

<p>Dan Melzer Office Phone: 278-6925 Office Hours: 3:00-4:00 Tuesdays or by appointment</p>	<p>Fall 2014 Office: Calaveras 151 Email: melzer@csus.edu Class SacCT site: <a href="http://online.csus.edu">http://online.csus.edu</a></p>	
	<p style="text-align: center;"><b>English 195/410A</b> <b>Writing Center</b> <b>Theory and Practice</b> Section 01, TR 4:30-5:45, Douglass 108</p>	

Welcome to English 195A/410A. Because this is an internship class, you will not only be students of this class, you will also be tutors in the University Reading and Writing Center (URWC) in CLV128. You will split your time between our classroom and the URWC (tutoring actual Sac State students) throughout the semester. Given this split, your learning will come through both philosophical and experiential means. We'll read books focused on writing center theory and practice, critically reflect on our own tutoring practices, and make connections between our tutoring experiences and what we're reading.

### Unique Features of English 195A/410A

As a cross-listed internship class, English 195A/410A will probably feel different from other courses you've taken. Here are the two main features that make this class unusual:

- **Internship:** Because a significant part of your learning in this class will come from doing (i.e. working in the URWC), we will drop one class meeting each week after the second week. Beginning the week of 9/15 we will only meet as a class on **Tuesdays** and you will start tutoring in the URWC in CLV128 **5 hours per week** until the end of the last week of instruction (the URWC is not open during Finals Week). The URWC is typically open 9:00am-6:00pm M-R and 9:00am-12:00pm Fridays in CLV 128 (Fall 2014 hours TBA the first day of class).
- **Cross-listed/Grad-Undergrad class:** If you are an undergraduate student, you are enrolled in English 195A, and if you are a grad student, you are enrolled in English 410A. Even though this course is in the English Department, students from any major can take this course, and we get undergraduate and graduate students from every major as tutees in the URWC. English 410A students (grad students) have one assignment that English 195A students do not: leading class discussions.

### Learning Outcomes

Upon completion of the course, students should have a better understanding of:

- the history of writing centers
- the major theoretical approaches to tutoring writing
- the ways these approaches are applied in tutoring practice
- important issues in writing center tutoring

Activities for achieving these learning outcomes will include classroom discussion of books about writing center tutoring, regular electronic discussion board responses to these readings, and tutoring observations.

## Texts

*Tutoring Writing*, McAndrew and Reigstad

*The St. Martin's Sourcebook for Writing Tutors*, Murphy and Sherwood, **4<sup>th</sup> edition**

*Tutoring Book* – PDF on class website from “Readings” link

Chapters 1 and 2 of Nancy Grimm’s *Good Intentions: Writing Center Work for Postmodern Times* –PDF on class website from “Readings” link

Not required but recommended: *ESL Writers: A Guide for Writing Center Tutors* by Shanti Bruce and Ben Rafterth.

## Attendance and Participation

This is an internship/discussion course, not a lecture course, and I value everyone’s active participation. Because much of the learning in this class will take place during classroom discussions and one-one-one conferences, regular attendance and participation is essential. **You will get one “freebie” absence. If you miss more than one course, you will not get credit for the class.** In order to fully participate, you will need to bring whatever book we are discussing on the particular class day. On days we are discussing the *Tutoring Book*, print and bring the specific essays or the PDF of the *Tutoring Book* on a laptop or other electronic device. Please annotate the readings so you are fully prepared for class discussion and able to refer to the readings during class discussion—we will spend the first five minutes of class reviewing our annotations of readings to prepare for discussion.

In addition to classroom attendance, it’s important that you show up for your tutoring sessions. Your student writers are relying on you for help, and the URWC is the primary academic support center on campus. **If you are ill or have an emergency, please call the URWC at 278-6356 as soon as you can.** Put this number in your cell phone contacts. If you will miss any time due to illness or an emergency contact Mandy Proctor, the Assistant Coordinator of the Writing Center, at [mproctor@csus.edu](mailto:mproctor@csus.edu) to reschedule a time to make up the hours you missed. **You will get one “freebie” absence at the URWC. If you miss more than one day of tutoring, you will not get credit for the class. Because we sign up your student writers during the second week of classes, I will not drop you from this course.** Please only take this course if you are certain you will not wish to drop it after the first week.

In our class discussions, it’s possible that you will strongly disagree with a classmate or with me, and that’s what healthy intellectual debate is all about. On the other hand, inappropriate in an academic setting would be disparaging comments about someone’s race, religion, gender, age, ethnicity, sexual orientation, etc. Please do not make such remarks about a classmate or about a student in the URWC. Also, the questions, conflicts, concerns, problems, issues and debates that we’ll discuss in this class require rigorous intellectual engagement. As such, I will mark you absent if I see you distracted by cell phones, homework from other classes, etc.

## Assignments

### Discussion Board Posts

To use writing as a tool for learning and critical thinking about the class readings, before each class you will write an informal, exploratory **150-200 word** post to the class website electronic discussion board. This post should be about one of the readings for class that day. You will also briefly respond to one of your peers’ posts. The goal of this kind of “dialogic” responding is to further collaborative learning, the social construction of knowledge, and a sense of the classroom as a discourse community. In your posts:

- Focus on one significant point or issue or passage in your response.
- Feel free to cite from the reading, but **don’t just summarize**. The purpose of these responses is to encourage you to explore (not summarize) the course readings.
- Challenge the texts, ask questions, take risks, and think about both the theoretical and practical implications of what you read. Feel free to relate the texts to your tutoring experiences.

- Don't worry about grammatical correctness or organization: these are informal and exploratory responses, and the content is what matters—the depth and quality of your thinking.

In order to allow time for peer response, post your original response before Monday and respond to a peer before Tuesday. **Your first post will be for class on Tuesday, 9/9.**

### **Active Reading of Class Texts**

In order to fully engage with the class readings, you will need to be an active reader, underlining key ideas and writing responses or questions in the margins. Before each class discussion I will ask you to review your annotations of the reading. This will refresh your memory of the key ideas in the reading and the central responses and questions you had as you read.

### **Leading Classroom Discussions**

I have a constructivist approach to teaching, which means that I believe that knowledge is not delivered by the teacher but is socially constructed. I believe that students learn best when they play the central role in the construction of knowledge. Because of this belief, I ask that students play the lead role in classroom discussions. Each graduate student in the class will select two class readings and lead a **twenty minute** discussion of the readings. Your role on the day you are leading discussion is to invite conversation by preparing thoughtful questions about the reading or a brief in-class activity that will engage us with the reading. The focus should be on sparking discussion, not on delivering a lecture or summarizing the reading. You may use your discussion board post and/or your peers' posts to facilitate discussion on these days: for example, you might copy passages from your peers' posts on a handout, or choose a few posts for classmates to read aloud. Feel free to have us get into small groups, but be aware of the twenty-minute time limit—keep group work brief and focused. On the day you lead discussion, you are in charge of calling on your peers in the order they have raised their hands.

### **Mentoring**

Each of you will have a tutoring mentor. The mentors are URWC Graduate Associate Coordinators (GACs), and their role is to provide support and feedback. They will observe one of your tutoring sessions and give you formative feedback, and you can arrange to meet with them to discuss any tutoring issues you are having throughout the semester. The mentor's job is not to evaluate your session (summative feedback), but to give you formative feedback to help you both recognize your strengths and become a better tutor.

### **Two Peer Observations**

At some point during the second month of the semester, you will observe two other tutors and meet with them to give them feedback. In your feedback, please consider:

- What you admired about the tutoring session
- Recommendations about how the tutoring session could have been improved

Everyone needs to have at least one observation, so please don't accept invitations to be observed if you've already been observed twice. Please get the students' permission to observe the session. **Complete the two peer observations by October 14th.** You don't need to write anything for this task, but you do need to meet with the peers you observed and give them feedback.

### **Tutoring Self-Analysis**

At some point during the second month of the semester, you will voice record or videotape one of your own tutoring sessions and analyze the tutorial and report the results of your analysis (about **2 single-spaced pages**). You are the primary audience for this analysis—the goal is critical self-reflection. Because the goal is personal growth as a tutor, you might focus on a student writer who is presenting you with some difficulty. In the body of your

report, you will select certain episodes or comments from the tutorial and analyze them (break them down and make meaning of them) using texts we have read in the class as well as your own personal analysis. In the discourse analysis report you might consider one or more of the following:

- The session in light of broader contexts (the tutee's background, other tutoring sessions, the class)
- What the session reveals about your strengths and weaknesses as a tutor
- The session in light of your own growth as a tutor
- How the session connects to a class reading or readings
- What went well and what you would do differently if you could

You don't need to transcribe the entire session, but **you should transcribe and cite a representative passage**. In other words, include the exact transcription of at least one part of the tutoring session. The URWC has a voice recorder available to borrow if you do not have one. **Email the tutoring self-analysis to me at melzer@csus.edu by October 14<sup>th</sup>.**

### **Article for the *Tutoring Book***

At the end of the semester, you will turn in an article that will be published in the *Tutoring Book* (and that may be read by future 195A/410A students). Your article can be a response to an article we've read, an experience you had in the URWC, or tutoring advice based on research on your topic. It's fine if you'd like to write on a topic already discussed by a current *Tutoring Book* article, since I revise the book each semester and add and delete articles. Most of the articles range from **2-4 single-spaced pages**. You are welcome to collaborate with a classmate (s). I will expect collaboratively written articles to be 3-5 single-spaced pages. Remember that your audience for this article is future 195/410A students, not me. We will work through several drafts of this article at the end of the semester. You will email me a draft of your article that has been revised based on feedback by ????. **The final draft of the article is due on the last day of class, December 9th.** You'll turn in a hard copy on that day, as well as email it to me in a Word or RTF document following the format of the other *Tutoring Book* articles (single-spaced, 12 point font, Times New Roman, 1" margins).

*This internship is graded on a credit/no credit basis. To receive a grade of "credit" in the course, you must successfully complete ALL of the listed assignments, not miss more than one class, and not miss more than one day of tutoring.*

## **Syllabus**

9/2

Introductions/concerns about tutoring  
Review course description and syllabus  
Discuss tutoring schedule

### **Tutoring "Boot Camp"**

9/4

Turn in tutoring hours  
Sign up for class reading presentations—410A students  
Responses that help/hinder writing  
*Tutoring Writing*: Chapters 3, 4, and 6  
*Tutoring Book*: Cortino p. 5

9/9

\*Meet in the URWC (CLV128) on Thursday, 9/11

Tutoring videos

*Tutoring Writing*: Chapters 5, 8, and 9

*Tutoring Book*: Uttinger p. 18

9/11

\*Writing Center opens for tutoring on 9/15

Take tutor photos

Meet the Assistant Director (Mandy) and the GACs

Writing Center orientation

Confirm tutoring schedule

Using WCOonline

Discuss Campus Writing Programs: Stretch course, English 20, WPJ, English 109, *Sac State Student Writing Handbook*

*Tutoring Book*: Freeland, p.132, Burstan p.140, and Sacramento, p. 144

### **Writing Center Theories and History**

9/16

Reflections on tutoring

*Tutoring Writing*: Chapter 1

*St. Martin's*: "The Tutoring Process: Exploring Paradigms and Practices" p. 1-9

*Tutoring Book*: Lorenzana, p. 26

9/23

Reflections on tutoring

*St. Martin's*: "The Idea of a Writing Center" by North, p. 44

### **Collaboration and Directive vs. Nondirective Approaches**

9/30

*St. Martin's*: "Collaboration, Control, and the Idea of a Writing Center" by Lunsford, p. 70

*St. Martin's*: "Minimalist Tutoring" by Brooks

*Tutoring Book*: Lacy, p.47 and Anglesey, p. 148

### **Writing across the Curriculum**

10/7

*Tutoring Writing*: Chapter 7, p.p. 70-77

*Tutoring Book*: Warnock, p. 117 and West and Pearsall, p. 119

Example writing assignments from across the curriculum

### **Language and Cultural Pluralism**

10/14

Tutoring self-analysis due to melzer@csus.edu

*St. Martin's*: "Reassessing the Proofreading Trap" by Myers, p. 284

*Tutoring Book*: Faye, p. 80

10/21

*Writing across Borders* video

*Tutoring Book*: ????

10/28

Racial diversity survey

*St. Martin's*: "Addressing Racial Diversity in a Writing Center" by Barron and Grimm, p. 302

*Tutoring Book*: Mukaz, p. 84 and Moran, p. 89

### **Tutoring Reading**

11/4

Discuss *Tutor Book* article ideas

*Tutoring Book*: Archie, p. 77

11/11

No class-Veteran's Day

11/18

*Tutoring Book* article rough draft workshop—bring 3 copies

### **Tutoring Students with Learning Differences**

11/25

Discuss *Tutor Book* article ideas

*St. Martin's*: "Learning Disabilities and the Writing Center" by Neff, p. 249

*Tutoring Book*: Hernandez, p.68

### **Critical Literacy and Postmodernism**

12/2

Email revised draft of tutoring book article to melzer@csus.edu

*Good Intentions* Chapter 1 (PDF on class website under "Readings" link)

*Tutoring Book*: Sula, p. 150

12/9

*Good Intentions* Chapter 2 (PDF on class website under "Readings" link)

*St. Martin's*: "Words, Images, Sounds: Writing Centers as Multiliteracy Centers" by Sheridan, p. 335

Email an electronic copy to of the final draft of your tutoring book article to melzer@csus.edu

Optional potluck at 6:00pm