistent with their goals and natural strengths.

STUDENTS ARE EXPECTED TO UTILIZE:

• Rhetorical Thinking: Students should be able to situate themselves within a particular discourse community, use the affordances of a particular genre, and frame their writing according to the practices of relevant audiences, contexts, and purposes;

• Organization and Structure: Students should be able to introduce and frame an academic conversation, develop an effective idea path, a line of reasoning that provides coherence to help the intended audience track the ideas, claims, evidence, and justifications throughout a text;

• Source Engagement: Students should be able to locate, evaluate, and contextualize primary and/or secondary research materials into their writing and analyze, synthesize, and engage fairly and accurately with source material and their own ideas;

• Knowledge of Conventions: Students should be able to use a range of linguistic structures (e.g., grammar, punctuation, word choice) and/or non-linguistic structures (e.g., multimodal composition) to meet the expectations, including documentation conventions and citation practices, of particular discourse communities; and

• Reflection: Students should be able to describe their writing process and articulate the extent to which the product of their writing is a result of the process they engaged in, and/or identify their role as writers within a particular historical, socio-cultural context.

• Students working on group projects or papers are encouraged to schedule an appointment together as a group, so that all group members may benefit from the experience.

CONSULTANT RESPONSIBILITIES

Writing consultants should assist clients in the realization of the educational benefits available to them.
• Writing consultants will focus on higher-order writing concerns, such as focus, audience, organization, and development. We are happy to assist at any stage, from brainstorming to the final draft.

• Writing consultants will not copyedit or correct students’ writing for grammar, spelling, and punctuation mistakes. We can provide a list of editors for hire upon request.

• Writing consultants will focus on specific questions regarding advisee's writing.

• Writing consultants can only accept one consultation appointment per week, per student one week at a time.

GRADUATE STUDENT RESPONSIBILITIES

Students, as clients, have a large responsibility in the writing consultation and should take the initiative to seek advisement and develop close relationships with their consultants. To do this effectively, clients should:

• Schedule appointments with writing consultants during designated times and be prepared for the sessions. One scheduled appointment per week per student is allowed.

• Be prompt to appointments.

• Consult with their academic/department advisors if they are experiencing academic difficulty.

• Consult with their academic advisors before changing majors, or adding minors and concentrations.

• Only students enrolled in post-baccalaureate, credential, master’s or doctoral programs may utilize writing consultants. Undergraduates enrolled in blended programs (e.g. integrated B.S./M.S.) are welcome as long as the assignment is related to their graduate degree program.

STUDENTS WITH DISABILITIES

Any student with a disability is encouraged to meet with the professor privately during the first week of class to discuss accommodations. Each student must bring a current Memorandum of Accommodations from the Office of Student Disability Services, which is prerequisite for receiving accommodations. Accommodated examinations through the Office of Student Disability Services require two weeks notice. All course documents are available in alternate format if requested in the student’s Memorandum of Accommodations. Office for Students with Disabilities, (323) 343-3140