Tutoring Writing in a Global Context

Course number:	ENG 310/HON 110-49
Course Title:	Tutoring Writing in a Global Context
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Location:	Richard Wright Center, H. T. Sampson Library, 1st floor and online
Hours:	TBD

Required Texts—to be supplied
>   Ryan, Leigh, and Lisa Zimmerelli. *The Bedford Guide for Writing Tutors*. 6th edition.
>   Boston, MA: Bedford/St. Martin's, 2014.
>   Coursepack

Resources
>   See Bibliography

Course Description
This course is an experiential-learning colloquium that prepares 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
15 hours of completed 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 or Coordinator.

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
- Critical thinking, inquiry and analysis, and information literacy
- Problem-solving
- Teambuilding
- Written and Oral Communication

Course Content and Assignment Schedule

I.   Peer Tutoring: Negotiating Expectations

Week 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?

Week 2   **The peer tutor: Negotiating expectations**
Tutoring vs. teaching; discuss Trimbur "Peer Tutoring"; What does a peer tutor do? What kinds of help do students expect from a peer tutor?

[Journal entry due each week. Consider the focus of your journal.]

II.   Talking about Writing

Week 3   **Process vs. product**
Discuss *Bedford Guide* (BG) Introduction & Ch 1; Smith "Myths of Writing" and Maimon "Talking to Strangers." What is good writing? What are the characteristics of a good writer?

Week 4   **Writing as a rhetorical problem**
Rhetorical situation; Flower & Hayes "Cognition of Discovery"; detail vs. opinion. Discuss Paper 1 (short): Observe and describe a tutorial session.

III.   Talking About and Practicing Tutoring

Week 5   **The tutoring session**
Language: response vs. evaluation; discuss BG Ch 2; Harris "Teaching One-to-One" Ch 2; 1-minute listening exercise; tutor each other with drafts of Paper 1; fill out reflection forms.

Week 6   **Talking with an author in the process of writing**
Discuss BG Ch 3; Harris "Teaching One-to-One" Ch 3.

Paper 1 due.
[How many times have you observed?]

IV.   Talking about a Range of Writers and Assignments

Week 7   **Exploring a range of writers**
Discuss BG Ch 4; Harris Ch 4; Shen "The Classroom and the Wider Culture";
Discuss Severino "When the Cultures"

[Mid-semester reflection]

Week 8   **Exploring a range of assignments and audiences**
Reading the assignment within a larger context; analysis; reading as a writing tutor,
not a content tutor; Discuss BG Ch 5; Griffin et al. "Becoming Mindful"; Discuss
Paper 2 (long): Describe your writing process using an example from experiences
writing in college

V.   The Writer, the Writing Process, and the Product

Week 9   **Talking about revision**
Discuss Murray "The Maker's Eye"; Flower, Hayes, et al. "Detection"; Teachers'
comments; organization; Tutor each other on Paper 2 (early drafts); fill out forms.
Additional instructions for long paper

[Not much time left to observe]

Week 10   **Talking about editing**
Inexperienced writers; Discuss Shaughnessy "Introduction"; Cogie *et al* Avoiding the
Proofreading Trap"; Brooks "Minimalist Tutoring"; Tutor each other on Paper 2 (late
drafts); fill out forms

VI.   Disciplinary Communities and Credibility

Week 11   **Writing and reading in the disciplines: Purpose and audience**
Discuss Flower "Rhetorical Problem Solving"; BG Ch 7; reading strategies. (In-class
exercise: BG Appendices)**.**
Paper 2 is due.

Week 12   **Citing across the curriculum: An issue of credibility and community**
Discuss BG Ch 9; Purdue OWL; RWC Webpage (video "Is it Plagiarism?"); Style
manuals. Watch and discuss: Students from different cultures talk about what
plagiarism means
https://www.cite.auckland.ac.nz/index.html
In class: Taking a moment for reflection: Tutoring philosophy.

VII.   Tutoring Online: Strategies and Technology

Week 13   **Tutoring in person and online: What changes, what remains the same.** Discuss
           BG Ch 6; Cooper, Bui, & Riker "Protocols and Process"

Tutoring philosophy is due.

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 include 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.
- **Paper** 1 (10%): Tutorial Observation (3-4 pages)
- **Paper** 2 (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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Video Resources
Sample Tutoring Sessions:
- https://youtu.be/WxVP9XjDYNU
- https://www.youtube.com/watch?v=M72kus14uSo (training video with sections)
- https://www.youtube.com/watch?v=-wC9ZU9pLuc ("good session," with commentary)
- https://www.youtube.com/watch?v=qSenUlBLkm4&t=177s ("bad session," with commentary)
- https://www.youtube.com/watch?v=akNaYTeHVDU (Purdue Writing Lab Tutor Training Video--grammar)
- https://www.youtube.com/watch?v=pX6FLd3UHJY (Purdue Writing Lab Tutor Training Video—sounding natural)
- https://www.youtube.com/watch?v=k2JZViSNgPg (Purdue Writing Lab Tutor Training Video—the intractable tutee)

Writing Across Borders: http://writingcenter.oregonstate.edu/writing-across-borders

Becoming an Ally for L2 writers: https://www.ohio.edu/graduate/graduate-writing-and-research-center/becoming-ally-film?fbclid=IwAR2-93oCz0y5NG4RZr-yQkzzEbRepzLcdNtFIcEfdiVtaDYQoJ3LWD4Rfuo

Students from different cultures talk about what plagiarism means:
https://www.cite.auckland.ac.nz/index.html