

<b>Syllabus for S2014-English 41-E4856-Kessler</b>	
<b>Semester &amp; Year:</b>	S2014
<b>Course ID and Section Number:</b>	E4856
<b>Number of Credits/Units:</b>	3
<b>Day/Time:</b>	TTH 2:50-3:55
<b>Location:</b>	HUM 115
<b>Instructor's Name:</b>	Pam Kessler
<b>Contact Information:</b>	Office location and hours: Hum 108H MW 9-10 AM; TTH 11:40-12:40; Phone: 476-4308 Email: pam-kessler@redwoods.edu
<b>Course Description (catalog description as described in course outline):</b> A collegiate tutor training course emphasizing instruction in specific skills and techniques of tutoring while simultaneously requiring supervised tutor of developmental level students in English in the Writing Center. Students will learn how to question and to listen more effectively, how to evaluate, diagnose, and remediate writing problems, and how to assess which tutoring strategy is most appropriate for the individual learning situation.	
<b>Student Learning Outcomes (as described in course outline) :</b>	
<ol style="list-style-type: none"> <li>1. Demonstrate thoughtful questioning.</li> <li>2. Utilize effective listening skills.</li> <li>3. Evaluate, diagnose, and remediate writing problems.</li> <li>4. Employ clear explaining techniques.</li> </ol>	
<b>Special accommodations:</b> College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS.	
<b>Academic Misconduct:</b> Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an "F" in the course.	
The student code of conduct is available on the College of the Redwoods website at: <a href="http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf">http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf</a>	
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## TRAINING SYLLABUS FOR ENGLISH 41 PEER TUTORS

### Week 1 (1/15-1/17)

Class 1:

- C: Welcome & general introduction. Review of syllabus. Explanation of class observations and interview requirements. Scheduling tutoring times in Writing Center (WC).
- \* This week, fill out tutoring schedule and submit at end of week.
- \* **Observe one Writing Center orientation this week.**
- \* Reread all introductory materials about Eng. 41 and the Writing Center.

Class 2:

- H: Read non-tutoring responsibilities handout and initial peer tutor tasks for first weeks of semester.
- C: **Class meets at the Writing Center. Log in for WC hour credit.** Meet Leslie Leach, coordinator of the Writing Center. Introduce Writing Center tasks

### Week 2 (1/22-1/24) *Writing Center opens. (Tutoring sessions begin next week.)*

Class 3:

- H: Read chapter 1 “The Writing Center as a Work Place” in *BGWT*. Review Writing Center orientation materials
- C: Explain weekly dialogue journal and record-keeping responsibilities. Review tutor job description and responsibilities and professional conduct in the WC.
- \* **Attend 2 Eng. 350 classes by the end of week 4.**

Class 4:

- H: Complete journal #1. Read the article “The Write Stuff” in the packet.
- C: What makes a good tutor? Discuss four major principles of tutoring. Explain Eng. 350 basic skills students and their curriculum. Last minute suggestions for 1<sup>st</sup> week in the WC.

### Week 3 (1/29-1/31) *Tutoring sessions begin.*

Class 5:

- H: Read chapter 2 “The Writing Process” in *BGWT*.
- C: General steps in a tutoring session; the hierarchy of concerns; What tutors can and can’t do; Focus on the Assignment; appropriate language and tone for conference form

- \* **Remember to visit 2 Eng. 350 classes by the end of the 4<sup>th</sup> week.**
- \* **Interview 350 instructor by end of week 4.**
- \* **Tutor for three hours in the WC this week!**

Class 6:

- H: Complete journal #2.
- C: Steps in the writing process: an opportunity to tutor. Review assignment and conference guide for Eng. 350 narrative paragraph. Evaluate model paragraphs. Tips for filling out conference forms.

#### **Week 4 (2/5-2/7)**

Class 7:

- H: Read “Best Practices in the Writing Center” in the packet.
- C: Share your WC experiences. Langan’s four bases for evaluating writing. Do exercises applying four bases to student paragraphs. How much of a sentence skills expert should a peer tutor be? Define sentence skill responsibilities of peer tutors. Strategies for avoiding proofreading.
- \* **Will you have you spent seven hours in the Writing Center by the end of this week?**

Class 8:

- H: Complete journal #3
- C: Discuss procedures for observations of faculty and senior tutors in the Writing Center.
- Veteran tutors visit class** with helpful hints, wisdom, and strategies for survival.
- \* **Submit observation/interview sheet at the end of the week.**

#### **Week 5 (2/12-2/14)**

Class 9:

- H: Read chapter 3 “Inside the Tutoring Session” in *BGWT*
- C: Discuss results of Eng. 350 observations and interviews.
- Review assignment and conference form for E350 paragraph of examples. Explanation of the structure of expository paragraph (ts, sts, details, transitions, concluding sentence) and how that knowledge of structure helps in a tutoring session.

\* **Observe Writing Center instructors or senior tutors this week in preparation for journal #5.**

Class 10:

H: Complete journal #4.

C: Discuss strategies from chapter 3 of BGWT. Review criteria for observation of tutoring.  
Share your WC problems and successes. Evaluate paragraph of examples.

**Week 6 (2/19-2/21) *Observation of your tutoring sessions begins.***

Class 11:

H: Read the article "Engaging in Dialogue."

C: Explain 150 class observation assignment. Discuss tutoring techniques from BGWT: promoting dialogue through the use of silence, questioning and facilitation.

\* **Continue to observe instructors and senior tutors.**

\* **Plan to observe an Eng. 150 class within the next two weeks.**

Class 12:

H: Complete journal #5. Read "Freud in Writing Center"

C: Share your WC problems and successes. Discuss article. Report to class about observations of WC staff. **Professional journal summary and presentation assigned.**

\* **Have you spent 13 hours in the Writing Center by the end of this week?**

**Week 7 (2/26-2/28)**

Class 13:

H: Read the article "Minimalist Tutoring."

C: Discuss pro's and con's of minimalist tutoring. Review assignment and conference forms for cause/effect paragraphs.

\* **Observe Eng. 150 class and complete the written assignment by class 15.**

Class 14:

H: Complete journal #6.

C: Report on Eng. 150 observations. Review assignment and conference guide for typical Eng. 150

essay #1. **Eng. 150 instructor visits the class.**

**Week 8 (3/5-3/7)**

Class 15:

- H: Read the article "Collaboration and Ethics."
- C: Discuss Eng. 150 curriculum and argumentative emphasis. Use the "Question at Issue" to evaluate thesis statements and topic sentences. **Eng. 150/350 comparison due.**

Class 16:

- H: Complete journal #7.
- C: Discuss collaboration vs. minimalist vs. affective tutoring styles. What style of tutoring do you prefer? What styles have you observed in the WC? **Assign writing process analysis paper (due week 11).** Evaluate sample Eng. 150 introductions.
- \* **Do you have the 19 required hours in the Writing Center logged in before leaving for spring break? (Zero to five hours will be added to your WC hours for your out-of-class observations for a possible total of 24 hours.)**

***SPRING BREAK (3/11-3/15)***

**Week 9 (3/19-3/21) *Second round of tutoring observations begins.***

Class 17:

- H: Read chapter 4, "Helping Writers throughout the Writing Process," in *BGWT*.
- C: **Article presentation begins.** Discuss heuristics from chapter 4 *BGWT* and strategies to help with invention. Grammar refresher: Define and identify subjects, verbs, prepositional phrases.

Class 18:

- H: Complete journal #8. Read the article "Zen Tutoring: Unlocking the Mind."
- C: Article presentation. Share WC experiences. Discuss listening techniques. Why is it so difficult to really listen? Take listening self-assessment and review personal checklist of listening behaviors. Role play listening behaviors.

**Week 10 (3/26-3/28)**

Class 19:

- H: Read the article “We Don’t Proofread Here.”
- C: Article presentation. Definition of basic essay and its essential components and their functions. Examine bare bones structure of essay with particular attention to the role of topic sentences.
- \* **Check that your WC record-keeping is accurate and complete and that your hours are up-to-date (27 hours by end of week 10).**

Class 20:

- H: Complete journal #9.
- C: Evaluate student Eng. 350 papers.

**Week 11 (4/2-4/4)**

Class 21:

- H: Read chapter 5, “The Writers You Tutor,” in *BGWT*.
- C: **ESL expert will visit our class.**

Class 22:

- H: Complete journal #10. Read article “Toward a Theory of Error.”
- C: Article presentation. Discuss “Toward a Theory of Error” Can we help students with editing? How? Helping students by identifying the patterns of their sentence skill errors. Define and identify independent and dependent clause and phrase. Punctuation patterns. Do practice exercises. **Writing process analysis paper due.**

**Week 12 (4/9-4/11)**

Class 23:

- H: Read the article “Multi-sensory Tutoring”

C: **Learning disabilities expert will visit our class.**

Class 24:

H: Complete journal #11

C: Article presentation. Share WC experiences. Grammar Review continued

\* **Have you logged 36 hours in the Writing Center?**

**Week 13 (4/16-4/18)**

Class 25:

H: Read the article "Co-dependency."

C: Explanation of competency exam process. How can peer tutors help students prepare for the competency exam? Practice evaluating competency exams at Eng. 150 and 350 level.

Class 26:

H: Complete journal #12.

C: Discuss co-dependency essay. Continue evaluating competency exams.

**Week 14 (4/23-4/25)**

Class 27:

H: Read chapter 8, "Coping with Different Tutoring Situations," in *BGWT*.

C: Article presentation. Share WC experiences. What are strategies for handling difficult students? Role plays.

Class 28:

H: Complete journal #13. Read chapter 6, "Tutoring in a Digital Age," in *BGWT*.

C: Article presentation. Share WC experiences. What is the role of technology in the WC? Look at Purdue OWL. Discuss pro's and con's of OWL'S, online tutoring, grammar hotlines, and Internet linkups in the WC.

\* **Have you logged 42 hours in the Writing Center?**

**Week 15 (4/30-5/2)**

Class 29

- H: Read chapter 7, "Helping Writers Across the Curriculum" in *BGWT*.
- C: Article presentation. Introduce glossing technique to support revision, organization, and development. Apply techniques to actual student papers.

Class 30

- H: Complete journal #14.
- C: Schedule end-of-the-semester conferences. Complete Tutor Typography.
- Senior Tutor and Master Tutor opportunities for fall semester. Evaluation of Eng. 41 and tutoring experience
- \* **Be sure to have completed 45 hours in the WC by the end of this week. If necessary, make-up WC hours may be accrued in week 16.**

**Week 16      (5/6-5/10                      FINALS WEEK**

**Meet for end-of-semester conferences in FM 201.**

*Please note: This syllabus is tentative and fluid because of arranging class visits by guests and also because I try to be responsive to the needs of the class as they arise. I may have to add, delete, or rearrange material as I see fit.*