

English 4327/5305 Writing Center and Theory and Practice Spring 2016

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Office Hours: Monday - Thursday 9:00-3:00 and by appointment

What is This Course About?

In this course we will explore theories of writing center tutoring and we'll have opportunities to practice tutoring. We will develop a definition of culture and then decide on a description of Sul Ross State University student culture at Rio Grande College and Alpine (depending on where you live and work).

What Will We Be Working Toward?

The course goal is that we produce a simple web site addressing creative and effective strategies for celebrating and helping SRSU student writers (ourselves, right?). In order to create this web site, we will need to understand and use writing center theory to create ways to most effectively tutor SRSU students. We will practice the theory we read until we can achieve those best practices.

How Will We Proceed Given That This is a Web Course?

How indeed? I ask each of us to commit to creating a Blackboard Collaborate account and using the instant messaging and the conferencing tools in Week One so we can communicate effectively.

Student Learning Objectives

After completing this course, students should be able to

- Discuss writing center theory knowledgably
- Apply writing center theory to the tutoring of SRSU students
- Use questions and conversation to help SRSU writers generate, or develop, or revise, or edit writing
- Identify patterns of error in each SRSU students' writing
- Write clearly and effectively
- Demonstrate their understanding that as tutors they are not teachers but co-learners within their student culture

How Do I Earn My Grade?

| Assignment | Deadline | Possible Points |
|--|--|------------------------|
| Reading Journal | Monday-Tuesday each Wed by 11:59 (10 out of 13 must be turned in by Wed deadline for credit) | 100 |
| Groups Communications with BB Collaborate, etc | Monday through Thursday | 100 |
| Posts to Class-wide Disc. Board | as assigned (See Weekly Folder in Blackboard) | 100 |
| Tutoring Portfolio of tutoring | as assigned (see Weekly Folder in Blackboard) 4/10 | 200 |

Papers

Student Culture and Writing

This syllabus is subject to change

| | | |
|-----------------------------|------|-----|
| at SRSU | 2/14 | 100 |
| Tutoring SRSU Writers | 3/13 | 100 |
| SRSU Writing Center Website | 4/17 | 200 |
| Final Exam | 5/9 | 100 |

How Will I Keep Track of Assignments?

1. Read syllabus carefully and note in your organizer or calendar deadlines for assignments;
2. At beginning of each week, go to appropriate Weekly Folder and plan to complete all assignments (reading, journal entry, group work, assignment preparation/work);
3. Commit to devoting at least one hour each day to the reading and writing in this class;
4. Stay in touch with instructor, Dr. Roche (see contact information above), if you have questions or encounter issues that interfere with your progress
5. Commit to giving your best to your groups; they will help you engage and benefit from the class

My Weekly Schedule

Mondays and Tuesdays: Read assigned chapters and Blackboard materials

Tuesdays: Write journal entry for Wednesday deadline

Tuesdays through Thursdays: complete group assignments

Wednesdays through Saturday: complete any assignments to turn in before Sunday deadline

Required Texts

Gillespie, Paula, and Neal Lerner. *The Longman Guide to Peer Tutoring*. 2nd ed. Pearson/Longman. ISBN-13: 978-0205573325 or ISBN-10: 0205573320

Other assigned readings will be in Blackboard Weekly Folders

Recommended Journals

The Writing Center Journal

Writing Lab Newsletter

Schedule

Note: I refer to the course text by Paula Gillespie and Neal Lerner entitled *The Longman Guide to Peer Tutoring*. 2nd ed, as "Gillespie and Lerner." When I assign readings in Blackboard, I will post them to the relevant weekly folder and note that in this schedule.

Week One Jan 19 – 23: Introduction to Writing Center Tutoring; Defining Culture; Using BB Collaborate
Sign up for Blackboard Collaborate. The instructions will be in the Week One folder.

READING: Read handouts and view videos on *culture* in Week One folder; Read Gillespie and Lerner Ch. 1, "Why We Tutor"; handout on first paper about student culture and writing at SRSU;

GRADUATE STUDENTS: also read Gillespie and Lerner Ch. 11 "Writing Centers: Historical and Theoretical Contexts"

GROUPS: Find your group. Log in to Blackboard Collaborate (see instructions in Week One folder) and use the IM (instant messaging) tool to message two students in your group and Dr. Roche; respond to messages you receive.

WRITING: Write a first journal entry describing your experiences of writing instruction. Support your description with examples. Write this by Friday night, Jan 22.

ASSIGNMENT: See paper assignment handout for paper due Feb 14.

Week Two Jan 25 – 30: Why We Tutor?

READING: Gillespie and Lerner Ch. 2, “The Writing Process”; and Spencer Oatey “What Is Culture?”; handout on defining *culture* and developing first paper about student culture and writing at SRSU

GRADUATE STUDENTS: also read Kenneth Bruffee “Collaborative Learning and “The Conversation of Mankind” in Week Two folder.

WRITING: write a journal entry using Spencer Oatey’s article to sketch a description of SRSU student culture.

GROUPS: Discuss “Episode 3: Revising” in reading assignment from Gillespie and Lerner Ch 2 as it (revising) relates to higher order concerns. Group decide on a one-sentence statement of what your group thinks is most important lesson for SRSU writers and post to Wk 2 Discussion Board.

ASSIGNMENT (to work on): Pre-writing for paper due Feb 14.

Week Three Feb 1-6: Writing Process; Helping Writers Develop Ideas

READING: Gillespie and Lerner Ch. 3, “The Tutoring Process,” Staben and Dempsey Nordhaus “Looking at the Whole Text,” and Bill Lyons “Praise Question Polish.”

WRITING: Journal entry on “Higher-Order Concerns Come First” in Ch 3 and how this relates to helping SRSU writers develop ideas

GROUPS: use PQP to “tutor” each of your group member’s drafts of the paper due Feb 14.

ASSIGNMENT (to work on): Use tutor feedback to revise paper

Week Four Feb 8 - 13: Tutoring Process; Paper on Student Culture and Writing is due at the end of this week.

READING: Gillespie and Lerner Ch.4, “Examining Expectations,” Kastman Breuch and Clemens “Tutoring ESL Students in Online Hybrid . . . Writing Centers”

WRITING: Journal entry

GROUPS: Use “Week Four” Reader Evaluation Sheet to seek feedback from two group members on the paper on student culture and writing due by Sunday April 14.

ASSIGNMENT: Complete paper on student culture and writing to turn in Sunday night.

Week Five Feb 15 - 20: On-Line Tutoring

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READING: Gillespie and Lerner Ch. 9 “Working with ESL Writers,” and Ch. 12 “Interdisciplinary and On-Line Tutoring”; handout on second paper about tutoring SRSU writers

WRITING: Journal entry on your experiences of tutoring online; connect this to pages 162-63 in Ch 12.

GROUPS: Learn to use face to face conferencing with either Blackboard Collaborate or Castxxxxxxx

ASSIGNMENT:

Week Six Feb 22-27: Observing Tutoring

READING: Gillespie and Lerner Ch. 5, “Observing in the Writing Center”

WRITING: Journal entry

GROUPS: Usage clinic

ASSIGNMENT: Use usage clinic to consider best ways to tutor SRSU writers; tutoring sessions on developing ideas for paper about tutoring SRSU writers

Week Seven Feb 29 – Mar 5 Mid Semester: Tutoring Practice

READING: Gillespie and Lerner Ch. 6, “Tutoring Practice,” Linville “Editing Line by Line.”

WRITING: Journal entry

GROUPS: tutoring sessions on revising paper about tutoring SRSU writers

ASSIGNMENT: Use grammar clinic to consider best ways to tutor SRSU writers

Week Eight Mar 7 - 12: Reflecting on Tutoring, Paper on Tutoring SRUS Students due at the end of this week

READING: Gillespie and Lerner Ch. 7, “Reflecting on the First Session”

WRITING:

GROUPS: Editing and proofreading tutoring sessions

ASSIGNMENT: Complete paper about tutoring SRSU writers to turn in before Sunday night.

Week Nine Mar 21 - 26: Handling less-than-ideal tutoring situations

READING: Gillespie and Lerner Ch. 13 “What If . . . ”

WRITING: Journal

GROUPS: Plan Writing Center website

ASSIGNMENT (to work on):

Week Ten Mar 28 – April 2: Helping Writers with Reading in Tutoring Sessions

READING: Gillespie and Lerner Ch. 8 “Reading in the Writing Center”

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WRITING:

GROUPS: Decide on your specific contribution to the web site

ASSIGNMENT (to work on):

Week Eleven Apr 4 - 9

READING:

WRITING:

GROUPS: Complete first draft of contributions to web site

ASSIGNMENT (to work on):

Week Twelve Apr 11 - 16

READING:

WRITING:

GROUPS: Revise materials for website

ASSIGNMENT (to work on):

Week Thirteen Apr 18 - 23

READING:

WRITING:

GROUPS:

ASSIGNMENT (to work on):

Week Fourteen Apr 25 - 30

READING:

WRITING:

GROUPS: Publish website

ASSIGNMENT (to work on):

Last Week May 2 – 4

Review

Finals Week

Final Exam is May 9

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