

Autumn 2013
Denney 262
Professor Beverly J. Moss
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Office Hours: T,Th 2:30-4:00 and by
appointment
Office: Denney 361
Department phone: 292-6065

**English/CSTW 3467: Issues and Methods in Tutoring Writing
(Tuesday and Thursday 12:45-2:05)**

English/CSTW 3467 focuses on theories and practices in tutoring writing. The aim of this course is to prepare undergraduates to work with writers from diverse backgrounds and disciplines. This class provides a unique opportunity for its members to learn about composition theory and pedagogy, tutoring strategies, and writing center theories and practices in order to put these theories and practices to work in classroom and writing center settings. Students will apprentice as writing consultants/tutors in the University Writing Center. Therefore, in addition to our regularly scheduled class time, each person enrolled in this course will spend approximately one hour per week in the Writing Center.

This course is particularly helpful to those who are planning careers as teachers or who are enrolling in the professional writing minor (3467 is an elective for the writing minor). This course is a great setting in which to engage in collaborative learning, and students who successfully complete this course are eligible to apply for paid tutoring positions in the University Writing Center.

You will begin with Writing Center observations during the fourth week (week of September 9th) of the semester.

Course Objectives

1. To introduce students to composition theory and writing center theory
2. To introduce students to current writing tutoring strategies
3. To provide students with opportunities to learn from experienced consultants and to work with a diverse group of writers
4. To provide students with the opportunity to enter the scholarly conversations about issues that affect writing consultants

Learning Outcomes

When you complete this course, you should

1. Be a more critical reader and writer
2. Apply theoretical concepts to specific writing practices
3. Be conversant in current writing center and tutoring scholarship

Required Writing Assignments: Literacy Autobiography (5-7 pages), Tutoring Writing across the Curriculum Research Project (8-10 pages), Tutor/Reading Journal (which includes reflections on tutorial sessions and course readings/discussions), Final Project Proposal

Required Non-Writing Assignments: Lead class discussion on one day's set of readings, present a five-minute grammar/mechanics lesson, participate in class discussions, commit to an hour in the writing center each week

Required texts include:

Murphy and Sherwood. *The St. Martin's Sourcebook for Writing Tutors (4th edition)*. NY: Bedford/St. Martin's, 2011. **(The 4th edition, the most recent, is in the university bookstore and SBX.)**

Praxis: A Writing Center Journal (Fall 2007, Vol 5, Issue 1; Spring 2009, Vol 6, Issue 2), online journal

Ryan and Zimmerelli. *The Bedford Guide for Writing Tutors (5th Edition)*. NY: Bedford/St. Martin's, 2010

Readings posted on Carmen site

Tutoring Requirements

You will sign up for your one hour slot in the Writing Center during the first week of class (fill out the attached schedule and turn it in to me). You are required to go to the Writing Center for that same hour beginning with week four through week fourteen (week before Thanksgiving). Katie DeLuca, Kate Shipley, and Marcus Nevius are the assistant co-coordinators of the Writing Center and will be the people to whom you will report when you are in the Writing Center. Dr. Richard Selfe is the writing center coordinator.

Beginning September 9th, your apprenticeship begins with you observing writing center consultants' sessions. Around October 7th, you are eligible to begin co-tutoring, first under the guidance of a writing consultant and then, later, on your own (when you begin tutoring depends on the demand for tutors during the hour that you're scheduled and the judgment of the WC staff).

Available tutoring hours (you may observe/apprentice at Smith 4120 or Thompson Library on the first floor behind the information desk; however, you will be asked to pick one time slot and space for the entire semester.):

Smith Hours (Tutorials are 48 minutes and start on the hour. Please be on time.)

Monday: 9-5 (last session begins at 4 p.m.)

Tuesday: 9-5

Wednesday: 9-10; 11-5

Thursday: 9-5

Friday: 9-4

Thompson Library Hours (Tutorials are 20 minutes and are for walk-in clients)

Monday: 11 a.m.-1 p.m.; 5 p.m.-7 p.m. (last session begins at 6 p.m.)

Tuesday: 11-1; 5-7

Wednesday: 11-1; 5-7

Thursday: 11-1: 5-7

Graded Assignments

| | |
|--|-----|
| Literacy Autobiography (5-7 pages) | 25% |
| Tutor Writing across the Curriculum Project (8-10 pages) | 35% |
| Leading Class Discussion | 20% |
| Tutor Reflection Journal (weekly entries) | 20% |

Assignments

1. **Leading Class Discussion:** You and a classmate will be responsible for leading discussion on an assigned set of readings during the semester. You are to raise key questions or design an activity that helps your classmates understand the major questions and claims in the readings and relate those ideas to the tutoring situation. Each team will meet with me at least three days before you are scheduled to lead discussion. Student-led discussions begin in week four. **Twenty-four hours before you lead class discussion, you should post a set of discussion questions on Carmen. In addition, each discussion leader should post a 1-2 page response on the assigned readings.**
2. **Literacy Autobiography:** This assignment is a 5-7 page essay in which you discuss your path to literacy or discuss a significant moment in your literate life. If you love to write, how did that love develop? What do you like about writing? What kind of writing do you like? What kind of writing challenges you, and in what ways? What kind of reading do you like to do? What is so important to you about reading science fiction, or designing web sites, or about being able to read and write in a computer language? Maybe your literacy autobiography focuses on examining literacy within a cultural or community context. For example, maybe a significant literacy moment in your life was participating in a community literacy program or preparing and giving a speech at a town event. Many scholars disagree on the definition of literacy. What does your literacy autobiography suggest about how you define literacy and about the way that literacy has shaped you as a person? Feel free to cite other scholars' definitions of literacy as a way of comparing and contrasting with your own definition. Even though this is a personal narrative, it must have a controlling thesis and purpose. *Finally, you must sign up for a writing center tutorial on this assignment. That session must take place by September 6th.*

Draft Due: September 5th

Final Draft Due: September 10th

3. **Individual and Class Electronic Tutor Journal. This is a two level assignment. The first level: You will keep an individual electronic journal where you will post weekly reflections on the tutoring sessions that you observe and participate in.** After each tutoring session, you must write an entry (one single-spaced page) on that session. That entry should include a description of the session (what the consultant and writer worked on, what questions came up, challenges for the consultant and the writer, etc.), what stood out about the session, concerns or problems in that particular session, and general impressions or questions. In addition, you should relate occurrences in the

sessions to the class readings. Consider your tutor journal a field notebook where you gather data about tutoring writing. The first entry should be a reflection on the session in which you are tutored for the literacy autobiography assignment. I will read journals three times during the semester: **September 27th, October 25th, and December 4th**.
Date each entry.

The second level is the class electronic journal: You will share entries from your individual journal by posting at least three journal entries (you may post more) to the class Carmen site. I expect you to read all the posts and, throughout the semester, respond to as many as you like with appropriate comments.

While you may post as often as you like, I will provide a schedule for your reflection postings in the second week. You will be divided into posting groups for the tutoring reflections (for example, group one might be assigned to post reflections during weeks two, six, and nine).

- 4. Tutoring across the Curriculum Research Paper:** The tutoring across the curriculum research paper is your final project. It is an 8-10 page project in which you explore how writing center strategies and philosophies are affected by disciplinary expectations. After nine-ten weeks in tutorials, you should draw on your experiences working with writers in the writing center, scholarship that we've read in class (and outside of class), and interviews with instructors in the disciplines on which you decide to focus. This project requires that you consult primary and secondary sources and that you articulate strategies and a philosophy for working with writers from a broad range of writing experiences. You must incorporate secondary sources into your project. In other words, you will need to situate your tutoring across the curriculum project within the current scholarly conversation in writing studies (including peer writing tutoring, writing center theory and practice, and/or composition theory). You are also expected to make explicit connections to issues that we address in class (readings and in-class discussions). Think of this project as your opportunity to articulate your tutoring philosophy, specifically as it relates to writers across the curriculum. Finally, **you will be required to turn in a two-page (double-spaced) proposal for your final project in week nine** and to meet with me about the final project.

Proposal Due: October 17th

Draft Due: November 21st and November 26th

Poster Presentations on Final Projects: December 3rd

Final Draft Due: December 9th by 2 p.m. (in drop-box or my mailbox)

- 5. Five-minute Grammar and Mechanics Lesson:** You and a classmate will choose a grammatical or usage concept or punctuation rule to teach to the class. These lessons will take place at the beginning of class. Be prepared to choose a partner and to sign up for a date and grammar concept in week two.
- 6. Role-Playing and Responding Exercises:** Throughout the semester, you will engage in role-playing activities (in front of the class) where you and a classmate will take on the

role of client and consultant with a piece of writing. Your classmates will provide feedback on your strategies.

Policies

1. All assignments must be turned in on time. Late assignments will not be accepted without a physician's excuse.
2. All written essays must be typed (double-spaced with a title page unless otherwise noted).
3. You must come to class with a draft on days that drafts are due. Failure to come with a draft will result in your grade being lowered one letter grade for the assignment.
4. Class attendance is mandatory. You may have no more than two unexcused absences. For each unexcused absence after the second, your grade will be lowered one half letter grade. **If you miss a tutorial (an unexcused absence), your grade will be lowered one letter grade per absence. If you are ill or have an emergency (documented illness or death of a family member are the only acceptable excuses that keep you from a tutorial), you are responsible for contacting the writing center before your scheduled tutoring session.**
5. Being more than 10 minutes late for class will result in an absence for the day.
6. **Being late for any writing center session is unacceptable. Lateness disrupts sessions and is unfair to the clients.**
7. Please turn off your cell phone before class (or a tutorial) starts. Do not engage in texting during class.
8. I encourage you to meet with me throughout the semester; however, you are required to meet with me once to discuss your final project and before you lead class discussion.
9. I also encourage you to ask any writing center-related questions to the writing center assistant coordinators. A writing center staff person will attend our class two or three times during the semester.
10. When you are in the writing center, you must follow the rules and guidelines established by the Center. For example, you are not allowed to eat in the writing center.
11. You are free to agree, disagree, or extend a point made during class discussions; however, you are expected to be civil in tone. No personal attacks.

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* (and this syllabus) may constitute "Academic Misconduct."

The OhioStateUniversity's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

Other sources of information on academic misconduct (integrity) to which you can refer include: The Committee on Academic Misconduct web pages (<http://studentaffairs.osu.edu/csc>)

Resources

The Writing Center

The Writing Center is a valuable resource for any member of the University community. WritingCenter tutors are available (face-to-face or online) to work with you at any stage in the writing process. I encourage you to take advantage of this opportunity. To make an appointment, call 688-4291 or go online at cstw.osu.edu.

Disability Services

Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Daily syllabus

Week 1

8/22 Introduction to Class and the Peer Consulting Program
Introduction to Writing Center
In-class Assignment
(sign up for writing center tutorial)

Week 2

8/27 **Introduction to Writing Process and Tutoring Process**
Bedford Guide, chapters 1-3
St. Martin's Part I

Sign-up for weekly Writing Center hour

What is the Role of the Writing Center and the Writing Tutor?

- 8/29 *Bedford Guide*, chapters 4 &5
St. Martin's Sourcebook: North; North; Lunsford
Begin Journal Entries (#1)

Week 3

- 9/3 Writing Center Consultants Panel
Bruffee, "Peer Tutoring and the Conversation of Mankind"

Writing Theories and Tutoring Theories

- 9/5 Carmen: Bartholomae, "Inventing the University" and Tobin, "Process Pedagogy"

DUE: Draft of Literacy Autobiography
5 minute grammar and mechanics lesson

Week 4

- 9/10 *Bedford Guide*, chs. 7&8
Due: Final Draft of Literacy Autobiography; peer response
(writing center observations begin this week)

- 9/12 *St. Martin's*: Vandenberg, Sherwood
5 minute grammar and mechanics lesson

Week 5

- 9/17 *St. Martin's*: Carino, Brooks
5 minute grammar and mechanics lesson

- 9/19 *St. Martin's*: Shmoon and Burns; Carmen: White-Farnham, Dyehouse, Finer
5 minute grammar and mechanics lesson

Week 6

- 9/24 *St. Martin's*: Glover; Bringhurst
Carmen: Pantelides and Bartesaghi
5 minute grammar and mechanics lesson

- 9/26 No Class

- 9/27 Due: Tutor Journal Entries (dropbox by 6 p.m.)

Week 7

- 10/1 Carmen: Jacoby; Freed
5 minute grammar and mechanics lesson

Tutoring Writing across the Curriculum

- 10/3 *Praxis: A Writing Center Journal* (Spring 2009, Volume 6, Issue 2)

5 minute grammar and mechanics lesson

Week 8

10/8 Midterm Writing Center Consultants Panel
5 minute grammar and mechanics lesson

(transition from observing to tutoring begins this week)

10/10 Zawacki “Writing Fellows as WAC Change Agents: Changing What? Changing Whom? Changing How?” <http://wac.colostate.edu/atd/fellows/zawacki.cfm>
Carmen: Bean

5 minute grammar and mechanics lesson

Trish Houston, Coordinator of Professional Writing Minor

Week 9

10/15 **Diversity, Identity and Tutoring**

St. Martin's: Myers

Carmen: Hayward “Insights into Cultural Divides” and Bokser “Pedagogies of Belonging”

5 minute grammar and mechanics

10/17 *St. Martin's*: DiPardo, Denney

5 minute grammar and mechanics

Due: Final Project Proposal

Week 10

10/22 *Praxis: A Writing Center Journal* (Fall 2007, Vol 5, Issue 1)
5 minute grammar and mechanics

10/24 Carmen: Haynes-Burton “Thirtysomething Students” and Smith “Non-traditional Students in the Writing Center” at

<https://writinglabnewsletter.org/archives/v27/27.7.pdf>

5 minute grammar and mechanics

10/25 **Due: Tutor Journal Entries (dropbox by 6 p.m.)**

Week 11

10/29 Carmen: Weaver

St. Martin's Sourcebook chapters: Neff

McHarg, “The Dual Citizenship of Disability” at

www.freepatentsonline.com/article/Writing-Lab-Newsletter/289120536.html

5 minute grammar and mechanics

DUE: Final Project Proposal (one page single-spaced)

Technology and Tutoring

10/31 *Bedford Guide*, Ch. 6

Carmen: Online Transcripts

St. Martin's Sourcebook chapters: Bell

Week 12

11/5 Carmen: Carlson and Apperson-Williams
Yergeau, Wozniak, and Vandenberg, "Expanding the Space of f2f: Writing Centers and audio-visual-text conferencing." *Kairos*.13.1 (2008).Web.
<http://kairos.technorhetoric.net/13.1/topoi/yergeau-et-al/index.html>

11/7 *St. Martin's Sourcebook* chapters: Sheridan

Due: Bring in final project working thesis statements; in-class tutorials

Week 13

11/12 Individual Conferences

11/14 Individual Conferences

Week 14

11/19 "The Idea of a Multiliteracy Center: Six Responses"

<http://praxis.uwc.utexas.edu/index.php/praxis/article/view/59/html>

11/21 **Due: Partial Draft of Final Project/Peer Review**

Week 15

11/26 **Due: Full Draft of Final Project/Peer Review**

11/28 No Class-Thanksgiving

Week 16

12/3 Poster Presentations on final projects
Course Evaluations

Last Day of Class

12/4 **Due: Tutor Journal Entries (dropbox by 6 p.m.)**

12/9 **Final Projects Due by 2 p.m. (in dropbox)**

Name:

Sign-up for semester writing center hour. Indicate your first, second, and third choice. There will only be two or three 3467 apprentices per time slot (based on the number of writing consultants available within a given slot).

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------|--------|--------------|-----------|--------------|--------|
| 9:00 | | | | | |
| 10:00 | | | XXXXXXXX | | |
| 11:00** | | | | | |
| 12:00** | | English 3467 | | English 3467 | |
| 1:00 | | English 3467 | | English 3467 | |
| 2:00 | | | | | |
| 3:00 | | | | | |
| 4:00 | | | | | |
| 5:00* library | | | | | |
| 6:00* library | | | | | |

*All evening slots are in Thompson Library

**On Mondays, the 11-1 slots are in Thompson Library and Smith; the Tuesday and Thursday 11-1 slots are in Thompson Library. All other slots are in Smith Laboratory.