



COMMUNITY COLLEGE
OF RHODE ISLAND

English Department
Course Syllabus
English 2016: *Tutoring Writing*

Course Description

English 2016 - *Tutoring Writing* - 3 Credits

This course analyzes theories, methods, and strategies associated with peer tutoring in a writing center. The participants in this course will study current writing process theory, global and local revision strategies, various genres of writing, the MLA and APA documentation systems, different styles of learning, and a variety of tutoring methods. The participants then will receive additional training as peer tutors by observing, analyzing, and reflecting on tutoring sessions and on the tutoring process. Last, they will enhance their writing, listening, speaking, assessment, and collaboration skills by assisting other students in the Writing Center, as well as by writing about and reflecting on their experiences. (Prerequisite: English 1010 with a grade of “B” or better or a comparable basic level college course in rhetoric.) Lecture: 3 hours

Overview of the Course

1. Our class will be reading about, discussing, and practicing methods of tutoring writing.
2. During week 5 of the semester, we will meet in the Writing Center for a Writing Center orientation. In weeks 6 through 15, each student will acquire field experience by volunteering as a tutor in the Writing Center. During these weeks, a variety of tutoring times will be available, and students will be able to sign up for their semester total of 15 hours of Writing Center tutoring at the beginning of the semester.

Required Text

Gillespie, Paula and Neal Lerner. *The Allyn and Bacon Guide to Peer Tutoring*. 2nd ed. New York: Pearson/Longman, 2004.

Evaluation

- 30% = Journal (Each entry counts for 3%)
- 25% = Research Paper (7-12 pages)
- 10% = Article Presentation
- 10% = Writing Center Handout
- 15% = Class (5%) and Writing Center (10%) Attendance and Participation
- 10% = In-class exercises, quizzes, analysis, peer reviews, and readings of journal entries

Course Objectives

At the completion of this course, you should be able to:

1. Analyze, evaluate, and revise different kinds of written texts for problems in a variety of areas, including audience and task orientation, idea development, focus, organization, research, logic, clarity, style, grammar, spelling, and format.
2. Interview Writing Center visitors and apply the facts gained through the interview process to create a focus for a tutoring session.
3. Use appropriate tutoring methods with people who have different backgrounds, learning styles, and levels of writing proficiency.
4. Communicate ideas more clearly.
5. Collaborate more effectively with other people.
6. Connect theory and practice related to the writing and the tutoring processes.
7. Conduct research more successfully.
8. Help other students to compose, format, and revise Writing-Across-the-Curriculum texts, including texts for courses offered in such areas as Administrative Office Technology, Biotechnology, Business Administration, Chemistry, Computer Studies and Information Processing, Engineering and Technology, Fine Arts, General Studies, Health Sciences, Human Services, Legal Studies, Liberal Arts, Science, and Technical Studies.
9. Perform a variety of writing, tutoring, research, and critical thinking tasks more skillfully and successfully.

Attendance

1. Arriving late, leaving early, or engaging in other kinds of distracting behaviors will result in partial or no credit for class attendance.
2. In case of absence for any reason, it is your responsibility to find out what you have missed and to make it up, if possible.
3. Your attendance in class and in the Writing Center counts for 15% of your final grade.
4. The attendance policy of the English Department will be followed.

Homework

1. Your journal, research paper, and Writing Center handout need to be typed on a computer.
2. If you need to miss a class, your **homework** is still due. To get credit for turning in your homework on time, please send it in the body of an e-mail message (not as an attachment to the e-mail) to the professor of the course. The date and time when you send the e-mail must coincide with the date and time when the assignment is due. Because the professor does not always have access to a printer, please also bring a printed copy of your homework to the next class.

Bad Weather

If the Community College of Rhode Island cancels any classes, on the next scheduled class meeting, the homework due for that class (as well as the classroom activities) will include both the canceled class's and the scheduled class's work.

Course Schedule

Week 1

Introduction to the course.

Week 2

In class: introduction to the writing process, especially organization and analysis of ideas. An overview of the tutoring process.

Homework: before class, read Gillespie pages 1-23. Also read the CCRI Writing Center's *Suggestions for Writing Center Tutors*. Journal entry #1 is due: type out three questions that you think a tutor should ask a writing center visitor. After each question, explain (in 2 or 3 sentences) why you think each question is important.

Week 3

In class: the tutoring process and tutoring expectations. Role-playing.

Homework: before class, read Gillespie pages 25-59. Journal entry #2 is due.

Week 4

In class: the tutoring process, tutoring practice, and observation. Role-playing.

Homework: before class, read Gillespie pages 61-87. Journal entry #3 is due. **Your journal will be collected and graded. Each of the three entries will receive a separate grade.**

Week 5

In class: analysis of typical tutoring problems. Discussion about creating Writing Center handouts. We're meeting in the Writing Center for one of the class meetings.

Homework: before class, read Gillespie pages 171-76. Journal entry #4 is due.

In weeks 6 through 15:

In weeks 6 through 15, each student will acquire field experience by volunteering as a tutor in the Writing Center. During these weeks, a variety of tutoring times will be available, and students will be able to sign up for their semester total of 15 hours of Writing Center tutoring at the beginning of the semester.

Week 6

In class: analysis of tutoring problems.

Homework: before class, read Gillespie pages 177-85. **Your Writing Center handout is due.**

Week 7

In class: working with diverse writers.

Homework: before class, read Gillespie pages 117-26 and 169-71. Journal entry #5 is due.

Week 8

In class: reading in the Writing Center. Quotations, paraphrases, and summaries. Research and research papers.

Homework: before class, read Gillespie pages 103-116. Journal entry #6 is due.

Week 9

In class: Writing Center Research.

Homework: before class, read Gillespie pages 127-31. Journal entry #7 is due. **Your journal will be collected and graded.** (Each of 4 entries—#4, #5, #6, and #7—will receive a separate grade.)

Week 10

In class: article presentations. (Note: you will be doing one presentation during week 10, 11, 12, or 13.) Writing Center Research.

Homework: read Gillespie pages 131-40. Journal entry #8 is due.

Week 11

In class: article presentations. Reflecting on Tutoring.

Homework: read Gillespie pages 89-101. Journal entry #9 is due.

Week 12

In class: article presentations. Writing Center History.

Homework: read Gillespie pages 141-46. Journal entry #10 is due. **Your journal will be collected and graded.** (Each of 3 entries—#8, #9, and #10—will receive a separate grade.)

Week 13

In class: article presentations. Writing Center Theory and Practice.

Homework: read Gillespie pages 146-54.

Week 14

In class: Interdisciplinary tutoring.

Homework: read Gillespie pages 155-61. **A first draft of your research paper is due.**

Week 15

In class: Online tutoring.

Homework: read Gillespie pages 161-68. **A final draft of your research paper is due.**