

## New Course IN ENG-W 496

### Course Request Key Fields

1	Requesting Campus:	IN-IUPUI
2	Matching Course:	No
3	School:	LIBA-School of Liberal Arts
4	Subject:	ENG-English
5 a.	Course Number:	W-496
b.	Has course number been reserved with <a href='mailto:SES-CourseCatalog@exchange.iu.edu'>Student Enrollment Services</a>?	No
6	Credit Type:	Undergraduate
7	Is this a Purdue Course?	No
8 a.	Course Title	Writing Tutor Training Seminar
b.	Recommended Abbreviation (30 characters including spaces):	WTTS

### Course Catalog Attributes

9	Academic Career:	Undergraduate
10	Effective Term (anticipated):	Fall 2011
11	Credit Hours:	Fixed at 4
12	Contact Hours:	Variable from 4 to 12
13	Is S-F grading approval being requested?	No
14	Is variable title approval being requested?	No
15	Prerequisites/Corequisites (Information Only):	Successful completion of one elementary composition course, preferably a second Two faculty recommendations
16	Course Description:	W496 is an internship that prepares undergraduates to tutor in the University Writing Center.

### Course Attributes for Scheduling

17	Equivalent Courses:	None (W396, an outdated training course, to be deleted from master course schedule in Spring 2011)
18 a.	Repeatable for Credit?	No
b.	Total Career Credit Hours Allowed:	
c.	Total Career Completions Allowed:	
d.	Allow multiple enrollments in term?	
19 a.	Type of Instructional Experience (Select primary component):	Internship

b.	Additional component(s) that apply:	Activity Discussion Internship Methods Course Practicum Readings Research Seminar
20	Instruction Mode (select all that apply):	Face-To-Face Teleconference Systems World Wide Web
21	Instructor Name:	Tere Molinder Hogue
22	Estimated Enrollment:	12
23	Estimated Enrollment Percent Expected to be Graduate Students:	4
24	Frequency of Schedule:	As Needed
25	Course Typically Offered:	Fall Term
26	Will this course be required for majors?:	No

### Additional Course Information

27	Justification for New Course:	Replaces outdated W396
28 a.	Does this course overlap with existing courses?	No
b.	Please explain:	
c.	Have you contacted the appropriate department, school, etc. affected by the overlap?	
29	Are the necessary reading materials currently available in the appropriate library?	Yes
30	Does this course require a special fee (anticipated)? (Information Only)	No

### IUPUI Campus Specific Questions

IN1 a.	PUL - Major emphasis (Mandatory):	1a - Communication
b.	PUL - Moderate emphasis (Optional):	2 - Thinking
c.	PUL - Some emphasis (Optional):	6 - Values

### Student Enrollment Services

SES 1.	Course ID:	
SES 2.	Remonstrance List:	

**Textbooks:**



*Tutoring Writing: A Practical Guide for Conferences*

Donald McAndrew and  
Thomas Reigstad

*Students Helping Students:  
A Guide for Peer Educators on College Campuses*

Steven C. Ender and Fred  
B. Newton

*The Bedford Guide for Writing Tutors*

Leigh Ryan and Lisa  
Zimmerelli

Additional readings will be distributed in seminar, online, etc.

W496/596:  
WRITING TUTOR TRAINING SEMINAR



*Docendo discimus: We learn by teaching.*

*Seneca*

This seminar prepares both undergraduate and graduate students to become tutors in the University Writing Center. Students conduct both primary (in the UWC itself) and secondary (gleaned largely from the literature on writing centers and composition studies) research as a foundation for building a reflective tutor practice. Like other IUPUI writing courses, W496/596 emphasizes writing as a process, an essential awareness when tutoring.

Course goals include guiding students toward building a deeper awareness of how they read and write, developing ethic of respect for student writers' and their work, and becoming members of an active collaborative community. By analyzing sample papers, they learn *formative assessment* and to *prioritize concerns* in order to apply best practices when working with student writers' drafts. They practice a *tutoring rubric* – step-by-step scaffolding for conducting tutoring sessions – in seminar triads. They begin actual writing center work by shadowing, then observing veteran tutors as they work with students.

The course relies heavily on informal writing exercises – in class freewritings, journaling about their experiences with texts and in the writing center – as a tool for developing a reflective tutoring practice. Students transcribe a tutoring session, and in a formal

paper, analyze their tutoring praxis, affirming strong practices and identifying improvement needs. A final, formal reflection paper supports their evolving tutoring praxis.

**Citizenship:** Participation in a scholarly community requires certain responsibilities. The W496/596 seminar is collaborative in nature – because tutoring is a collaborative activity and because other UWC work is accomplished through collaboration among tutors. Each member of the W496/596 community, therefore, must make the commitment to attend each class meeting.

Each tutor's contributions are essential. Other students learn from your contributions to seminar discussion and activities. You learn from theirs. Each tutor must come prepared – when one person is unprepared, the seminar as a whole suffers. *You* have a responsibility to everyone sitting in this room, even as you have a responsibility to the students you will tutor.

**Discussions:** Seminar is a discussion forum. We teach each other about writing and about tutoring by exchanging experiences and ideas. By *talking* together. All voices are valuable; each tutor's voice makes a unique contribution. This exchange of ideas and experiences is the foundation of a reflective tutoring pactice.

Conversation is an important part of tutoring. So is *listening* - you will learn to use *silence* at the tutoring table. This seminar is another forum for practicing both discussion and *listening*. When you have ideas and/or concerns to share, toss them onto the table! But learn to govern your role in seminar's give and take.

If you are a talker, by all means contribute your good ideas! But take time to listen to others or even invite them to contribute their ideas. If you notice a peer is silent, address that person and invite her to talk. If you learn that a certain peer has an interesting experience or is developing specific expertise, solicit his input.

If you tend to be a quieter sort, don't forget that seminar peers need to hear your good ideas. And, learning to articulate your ideas about writing and tutoring in a safe environment – the W496/596 seminar – is a good place to teach yourself to articulate those ideas for the students you will tutor.

(NOTE: Curriculum Committee members may prefer to skip the sections on "Reading" and "Writing" – but they will be in students' syllabi.)

**Readings:** Readings are essential supplements to seminar activities and discussions. Not all readings will be discussed in seminar. However, keeping up with reading assignments works to your advantage for two reasons.

First, they provide you with background about writing center theory and best practices. You will apply these ideas as you work in the Center.

Second, the readings we cover early in the semester are the sources you will cite in writing assignments you'll do later in the semester. Keep up with the reading assignments so that you have a "gloss" of those readings to refer to later.



*"Some books are to be tasted, / Others to be swallowed, / And some few to be thoroughly digested." Francis Bacon*



**Reading tips:** Discussing the issue of reading in a course at this level, sounds odd, doesn't it? But as you engage course readings and your own research, you'll engage the ideas and research in writing center literature and on other relevant topics. The purpose behind the volume of reading in this course is to

- (1) extend your understanding of tutoring theory and practice
- (2) examine the existing literature on advanced tutor training
- (3) frame your ethos as you compose the chapters you will contribute to the book

If you haven't already, develop some purposeful reading strategies. None of these "pre-reading" activities should take long, but they can help readers tackle text more effectively and efficiently.

**First, overview the article under scrutiny.**

**Check for "headers" or "footers."** They offer information about the author(s). Who *is* this author? What are her credentials? Have you heard of her before? If so, what else has she written? What's she done? Where does she work? Does she hail from a happenin' institution, perhaps one with a well-known writing center? What other info is offered that might help you judge her expertise? (As you begin reading in a discipline, answers to questions like these may not come to you; as you read more widely in that discipline, they will.)

**Quickly look over the article for clues about how to read it.** Any appendices? A "works cited" or "reference" page? Is the article based on the author's personal experiences and observations or does it incorporate other scholars' work? What other voices does the author cite, if any? Do you recognize their names/voices from other readings on similar topics? How can you be sure this person's work reflects thinking in her field?

**Scan the first few paragraphs.** Does the author review other literature? Open with an anecdote? Indicate what issue or concern prompted her to write the article? Can you locate her thesis or main idea?

**Scan headings.** How has the author chosen to divide the article in order to make her ideas more accessible to busy readers? Do any sections sound particularly interesting? Do any sections address issues we've covered in seminar or concerns you've developed as a writer/thinker/student/tutor? These sections suggest you might slow down your read? Mark these sections as you scan.

**Then the last few 'graphs.** What concluding comments does the author offer? What do you think of those comments based on previous readings or experiences?

**The reading itself.** Don't read slowly. Don't memorize each word. Read for ideas - and keep your eyes moving. Scan less interesting passages quickly. Slow down and read purposefully when an issue crops up that we've discussed in seminar or that was mirrored in another reading - the repetition of ideas suggests notions central to our study of writing and tutoring. Read selfishly. Slow down and read more carefully when an idea or an example snags *your* interest.

**Mark up your readings!** Mark those babies up for a pair of excellent reasons.

One: Reading is an interactive, not a passive process. If you aren't already, get into the habit of "talking back" to what you read - don't just swallow other people's ideas.

Two: It'll save time later! Later in the semester, you'll use parts of these readings as evidence in course papers, especially in the "Effective Tutor" essay in the second 'folio and in your analysis of your own evolving tutoring practice in the third 'folio.



*To begin reading with a pen in my hand,  
discovering, pouncing, thinking of phrases, when the ground is new,  
remains one of my great excitements."  
Virginia Woolf*



Marked up readings allow you to reconstruct your reactions to an article at a later date. You won't have to laboriously reread a stack of articles in order to ferret out a key idea

or well-turned phrase you only vaguely remember but want to use. A marked up reading allows you to locate passages for assignments later in the semester.

However, expect the ideas that you value/don't value to change as the semester progresses. Some of the ideas you valued early in the semester may remain important. Other ideas no longer seemed as significant. Change marks growth. Change is a good thing. Expect it.

SO -- Jot notes in margins. Star passages that seem significant, that "speak" to you. Highlight passages that echo ideas you've been thinking about. Underline ideas you think stink. Mark connections to other readings as you see them. Read actively. React. Don't be a passive reader!

**Read later:** After you complete W496/596 and become a *bona fide* UWC tutor, revisit seminar readings. With accumulated experience at the tutoring table, they'll mean more – and differently.



**The Writings:** The work you do in this course, and tutoring itself, probably will change the ways you think about writing, about people, about yourself. Student tutors typically change as a group in predictable ways. Tutors as individuals usually change in unique ways. One of the best ways to document those changes is to *write* about them. Reflective practice will help you "unpack" intuitive writing habits so that you can articulate what you know about writing to other students. It will help you teach yourself things you may not already know about your writing. It will help you discover and secure what you teach yourself about tutoring.

Tutors in this seminar will do lots of writing. Most of it will be "low-stakes" and some of it will be "high-stakes." Being aware of the *kind* of writing you're asked to do is essential for maintenance of sanity.

- ◆ Informal writings are designed to secure concepts, respond to readings, record responses to seminar or UWC activities – to leave a record of your thinking. These writings are "fuel" for more formal W496/596 assignments.
- ◆ writings will be more formal, revised for presentation to an audience or in a portfolio, but not polished for posterity. You'll recognize these assignments because you'll usually receive an assignment sheet for each.
- ◆ Other writings will be revised and polished to demonstrate your most brilliant thinking and writing. These writings prompt you to practice revision and editing skills to share while tutoring. They may also be selected for publication on the UWC's website – [www.iupui.edu/~uwc](http://www.iupui.edu/~uwc)

All three kinds of writings – the informal scrawlings and postings, the pieces revised for audience presentation, and the carefully revised pieces – will be presented in the course portfolios. Some pieces will be required; others you choose to include based on your own personal criteria.

You will be acquainted with the purposes and kinds of writing expected for each assignment. If **ever** you have questions or harbor reservations about any assignment, contact Tere [or student mentor].

**The UWC Listservs:** The UWC has two active listservs. The first, *hermione-I*, is the forum through which 40 tutors, coming and going on 40 different schedules, keep track of UWC “business.” All tutors are required to check messages on this list regularly. In mid-September, seminar members will be subscribed to this list. The list will acquaint new fellows with the “voices” that people the Center and familiarize them with day-to-day writing center concerns. It is suggested that you “lurk” a bit and “feel out” the culture before jumping into discussions. However, as you begin contributing to discussions, or raising issues to the list yourself, your best postings to *hermion-I* may be included in W496/W596 course ‘folios.

*Subtext-I*, the UWC’s second list, was created to separate business from pleasure. On this list, tutors discuss movies and books, send out calls for “extra curricular” activities, share jokes, etc. Some *hermione-I* messages occasionally wander off-topic and should also be forwarded to Subtext as well. This list is entirely recreational and membership is optional. Message Tere after September 16 if you would like to join.

### **Course Policies:**

**The Conferences:** During the semester, you will schedule two conferences with Tere in her office. Both are intended to support your work, address questions and concerns, and allow us to get to know each other as writers and tutors.

Your first conference is assigned in the early weeks of the semester to discuss your autobiographical essay, the first ‘folio and any concerns you have about the course. The second conference will occur during November; we will comb your transcript together to identify tutoring strengths and improvement needs.

**Study groups:** Study groups are encouraged, but not required. You may form groups with other seminarians whose schedules are similar to yours; you may form them with seminarians and/or other tutors who work similar shifts in the University Writing Center. Even studying one-on-one with another seminarian or tutor is useful.

**The Graded Work:** Your course work will be submitted three times during the semester. You will receive detailed assignment sheets for the major components of each submission and for each submission's requirements.

The first submission will focus on *you* – your background as a writer and what you know about your personal writing process. It will include an research-based autobiographical narrative (4-6 pages for W496 students; 8-10 pages for W596) as well as selected message board and/or email postings.

The second will focus on tutoring and include write-ups of writing center-based activities. It will feature an essay that synthesizes information you've absorbed about tutoring. This essay will grow out of discussions, readings, and seminar activities. Writing and revising it will secure not only what you believe an effective tutor is and does, and how she interacts with tutors and students, but demonstrate your ability to write a thesis-based essay (W496 students-4-6 pages; W596 – 8-10 pages). This submission will also include relevant listserv postings.

The third submission will feature an essay that analyzes your own tutoring, based on a transcript of a tutoring session that you audiotape. It will include an research-based essay (W496 – 6-8 pages; W596 – 10-12 pages) that chronicles what you've taught yourself about tutoring and how your ideas about tutoring have changed over the semester. Relevant listserv postings will be included.

**Hogue's response agendas:** When responding to your work, I assume you have a strong background in writing, although I also understand that students in this seminar bring with them a wide range of experiences and abilities as writers. Much of my response to your work will involve coaching you to be a better writer – whatever your level of expertise.

When responding to your work, I assume you possess a willingness to learn about tutoring, although, again, students typically bring with them to seminar a wide range of expectations about what tutoring means. Much of my response to your work will involve coaching you as a tutor, affirming what you say and do well, gently correcting ideas that need revision, and encouraging your strengths as you teach yourself how to tutor effectively.

I encourage students to take risks and play with language. *But*, that risk-taking and playfulness should be contained within the parameters of each assignment. In other words, have fun with your writing, but make sure each assignment meets its requirements. [Empty dazzle does not impress me; substantive dazzle makes me grin.] I also appreciate writers who tackle assignments in a serious, straight forward manner and accomplish their purposes that way.

**Grades:** To join the UWC staff in the spring as a paid tutor, fellows must earn an "A" average in the W396 seminar.

Your final grade will be based on participation/attendance in seminar and on the three portfolios.

- An "A" portfolio suggests that a fellow is keeping up with seminar work, grasping course concepts, and applying those concepts effectively in the writing center.
- A "B" portfolio suggests a fellow is missing key concepts about writing or tutoring that she will need to know in order to function productively in the UWC; some work may be incomplete.
- A "C" portfolio suggests serious problems with course work; work may be incomplete.
- Both a "B" and a "C" portfolio require a conference with Tere.

However, this tutor training seminar is not just a course you take for a grade - it's much more than that, as I hope you will discover as the semester unfolds. Don't focus overmuch on your grade. Focus instead on participating, learning, writing, and tutoring to the best of your ability.

**Late Work:** It is essential that all students keep up with seminar work. You are expected to complete reading and writing assignments on the due dates shown in the syllabus. If you request an extension on a paper and have a legitimate reason for needing one, I will do my best to accommodate you. However, if you miss due dates without contacting me and are frequently absent from class, you will be cautioned the first time and penalized the second time. The penalty for late submissions will be one letter grade.

### **Academic Integrity**

Students are responsible for knowing the university's regulations concerning attendance, cheating, personal misconduct, and plagiarism that appear under the heading "Code of Student Rights, Responsibilities, and Conduct" in the *Indiana University Purdue University Indianapolis Campus Bulletin*. See [http://life.iupui.edu/help/docs/Part\\_3all.html](http://life.iupui.edu/help/docs/Part_3all.html) for an online copy of the student code.

**Plagiarism** is the term generally applied to all violations of academic expectations about citing sources. Plagiarism can take several forms; all these forms will draw some type of teacher or institutional response. The *Indiana University Code of Student Rights and Responsibilities* (available in CA 401) provides a fuller explanation of the various institutional penalties

**Cheating or Fraud.** If you turn in work written by someone else—work which was bought, borrowed, stolen, or downloaded from the Internet—and pass it off as your own work,

you are cheating. Penalties for this form of plagiarism may range from a lowered grade on the assignment to an F for the course, or, in extreme cases, expulsion from IUPUI.

**Failing to Cite Sources.** If you have written an essay that includes passages, specific information, or striking language from another source, and fail to include appropriate documentation, you are violating academic expectations. Information that is summarized, paraphrased, or quoted from others' work (including electronic texts, web sites, classmates' work, lectures, interviews, or written sources) should be correctly attributed in the text. While there are many different systems for documenting sources in written work, in most liberal arts courses, students use MLA-style citation (with parenthetical page references and a works cited list at the end of the essay). You are expected to know the conventions of MLA documentation. If you have questions, contact me or search the information available via the English Department and Writing Center websites.

## **Principles of Undergraduate Learning**

W496/596 addresses virtually all of the Principles of Undergraduate Learning. W496/W596 addresses them all, and graduate students as well as undergraduate students will benefit from learning skills the course demands.

Cognitive and critical thinking skills gleaned from both W396 and MA students' experiences as peer tutors position them to recognize, build on, and enhance those skills in W496/W596. W496/W596 for undergraduates addresses each of the six Principles for Undergraduate Learning: Core Communication and Quantitative Skills; Critical Thinking; Integration and Application of Knowledge; Intellectual Depth, Breadth, and Adaptiveness; Understanding Society and Culture; and Values and Ethics. This course. In particular, undergraduates can build on these skills:

- Analyze complex issues and make informed decisions: writing tutors engage in these activities each time they conduct a tutoring session; this course will require the similar analytic skills as students approach course readings and writings
- Synthesize information in order to arrive at reasoned conclusions: again, these cognitions are implicit to tutoring work; course readings and writings will require same
- Evaluate the logic, validity, and relevance of data:
- Use knowledge and understanding in order to generate and explore new questions: students will draw on their experiences as tutors and the pedagogical and organizational practices of IUPUI's writing center in order to generate topics to discuss, research, and write about
- Enhance their personal lives: tutoring is arguably one of the most valuable pre-professional activities in which undergraduate students engage
- Meet professional standards and competencies, and;

- Further the goals of society: tutoring, and maintaining a reflective tutoring practice, enhances interpersonal skills, skills applicable to many, if not most, professional fields
- Demonstrate substantial knowledge and understanding in at least one field of study: students in W496/W596 will demonstrate knowledge in both composition studies and writing center work
- Demonstrate the ability to compare and contrast approaches to knowledge in different disciplines: tutoring involves working with students writing for varied purposes and in varied disciplines; W496/W596 will foster additional discussion/foster additional insights into differing approaches to knowledge
- Demonstrate the ability to modify one's approach to an issue or problem based on the contexts and requirements of particular situations: tutors consistently adapt tutoring session approaches to individual students needs, both personal and academic; this course will enhance students abilities in this area
- Compare and contrast the ranges of diversity and universality: tutoring engages diversity on multiple levels; students tutor international students, students with learning disabilities, students from differing class, cultural, racial, and ethnic backgrounds; this course builds on those abilities and extends students' perceptions of diversity and their own positions in the larger society
- Operate with civility in a complex social world: again, tutoring regularly draws on these concepts; this course is designed to engage these concepts in even greater depth
- Make informed and principled decisions regarding conflicting situations in their experiences, and to foresee the consequences of those choices: W396: the Writing Fellows Training Seminar focuses on these decisions; W496/W596 positions students to reflect on their experiences as tutors, the decisions they made/make while tutoring, and the implications of the decisions they make as tutors
- Recognize the importance of aesthetics in their lives and in society: writing itself is an aesthetic; W496/W596 will also focus on creating concise, dense texts for a variety of audiences and purposes .

## **Diversity**

The Department of English values diversity in its faculty, students, and staff, and in the work it does to advance the goals of its discipline. As a result, it seeks opportunities to enhance and extend the diverse and inclusive elements of its teaching, research, and service, and their impact on university and community lives.

The Department of English defines diversity as accepting, respecting, and recognizing

individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political views, languages, or ideologies. Exploring these differences in a safe, positive, and nurturing environment creates understanding beyond simple tolerance, honoring and celebrating the varying aspects of diversity within individual identities (definition adapted from the University of Oregon's "Definition of Diversity").

### **Counseling and Psychological Services (CAPS)**

Student's health plays an important role in academic success. CAPS offers counseling services to address a wide variety of personal concerns. Services are provided in individual, relationship, and group formats; CAPS offers seminars on stress management, anxiety screening, etc. Services are confidential, available to all IUPUI students, and available weekdays (9am – 4pm) and by appointment during evening hours. Visit the CAPS website at <http://life.iupui.edu/caps> or call 274-2548.

### **Student Advocate Office**

The Student Advocate provides objective, impartial and confidential assistance to students, faculty and parents in situations involving students. Anyone who has a student-related question, complaint, conflict or general concern may contact the Student Advocate Office as an initial, neutral, and confidential first step toward resolution.

Students who need help in emergency situations or discussing sensitive issues, withdrawing from a course, information about community resources, interpretation of IUPUI policies and procedures, or have questions about how they were treated may contact the SAO.

The Student Advocate Office is located in UC Suite 002 and can be contacted by phone at 278-7594 or email at [stuadvoc@iupui.edu](mailto:stuadvoc@iupui.edu). See the Student Advocate website at <http://life.iupui.edu/help/advocate.asp> for more information.

### **Adaptive Educational Services (AES)**

Students with learning differences who require special accommodations in class must register with Adaptive Educational Services (AES). The Adaptive Educational Learning Center is located in University Library 3135 H and 3135N. Professional staff provide consulting services and assist individuals with disabilities. Through the use of adaptive technology, our goal is to increase our student, staff or faculty's independence so he or she can more easily perform their daily academic tasks and achieve their goals. Contact AES at 254-3241 or [aes.iupui.edu](http://aes.iupui.edu)

### **University Writing Center (UWC)**

The University Writing Center is a place, sponsored by the English department and the School of Liberal Arts, where undergraduate and graduate students, faculty, and staff can go for free help with writing assignments and projects. The UWC offers opportunities the IUPUI community opportunities to work one-on-one with experienced readers and writers.

UWC work with students to help them understand assignments and brainstorm ideas, to discover and narrow topics, to support ideas with appropriate evidence, to see ways to revise drafts, and to plan, organize, and document long or short research papers. UWC welcomes students who write in any discipline or for any purpose. Tutors do not edit or proofread papers for students; they help students learn to proofread and edit their own work.

UWC is open in two convenient locations, CA 427 (274-2049) and UL 2125 (278-8171). Undergraduates may schedule up to three half-hour tutoring sessions a week; graduate students and faculty up to three 1-hour sessions a week. All students are limited to one appointment a day. Please schedule tutoring sessions in advance to ensure an appointment convenient for you. Check the UWC's website at [www.iupui.edu/~uwc](http://www.iupui.edu/~uwc) for more information.

### The Research Help Desk (RHD)

The Research Help Desk in UL 2125 is available to all students, faculty, and staff conducting research. It offers one-on-one assistance. Stop by or call 278-xxxx.

### English Club Events

The English Club is an active organization of students and faculty interested in the study of language, literature, writing, and film. Information about activities is available at the English Department's website at <http://english.iupui.edu/>

## Course Schedule

DATE	DISCUSSIONS/ACTIVITIES	DUE
Week 1	Course Introduction Focus: <ul style="list-style-type: none"> <li>• ethics</li> <li>• respect</li> <li>• professionalism</li> <li>• student agency</li> </ul>	Read R&Z: "The Writing Center as a Workplace" (in class)  M&R : "What Tutoring Writing Isn't" (in class)  Journal: what strengths do your bring to the seminar? What

Week 2

^In class freewriting

Focus: examine peer tutor's responsibilities

Sample writing  
Comment practice  
UWC Handbook: "Prioritizing Concerns" (formative assessment)  
Assignment sheets

Comment on each others' journal entries  
Differences?

\* UWC "chats": Interview tutors about students (generate questions in class)

\* Sign up for UWC hours

concerns do you have about becoming a tutor? (in class)

Read E&N: "Peer Educators on the College Campus" (10)

M&R: "Theories Unpinning Tutoring and Writing" (posted)

M&R: "What Tutoring Is: Models and Strategies" (42)

Journal: focused literacy autobio

Group CABs: report out and synthesis

Week 3

Focus: *STUDENTS*

Discuss "chats" in UWC

UWC Handbook: "Tutoring Rubric"  
"The 'Art' of Asking Questions"

Begin tutoring triads – practicing Rubric w/sample drafts

^In class freewriting – about students; you role(s) as tutor and how you plan to interact with them; most valued sources/resources?

Read E&N: "Student Maturation and the Impact of Peers" (23)

"Attitudes, Anxieties, and Expectations" (posted)

"Learning to Read and Write Biology" (posted)

*Rant* – chapter 1 (in class)

Journal: write up interviews

Group CABs: report out and synthesis

Week 4

Focus: writing as process

Read R&Z: "The Writing Process" (6)

<p>Week 5</p>	<p><u>UWC Handbook</u>: Ethics of Triangulation</p> <p>Triads w/sample drafts</p> <p>* UWC activity: Be tutored; observe</p> <p>Focus: active listening, silence; tutoring strategies</p> <p><u>UWC Handbook</u>: working the desk; scheduling and keeping records on TutorTrac</p> <p>* UWC activity: observing tutors</p> <p>* Begin regularly scheduled hours in UWC</p> <p>^In class freewriting – what are the 3 most important things you’ve learned so far? Why? Most valued sources/resources?</p>	<p>“Revision Processes of Experienced and Inexperienced Writers” (posted)</p> <p>Journal: personal writing process;</p> <p>Group CABs: report out and synthesis</p> <p><u>DUE: Journal entries, CABs, cover letter</u></p> <p>Read R&amp;Z: “Inside the Tutoring Session” (17)</p> <p>E&amp;N: “Interpersonal Communication Skills” (81)</p> <p>“Teaching Techniques” (posted)</p> <p>Journal: experience being tutored</p> <p>Group CABs: report out and synthesis</p>
<p>Week 6</p>	<p>Focus: tutoring strategies</p> <p>Triads w/sample drafts</p> <p>* Introduce “Reflective Tutor” assignment (^ inclass freewritings lead up to it)</p> <p>* UWC activity: continue observations</p>	<p>Read R&amp;Z: “Helping Writers throughout the Writing Process” (41)</p> <p>E&amp;N: “Problem solving with Individuals” (105)</p> <p>M&amp;R: “The Writing and Tutoring Processes” (21)</p> <p>Journal: Observations</p> <p>Group CABs: report out and</p>

<p>Week 7</p>	<p>Focus: Students with unique needs</p> <p>^In class freewriting – as you begin tutoring – what traits do you contribute? What are you concerned about?</p> <p>* Begin tutoring</p>	<p>synthesis</p> <p>Read M&amp;S: “When the Writer Does Not Have a Draft” (31) and “Tutoring Different People” (89)</p> <p>R&amp;Z: “The Writers You Tutor” (58)</p> <p>R&amp;Z: Coping with Different Tutoring Situations” (99)</p> <p>Journal: your tutoring sessions – triumphs, questions, concerns</p> <p>Group CABs: report out and synthesis</p>
<p>Week 8</p>	<p>Focus: Early tutoring experiences</p> <p>* Open discussion; panel of veteran tutors to respond to questions/ concerns</p> <p>* Introduce audio taping assignment</p>	<p>Journal: your tutoring sessions – triumphs, questions, concerns; bibs</p> <p>Group CABs: report out and synthesis</p>
<p>Week 9</p>	<p><u>UWC Handbook</u>: Ethics of Dependency</p>	<p><u>DUE: Early draft of Reflections paper, and writer’s statement</u></p>
<p>Week 10</p>	<p>Focus: Focus: WAC/WID writers</p> <p>* assignment sheets in WAC/WID</p> <p>* tips/practice for analyzing transcripts</p> <p>^In class freewriting – what are you learning at the tutoring table about yourself as a tutor?</p>	<p>Work on transcripts</p> <p>Read R&amp;Z: “Helping Writers Across the Curriculum (87)</p> <p>M&amp;R: “Tutoring Across the Curriculum (71)</p> <p>Work on transcripts</p>

<p>Week 11</p>	<p>Focus: Research Help Desk Jaena Hollingsworth – guest speaker</p>	<p>Read E&amp;N: “Using Campus Resources and Referral Techniques” (211)  <u>DUE completed transcript</u>  Schedule conference</p>
<p>Week 12</p>	<p>Focus: Transcript Conferences</p>	<p>Journal: from transcript - strengths and improvement needs – bring to conference</p>
<p>Week 13</p>	<p>THANKSGIVING</p>	
<p>Week 14</p>	<p>Focus: Preparing the Final Collection</p>	<p>Reader responses in groups</p>
<p>Week 15</p>	<p>Reader response to papers</p>	<ul style="list-style-type: none"> <li>• Bring all final documents to class.</li> </ul>
<p>Week 16</p>	<p>FINAL COLLECTION DUE</p>	