JACKSON STATE UNIVERSITY  
College of Liberal Arts  
Richard Wright Center  
Peer Tutor Training Syllabus & Training Schedule  
Spring 2016

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Coursepack (articles) [Both to be supplied for you]

Training Description: Training is designed to prepare prospective peer tutors to work in the Richard Wright Center (RWC). It will introduce you to the writing process on a theoretical and practical level, and to the theoretical and practical components of writing/speaking center work. Specific topics will include the role of the peer tutor, the rhetorical situation, types of academic writing and speaking, cultural perspectives, and approaches to talking about the various stages of developing papers and presentations.

Training Objectives: To prepare you to work in the RWC through  
- increasing awareness of writing as a process in general  
- increasing awareness of individual writing processes  
- discussing the process of writing and presenting and the role of feedback  
- engaging in writing and tutoring activities, i.e., observations, workshops, discussing readings, and writing about your own writing process.

Required Activities:  
- Attendance and participation: Discussion is crucial to the training process. You will be learning not only from the readings and observations, but also from each other. If you need to miss 2 or more classes, you may be asked to withdraw and repeat the training.  
- Journal: To include written responses to assigned readings; reflections on observations of at least 3 tutorial sessions; reflection on at least 1 tutorial session with a tutor as you work on a paper of your own.  
- Papers:  
  a. Short descriptive essay (about 3 pages) - one tutorial observation turned into a paper.  
  b. Longer formal essay (4-5 pages) - a description of your own writing process.  

- Before you can begin working in the RWC, you will need to meet with the Director.
Training Schedule

Wks 1-2  Peer vs. Tutor: Defining our terms  [Begin Tutorial Observations]

1. Introductions, expectations, good writing/writer; syllabus & course schedule;
   Assign Paper 1: Tutorial Observation.

2. Discuss Bedford Guide (BG) Intro & Ch 1; Smith “Myths of Writing”; Trimbur “Peer Tutoring”

Wks 3-4  Process vs. Product: Defining our role[s]

3. Mock tutorial (bring a draft of your Paper 1). Listening exercise.
   Discuss BG Ch 2 and 3; Maimon “Talking to Strangers”; Shaughnessy “Introduction to Errors and Expectations”; Flower & Hayes “The Cognition of Discovery”

4. Due: Paper 1  [Are your 3 tutorial observations completed?]  
   Mock tutorial. Assign Paper 2: Writing Process  
   Discuss BG Ch. 3; Cogie et al. “Avoiding the Proofreading Trap”; Brooks “Minimalist Tutoring”

Wks 5-6  Writing and Tutoring as Rhetorical Problems

5. Discuss Shen “The Classroom and the Wider Culture”; Flower “Rhetorical Problem Solving”; Harris Teaching One-to-One Chs. 2, 3, 4 and appendices

6. Paper 2: Mock tutorial - and additional instructions  
   Discuss BG Ch 4; Flower, Hayes, et al., “Detection”; Murray “The Maker’s Eye”; Severino “Where the Culture of Basic Writers and Academic Intersect”

Wks 7-8  Talking about Tutoring

7. Paper 2: Mock tutorial  
   Discuss Griffin “Becoming Mindful”; BG Ch 5, 6, 7

8. BG Ch 8 & 9; Discuss how shifts will be scheduled.

Reminder: Once your training is complete, you need to schedule a meeting with the Director.