Department of English and Modern Foreign Languages
Jackson State University

Course number:	HON 110-49/ENG 310
Course Title:	**Tutoring Writing in a Global Context**

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Location: Richard Wright Center, H. T. Sampson Library, 1st floor
Hours: Mondays, 4:00-5:00 p.m.

Required Texts

Ryan, Leigh, and Lisa Zimmerelli. *The Bedford Guide for Writing Tutors*. 6th edition.
          Boston, MA: Bedford/St. Martin's, 2014.
Course pack provided – to include readings from the bibliography.*

Resources   See Bibliography below.

Course Description
This course is an experiential-learning colloquium that prepares Honors students to work as peer tutors in a writing center. It will introduce students to the writing process on theoretical and practical levels, 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, global perspectives, and approaches to talking about the various stages of developing papers and presentations for global audiences.

As participants in an experiential-learning and *professional development* course, students will engage in writing, observations, and discussions of readings. After successfully completing the course, students will have the opportunity to work as peer tutors in the Richard Wright Center for Writing, Rhetoric, and Research.

Prerequisites
Honors students who have completed 15 hours of course work at Jackson State University and instructors' approval

Course Schedule
The class will meet weekly. During the semester, students will also be required to observe 3 tutorial sessions outside of class. At the end of the course, each student will be interviewed by the Director.

Course Objectives
This course will enable students to:
- Understand the writing process, including their own, as explained by researchers, theorists, and fellow writers
- Understand how cultural and language differences affect writing and how to work with writers from different backgrounds

- Understand the role of and the strategies for providing feedback to writers face-to-face, in writing, and via electronic media
- Apply theories of writing center work to tutoring observation, taking into account individual writing processes and rhetorical context.

Course Outcomes
Students will:
1. Identify and explain the writing and tutorial processes
2. Analyze their own writing process using relevant sources to reflect on and evaluate each step in a formal paper with appropriate citation and documentation
3. Describe, analyze, and reflect on tutoring strategies as they observe tutorial sessions in the RWC in writing, formal and informal, and in class discussions
4. Practice tutoring in class, reflect on the sessions
5. Make connections among weekly readings in journals or blog post and in class discussions
6. Discuss their strengths and the possible challenges they may encounter with the Director or Coordinator.

Course Competencies (see attached rubrics)
- Critical thinking, inquiry and analysis, and information literacy
- Problem-solving
- Teambuilding
- Written and Oral Communication

Course Content and Assignment Schedule

	Date	Discussion Topic and Assignments
1.		**Introductions** to the course and to each other. Share expectations: Why are you here? What does writing mean to you? What does it mean to be a peer writing tutor? What is good writing? What are the characteristics of a good writer?
2.		**The peer tutor: Negotiating expectations** [Journal entry due each week.] Discuss *Bedford Guide* (BG): Introduction & Ch 1; Smith's "Myths of Writing"; and Trimbur's "Peer Tutoring: A contradiction in terms?" Questions we might consider: What does a peer tutor do? What kinds of help do students expect from a peer tutor? Assign short paper: Observe and describe tutorial session.
3.		**Writing: Process vs. product** BG Ch 2; Maimon's "Talking to Strangers"; Shaughnessy's Introduction to *Errors and Expectations*. Now how do we define "writing"?
4.		**Writing in context: A rhetorical problem** Discuss rhetorical situation; BG Ch 3; Flowers & Hayes' "The Cognition of Discovery: Defining a Rhetorical Problem." Listening exercise; discuss detail vs. opinion.

5.		**Talking about writing: The tutoring session** Discuss BG Ch 4; Harris's *Teaching One-to-One*, excerpt from Ch 2 and Appendix B. Discuss language: response vs. evaluation. Mock tutorial using draft of short paper (bring rough draft to class).
6.		**Practicing: Talking with an author in the process of writing** Discuss Harris Ch 3; Brooks' "Minimalist Tutoring: Making the Students Do All the Work"; Severino, "Where the Cultures of Basic Writers and Academia Intersect." Tutor each other with drafts of papers; fill out forms.
7.		**Talking about tutoring: Exploring a range of writers** BG Ch 5; Harris Ch 4; and Shen; see RWC Webpage. Short paper due. [How many times have you observed?]
8.		**Talking about tutoring: Exploring a range of assignments and audiences** Discuss BG Ch 6; Griffin, et al., "Becoming Mindful of the Absent Professor." Discuss analysis; reading as a writing tutor, not a content tutor. Mid-semester reflection. In class, BG Appendix B. Assign long paper: Describe your writing process using an example from one experience writing a paper in college.
9.		**Talking about revision: The process and the product** Discuss Murray's "The Maker's Eye: revising Your Own Manuscript"; Flower, Hayes, et al., excerpt from "Detection, Diagnosis, and the Strategies of Revision." Discuss teachers' comments and organization strategies. Tutor each other (early drafts): fill out forms. [Not much time left to observe.]
10.		Talking about editing: The process and the product Discuss inexperienced writers and their expectations; BG Ch 8; Cogie's "Avoing the Proofreading Trap"; Additional instructions for long paper.
11.		**Citing across the curriculum: An issue of credibility and community** Discuss BG Ch 7. Tutor each other (late drafts); fill out forms. Six-word tutoring philosophies.
12.		**Technical writing and reading: Purpose and audience** Discuss Flower's "Rhetorical Problem-solving: Cognition and Professional Writing." Discuss reading strategies. Long paper due. Assign tutoring philosophy (1-page). In class, BG Appendix A.
13.		**Taking a moment for reflection**. BG 9; journal on experience of tutor training. Philosophy due; share tutoring philosophies.

Instructional Strategies
- Writing intensive course
- Oral/presentation skills
- Information literacy
- Practice/role play
- Metacognition

Student Activities
- This is a writing intensive course. Students will write a variety of informal and formal papers: (e.g., journal, analysis of the writing process, observations, statement of tutoring philosophy).
- Students will read articles about writing center theory and practice and write a journal in which students reflect on the readings and draw connections among them.
- Students will participate in and lead classroom discussions.
- Students will observe tutorial sessions in the Richard Wright Center and tutor each other.

Method of Student Evaluation
Students will be assessed on the assignments listed below and on their participation in class discussion. The grading criteria for written assignments includes an assessment of material, organization, expression, correctness, attention to audience and fulfillment of the essay's purpose.

- **Reading and Observation Journal** (35%): The journal consists of weekly reflections on assigned readings and three tutorial observations. The purpose of the journal is for students to make connections between theories of writing center pedagogy and experiences in practice tutorials, to reflect on tutoring observations and class activities. Journals will be evaluated on the basis of how carefully students explore issues raised in readings and in class. Entries must be typed.
- **Attendance and Participation** (30%): Because class only meets one hour each week, attendance is crucial, and coming prepared is essential to full participation. As peer tutors in training, students will be learning not only from the readings, observations, and participating in tutorial sessions, but also from discussing experiences and practicing strategies with each other. Therefore, a missed class cannot be "made up." If a student misses more than one class or earns less than a B for the course, that student may be asked to retake the course before being invited or allowed to work as a peer tutor.
- **Short paper** (10%): Tutorial Observation (3-4 pages)
- **Long paper** (15%): Writing Process (5-6 pages); sources must be cited; bibliography required
- **Statement of Tutoring Philosophy** (10%): At the end of the semester, students will generate a first draft of their philosophy on tutoring. This statement will be 1-2 pages, double-spaced, detailing thoughts on the kind of tutor students hope to be and why. Students will be expected to cite relevant class readings (including title and author; no additional research or bibliography will be required).

Grading Scale

A	90–100%
B	80–89%
C	70–79%
D	60–69%
F	0–59%

Method of Course Evaluation
Mid-semester reflection/evaluation will be written by each student about their own performance. Students will also be able to evaluate the course using Jackson State University's Student Instruction Rating System (SIRS).

Special Needs Learners
If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of the Americans with Disabilities Act (ADA) Coordinator and Compliance Office, P.O. Box 17999, Jackson, MS 39217; (601) 979-2485 as early as possible in the term.

Diversity Statement
Jackson State University is committed to creating a community that affirms and welcomes persons from diverse backgrounds and experiences and supports the realization of their human potential. We recognize that there are differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. All persons are encouraged to respect the individual differences of others.)

Academic Honesty Statement
Especially since you are representing the Writing Center as a tutor, you must uphold high standards of academic honesty. Please read "Academic Honesty" and "Code of Integrity" below and sign the Code of Integrity for yourself.

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