

<b>Syllabus for <i>English 41: English Skills Tutoring</i> – Eureka Campus</b>		
<b>Semester &amp; Year</b>	Spring 2016	
<b>Course ID and Section #</b>	English 41: E9017	
<b>Instructor's Name</b>	Prof. David Holper	
<b>Day/Time</b>	Tuesdays & Thursdays 2:50-3:55 pm	
<b>Location</b>	Humanities 115	
<b>Number of Credits/Units</b>	3	
<b>Contact Information</b>	<i>Office location</i>	Humanities 108I
	<i>Office hours</i>	TBA
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<b>Textbook Information</b>	<i>Title &amp; Edition</i>	See below
	<i>Author</i>	
	<i>ISBN</i>	
<b>Course Description</b>		
<p>A collegiate tutor training course emphasizing instruction in specific skills and techniques of tutoring while simultaneously requiring supervised tutoring 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.</p>		
<b>Student Learning Outcomes</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>		
<p>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 <a href="#">Disabled Students Programs and Services</a>. Students may make requests for alternative media by contacting DSPS at 707-476-4280.</p>		
<b>Academic Support</b>		
<p>Academic support is available at <a href="#">Counseling and Advising</a> and includes academic advising and educational planning, <a href="#">Academic Support Center</a> for tutoring and proctored tests, and <a href="#">Extended Opportunity Programs &amp; Services</a>, for eligible students, with advising, assistance, tutoring, and more.</p>		
<b>Academic Honesty</b>		
<p>In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases,</p>		

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where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

[www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProcedureSrev1.pdf](http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProcedureSrev1.pdf) Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

### **Disruptive Classroom Behavior**

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process a disruptive student may be temporarily removed from class. In addition, he or she may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

[www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProcedureSrev1.pdf](http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProcedureSrev1.pdf)

Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

### **Emergency Procedures for the Eureka campus:**

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Eureka **campus emergency map** is available at:

([http://www.redwoods.edu/Eureka/campus-maps/EurekaMap\\_emergency.pdf](http://www.redwoods.edu/Eureka/campus-maps/EurekaMap_emergency.pdf)). For more information on Public Safety, go to <http://redwoods.edu/safety/> In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.
- Once outside, move to the nearest evacuation point outside your building:
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the Incident Commander or campus authorities. (CR's lower parking lot and Tompkins Hill Rd are within the Tsunami Zone.)

**RAVE** – College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus you can receive an alert through your personal email and/or phones at your home, office, and cell. Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the “Register” button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with “redwoods.edu.” Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions.

**TRAINING SYLLABUS FOR ENGLISH 41 PEER TUTORS : SPRING 2016**

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**WEEK 1**

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. Purchase packet and text.

H: H: Read non-tutoring responsibilities handout and initial peer tutor tasks for first weeks of semester (pp. 19-26).

Class 2:

C: **Class meets at the Writing Center (LRC 102). Log in for WC hour credit.** Meet Leslie Leach, coordinator of the Writing Center. Introduce Writing Center tasks

H: Read chapter 1 “The Writing Center as a Work Place” in *BGWT*. Review Writing Center orientation materials

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**WEEK 2 *Writing Center opens. (Tutoring sessions begin next week.)***

Class 3:

C: Explain weekly reflective journal (pp. 3-6) and record-keeping responsibilities (p. 23). Review tutor job description and responsibilities and professional conduct in the WC.

\* **Attend two Eng. 350 or Eng. 102 classes by the end of week 4.**

H: Complete journal #1. Read the article “The Write Stuff” in the packet (pp. 229-230).

Class 4:

C: What makes a good tutor? Discuss four major principles of tutoring (p. 30). Explain Eng. 350 basic skills students and their curriculum. Last minute suggestions for 1<sup>st</sup> week in the WC.

H: Read chapter 2 “The Writing Process” in *BGWT*.

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**WEEK 3 *Tutoring sessions begin in the Writing Center.***

Class 5:

C: General steps in a tutoring session (p. 33); the hierarchy of concerns (pp. 37-38); What tutors can and can't do (p. 39); Focus on the Assignment (p. 35); appropriate language and tone for conference form (p. 41).

\* **Remember to visit 2 Eng. 350 or Eng. 102 classes by the end of the 4<sup>th</sup> week.**

\* **Interview Eng. 350 or 102 instructor by end of week 4.**

\* **Tutor for three hours in the WC this week (or embed for one class, plus tutor in WC)!**

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H: Complete journal #2.

Class 6:

C: Steps in the writing process: an opportunity to tutor. Review assignment and conference guide for Eng. 350 paragraph of examples (pp. 101-115). Evaluate model paragraphs. Tips for filling out conference forms.

H: Read “Best Practices in the Writing Center” in the packet (pp. 217-227).

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### WEEK 4

Class 7:

C: Share your WC experiences. Langan’s four bases for evaluating writing (pp. 95-99). 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.

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

H: Complete journal #3

Class 8:

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.**

H: Read chapter 3 “Inside the Tutoring Session” in *BGWT*

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### WEEK 5

Class 9:

C: Discuss results of Eng. 350 and Eng. 102 observations and interviews.

Review assignment and conference form for E350 cause or effect paragraph (pp. 101-115). 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.**

H: Complete journal #4.

Class 10:

C: Discuss strategies from chapter 3 of *BGWT*. Review criteria for observation of tutoring (pp. 77-79).

Share your WC problems and successes. Evaluate cause or effect paragraph.

H: Read the article “Engaging in Dialogue” (handout).

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### WEEK 6 *Observation of your tutoring sessions begins.*

Class 11:

C: Explain 150 class observation assignment (p. 9). Discuss tutoring techniques from *BGWT*: promoting dialogue

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through the use of silence, questioning and facilitation (p. 43).

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

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

H: Read “Freud in Writing Center” (handout).

Class 12:

C: Share your WC problems and successes. Discuss article. Report to class about observations of WC staff.

**Professional journal summary and presentation assigned (pp.7, 11-14).**

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

H: Complete journal #5. Read the article “Minimalist Tutoring” (handout).

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### WEEK 7

Class 13:

C: Discuss pro’s and con’s of minimalist tutoring. Review assignment and conference forms for cause/effect paragraphs (pp. 101-115).

\* **Observe Eng. 150 class and complete the written assignment by class 16.**

H: Complete journal #6.

Class 14:

C: Report on Eng. 150 observations. Review typical Eng. 150 essay (p. 193, 209). **Eng. 150 instructor visits the class (may be at another class meeting).**

H: Read the article “Collaboration and Ethics” (handout). Read Eng. 350 reading-based essay assignment and materials pp. 137-157.

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### WEEK 8

Class 15:

C: Discuss Eng. 150 curriculum and argumentative emphasis (pp. 171-182). Use the "Question at Issue" to evaluate thesis statements and topic sentences. Review basic elements of essay for Eng. 150 and Eng. 350.

H: Complete journal #7.

Class 16:

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 on p. 15 (due week 12).** Evaluate sample Eng. 150 introductions. **Eng. 150 observation due in class.**

\* **Do you have the 19 required hours in the Writing Center logged in before leaving for spring break? (Six hours will be added to your WC hours for your out-of-class observations for a possible total of 25 hours.)**

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### **SPRING BREAK**

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#### **WEEK 9 *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" (handout).

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 (pp. 45-47).

H: Read the article "We Don't Proofread Here" (handout).

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#### **WEEK 10**

Class 19:

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 (p. 163, 199).

**\* Check that your WC record-keeping is accurate and complete and that your hours are up-to-date (31 hours by end of week 10).**

Class 20:

H: Complete journal #9.

C: Continue work on Eng. 150 essay (pp. 187-193).

H: Read chapter 5, "The Writers You Tutor," in *BGWT*.

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#### **WEEK 11**

Class 21:

C: **ESL expert will visit our class.** Syllabus insert.doc

H: Complete journal #10. Read article "Can Grammar Be Taught?"

Class 22:

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 (pp. 73-74).

Define and identify independent and dependent clause and phrase. Punctuation patterns. Do practice exercises

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(pp. 65-71).

H: Read the article “Multi-sensory Tutoring” (handout).

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### WEEK 12

Class 23:

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

Class 24:

H: Complete journal #11

C: Article presentation. Share WC experiences. Grammar Review continued. **Writing process analysis paper due.**  
**\* Have you logged 36 hours in the Writing Center?**

H: Read the article “Co-dependency” (handout.)

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### WEEK 13

Class 25:

C: Explanation of summative essay process. How can peer tutors help students with the summative essay?  
Practice evaluating summative essays at Eng. 350 level.

H: Complete journal #12.

Class 26:

C: Discuss co-dependency essay. Continue work on summative essay. Syllabus insert.doc

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

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### WEEK 14

Class 27:

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?**

H: Read chapter 7, “Helping Writers Across the Curriculum” in *BGWT*.

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### WEEK 15

Class 29

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C: Article presentation. Introduce glossing technique to support revision, organization, and development (pp. 57-58). Apply techniques to actual student papers.

Class 30

H: Complete journal #14.

C: Schedule end-of-the-semester conferences.

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.**

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**WEEK 16: *FINALS WEEK***

**Meet for end-of-semester conferences in HUM108H.** Syllabus insert.doc

*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.*