



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Course Request

SDSU	College of Arts, Humanities and Social Sciences / School of English and Interdisciplinary Studies
Institution	Division/Department
Dennis D. Hedge	4/3/2023
Institutional Approval Signature	Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
ENGL 485	Writing Center Tutoring	3
ENGL 585	Writing Center Tutoring	3

Course Description

Theory and practice of peer tutoring and mentoring models in university writing centers.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
None		

Registration Restrictions

None

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ Unique Course

Prefix & No.	Course Title	Credits
ACS 282	Tutoring the College Student	1-3
ACS 382	Theory and Practice of College Peer Tutoring	1-3

Provide explanation of differences between proposed course and existing system catalog courses below:

The proposed course differs from the existing courses in that its focus is on the theory and practice of tutoring in university writing centers which will also prepare them for careers in university writing centers and online tutoring platforms such as Pearson's Smarthinking. ACS 282 and ACS 382 focus on instruction to train peer tutors on tutoring techniques, roles in the tutoring relationship, and peer leadership. Other courses in the system that focus on pre-professional experiences do so by way of "Workshop" or "Field Experience," neither of which directly applies to this unique experience. Further, this course will also be offered at the graduate level (as 585), and this distinguishes it from other courses in the system, especially ACS 282 and ACS 382. This course will prepare students in the art of writing tutoring in face-to-face and online formats, and undergraduate students who successfully complete the class are eligible to be employees in the SDSU writing center until they graduate. Graduate students can add the course to their profile as they seek academic jobs upon graduation.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ No. Schedule Management, explain below: The school has offered this class several times as an ENGL 492-592 Topics. This request assigns the course a permanent course title

and number. It will continue to be taught every year by an English faculty member.

3.2. Existing program(s) in which course will be offered: English (BA, MA, minor),
Professional Writing Minor

3.3. Proposed instructional method by university (as defined by [AAC Guideline 5.4](#)): D-Discussion

3.4. Proposed delivery method by university (as defined by [AAC Guideline 5.5](#)): 001- Face to Face
Term Based Instruction

3.5. Term change will be effective: fall 2023

3.6. Can students repeat the course for additional credit? ☐ Yes, total credit limit: ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)? ☐ Yes ☒ No

3.8. Will section enrollment be capped? ☒ Yes, max per section: 15 ☐ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? ☐ Yes ☒ No

3.10. Is this prefix approved for your university? ☒ Yes ☐ No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University Department: School of English and Interdisciplinary Studies

4.2. Banner Department Code: SENI

4.3. Proposed CIP Code: 23.0101

Is this a new CIP code for the university? ☐ Yes ☒ No

NEW COURSE REQUEST
Supporting Justification for On-Campus Review

Jason McEntee	Jason McEntee	2/13/2023
Request Originator	Signature	Date
Jason McEntee	Jason McEntee	2/13/2023
Department Chair	Signature	Date
Jason Zimmerman	Jason Zimmerman	2/21/2023
School/College Dean	Signature	Date

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

This course was previously offered as ENGL 492-592 Topics: Peer Tutoring in the Writing Center. It fulfills a specific need for students who intend to pursue careers that require diverse sets of writing skills. Further, this course fulfills a noted gap in the curriculum in that it is a writing-intensive course that prepares students for writing tutoring in face-to-face and online formats. Undergraduate students who successfully complete the class are eligible to be employees in the SDSU writing center until they graduate. Graduate students can add the course to their profile as they seek academic jobs upon graduation. It will count as an elective in the English and Professional Writing minors as well as an elective for both the BA and MA in English, thus enhancing multiple curriculums.

2. Note whether this course is: ☐ Required ☒ Elective
3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
Professional Writing minors hail from all academic programs across SDSU.
4. If this will be a dual listed course, indicate how the distinction between the two levels will be made. The graduate level section will involve a higher level of academic rigor for the graduate students, many of whom will be teaching (or will teach) ENGL 101: Composition I and/or be employed in careers outside of SDSU. This includes expectations for leadership in class discussion and decorum (including attendance), mentorship of undergraduate students through leading discussions on

writing center tutoring theory and practice readings, and additional readings and assignments such as a formal presentation of more complex/upper-level theories to the class. Graduate students in the class might currently be teaching ENGL 101: Composition I, which will allow them to provide even more nuanced mentorship/leadership to the undergraduate students and to their graduate student colleagues who are not teaching. Graduate students who are not teaching but hail from professions outside of SDSU can provide more nuanced mentorship/leadership in professional decorum. In addition, they will produce writing assignments that have higher expectations for incorporated research and development of complex ideas. This involves the requirement of more sources for each writing assignment, the ability to discuss these sources clearly in writing, and the ability to discuss their research with their fellow students. Finally, they will produce a final essay closer in length to a seminar-length essay (18-20 pages), and they will share the results of their work with the class. The final exam is the same for all students.

5. Desired section size 15
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
Nathan Serfling, Assistant Professor, Ph.D.
7. Note whether adequate facilities are available and list any special equipment needed for the course.
Facilities are adequate.
8. Note whether adequate library and media support are available for the course.
Adequate support is available.
9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes ☒ No
10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
N/A