

| Syllabus for English 41: English Skills Tutoring– Eureka Campus | | |
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| Semester & Year | Fall 2016 | |
| Course ID and Section # | ENGL-41-E0625 (040625) | |
| Instructor's Name | Nicole Bryant Lescher and Sean Herrera-Thomas | |
| Day/Time | Tuesday, Thursday 02:50PM - 03:55PM + TBD in LRC 102 | |
| Location | HU115 & LRC 102 | |
| Number of Credits/Units | 3 | |
| Contact Information | <i>Office location</i> | Science 216I & 216J |
| | <i>Office hours</i> | Bryant Lescher: Mon & Tue, 1:45-2:45 Herrera-Thomas: Mon, 11:40-1:05 & Wed, 1:15-2:40 |
| | <i>Phone number</i> | 476-4233 (Bryant Lescher); 476-4324 (Herrera-Thomas) |
| | <i>Email address</i> | nicole-bryantlescher@redwoods.edu sean-herrerathomas@redwoods.edu |
| Textbook Information | <i>Title & Edition</i> | The Oxford Guide for Writing Tutors: Practice and Research |
| | <i>Author</i> | Lauren Fitzgerald and Melissa Ianetta |
| | <i>ISBN</i> | 978-0199941841 |
| Course Description | | |
| <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> | | |
| Student Learning Outcomes | | |
| <ol style="list-style-type: none"> 1. Demonstrate thoughtful questioning. 2. Utilize effective listening skills. 3. Evaluate, diagnose, and remediate writing problems. 4. Employ clear explaining techniques. | | |
| Special Accommodations | | |
| <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 <u>Disabled Students Programs and Services</u>. Students may make requests for alternative media by contacting DSPS at 707-476-4280.</p> | | |
| Academic Support | | |
| <p>Academic support is available at <u>Counseling and Advising</u> and includes academic advising and educational planning, <u>Academic Support Center</u> for tutoring and proctored tests, and <u>Extended Opportunity Programs & Services</u>, for eligible students, with advising, assistance, tutoring, and more.</p> | | |
| Academic Honesty | | |
| <p>In the academic community, the high value placed on truth implies a corresponding intolerance of</p> | | |

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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, 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: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services>, and scroll to AP 5500. 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: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services> and scroll to AP 5500.

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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/aboutcr/Eureka-Map>; choose the evacuation map option). For more information on Public Safety, go to <http://www.redwoods.edu/publicsafety>. 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 if you have any questions.

College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.

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Overall Grade Distribution

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|-----------------------------------|-----|
| Participation and Professionalism | 10% |
| Reflect, Apply, Project Sheets | 20% |
| Observation Responses | 15% |
| Presentations | 15% |
| Coaching Sessions | 10% |
| Portfolio | 30% |

Participation and Professionalism:

10% of the overall course grade is earned through active participation and professionalism. In order for to receive the full participation and professionalism score, students need to attend class regularly, actively engage in class discussions and activities, and consistently demonstrate professionalism toward class colleagues, the professors, and all students, staff, and professors connected to the course learning activities. Participation and professionalism will be assessed and recorded every two weeks in Canvas.

Course Assignments

The course assignments for 41 include

- Reflect, apply, and projection assignments are connected to readings and built from the weekly reflection journal, Writing Center experiences, and in-class activities. RAP assignments are submitted printed, in class.
- Observation responses are built from observing developmental English classes and observing a tutoring session. Responses are submitted on Canvas
- Presentations focused on a student’s developing tutoring philosophy and a journal article
- Tutoring Coaching sessions
- A comprehensive portfolio focused on philosophy, theory, and reflection. The portfolio is submitted on Canvas.

Course Grading:

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|--------|----|--------|---|--------|----|---------|----|-----------|---|
| 100% | A+ | 99-93% | A | 92-90% | A- | 79-77% | C+ | 76-70% | C |
| 89-87% | B+ | 86-83% | B | 82-80% | B- | 69%-60% | D | 59%-below | E |

Response and Feedback Schedule

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| Canvas Email | Response within 24 hours to emails Monday through Friday. Response within 48 hours on weekends. Emails sent after 7pm will be answered the next day at the earliest |
| Assignment Grading | Assignments will be graded within 2 weeks of the due date. |

Overall Course Details and Deadlines

Absences:

10% of the overall course grade is connected to participation and professionalism. Absences from class will impact this grade and excessive absences (5 or more) will reduce your overall course grade. If you have missed more than 5 classes **or** the majority (55% or more) of the assignments by week 5 or week 8, you will be dropped from the class. If you have missed more than 8 classes, it is mathematically impossible to pass the class.

Student Athletes/Campus Activities and Absences:

Professors are notified when student athletes or members of a campus club or activity will be required to miss class on campus and those absences are automatically considered excused. Student are still expected to meet due dates and to make arrangements in advance with the professor to submit any coursework due on campus while absent for a college directed absence. **Please notify 3-4 days in advance of missing class for a college-directed reason so that we can plan. Contacting the professors after missing class for a college-directed reason may result in a loss of points or eligibility to submit an assignment.**

Emergency Absences:

Medical or legal emergencies will be addressed on a case by case basis and require documentation. Examples include a court date (notification in advance required) or a visit to the ER for the student or his or her dependents. Funerals are also considered an emergency, but require you to contact in advance and work out a plan.

Missing class early in the semester--Census Week:

Be aware that if you've missed more than 2 classes and significant online coursework during the first two weeks of class, your name will be removed from the class roster during Week 3 (Census Week).

Faculty-initiated drop: Missing Numerous Classes or Numerous Assignments by week 5 or week 8

Overall class attendance and participation is assessed in week 5 and week 8. If you have missed more than 5 classes **or** the majority (55% or more) of the assignments by week 5 or week 8, we will notify you that we intend to drop you from the class. At this point, please contact us so that we can discuss options for you. If we have not received a message from you within 48 hours of the notification, we will drop you from the course.

Student-initiated withdrawal: you may withdraw up until 11/04/2016

The last date to remove yourself from the course and not receive a letter grade is 11/04/2016.

Students may withdraw from a course after census and up to this date and receive a W (withdraw) from the class. If you are considering withdrawing from the class, please contact us. Let's discuss options for you to be successful in your next steps.

Miscellaneous Classroom Policies:

Contesting a Grade -- Students have one-week from the time an assignment has been returned to contest the grade with the instructor; after that time the grade will stand. If for any reason you are not sure why you earned the grade you received, or if you unclear on the grading policies, please do not hesitate to contact us immediately.

Incomplete Grade– The professors make the decision on whether to grant an incomplete opportunity based on individual student information. Incompletes will be considered only in extenuating circumstances and with the approval of the Dean. Incompletes are not an option to repair a low grade earned throughout the semester. A student must have already demonstrated significant and successful course progression to be considered for an incomplete.

The professors reserve the right to make adjustments to the syllabus and course calendar as necessary. Students will be notified of any changes in an announcement in Canvas, as well as a verbal announcement in class.

| Week One: Framing | | | |
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| Date | Reading Due | Assignments Due | Notes |
| Aug 30 | | | |
| Sept 01 | OG: 1 | | Contact professors to schedule class visitations |
| Week Two: Framing | | | |
| Sept 06 | OG: 2 | RAP, Chap 2 | Conduct class & WC observations |
| Sept 08 | | | |
| Week Three: Framing | | | |
| Sept 13 | OG: 3 | Tutor Sess. Observation RAP, chap 3 | |
| Sept 15 | | Class Observation 1 | Tutoring Hours begin next week |
| Week Four: Interaction | | | |
| Sept 20 | Article | | |
| Sept 22 | | Class Observation 2 | Begin building midpoint philosophy presentation |
| Week Five: Interaction | | | |
| Sept 27 | OG:4 | RAP, Chap 4 | |
| Sept 29 | | Presentations | |
| Week Six: Interaction | | | |
| Oct 04 | | Presentations | Students Experts Begin Visiting Class |
| Oct 06 | | | |
| Week Seven: Interaction | | | |
| Oct 11 | OG:5 | RAP, Chap 5 | Identify journal article for presentation |
| Oct 13 | | | Schedule Tutoring Coaching Session 1 and follow up |
| Week Eight: Interaction | | | |
| Oct 18 | OG:6 | RAP, Chap 6 | Coaching sessions |
| Oct 20 | | | Coaching sessions |
| Week Nine: Interaction | | | |
| Oct 25 | | JA Presentations | Coaching sessions |
| Oct 27 | | JA Presentations | Coaching sessions |
| Week Ten: Interaction | | | |
| Nov 01 | OG:7 | RAP, Chap 7 | |
| Nov 03 | | | Schedule Tutoring Coaching Session 2 and follow up |
| Week Eleven: Application | | | |
| Nov 08 | OG:8 | RAP, Chap 8 | Coaching sessions |

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| Nov 10 | Pick a reading | | Coaching sessions |
| Week Twelve: Application | | | |
| Nov 15 | OG:9 | RAP, Chap 9 | Coaching sessions |
| Nov 17 | Pick a reading | | Coaching sessions |
| Week Thirteen: Application | | | |
| Nov 22 | OG:10 | RAP, Chap 10 | Begin reviewing RAP sheets for portfolio compilation |
| Nov 24 | No Class | No class | |
| Week Fourteen: Application | | | |
| Nov 29 | OG:11 | RAP, Chap 11 | |
| Dec 01 | Pick a reading | | |
| Week Fifteen: Application | | | |
| Dec 06 | Pick a reading | Portfolio work session | Team up to edit portfolios with a class colleague |
| Dec 08 | | Portfolio | |
| Finals Week | | | |
| Dec 13 | 3:15-5:15 | | |