LA&S/ENGL 400: Tutoring and Teaching Writing

Spring 2011
4:30-6:30 Tuesdays, Wescoe 1009

Instructor: Terese Thonus
Location: Anschutz Library 424
Phone: 864-2398
E-mail: tthonus@ku.edu
Office Hours: By appointment

Course Overview:

This course explores writing instruction, especially how it is worked out in the setting of a writing center. Together we will explore theories and strategies of teaching and tutoring writing across academic disciplines. We will start by examining what we know about how human beings best learn, how we have learned to write, and how we ourselves continue to reflect on and improve our own writing. Then we will discuss interaction dynamics—the foundation of working with other writers in the classroom, and in one-on-one and small-group peer tutoring relationships. We will explore how components of identity shape our own writing and our interactions with other writers, learn how to identify writers’ strengths, build trust, and foster engaged learning.

The course content includes a discussion of theories that inform composition pedagogy, collaborative learning, and writing center research. Additionally, you will be able to investigate special topics, such as writing in your discipline, assessing writing, working with second-language writers, and using technology to teach writing. You should expect to work collaboratively inside and outside of class, to observe and practice tutoring in the writing center or other community tutoring sites, to read extensively, and to write formally and informally, analytically and expressively about the intersections and divergences of theory and practice as you encounter them. You will use action research, self-study, and other reflective tools to build awareness of your writing and tutoring practices and work toward adjusting them as you learn.

The course includes classroom-based work—reading, writing, responding, discussing, exploring instruction and consultation processes—and field experiences. You will spend a total of 20 hours observing in writing classrooms, the KU Writing Center and/or community sites AND tutoring. You will reflect on those experiences and prepare your final project. LA&S 400 and ENGL 400 qualify as University of Kansas service-learning courses. See http://www.servicelearning.ku.edu/Spring%202011%20courses.shtml

Course Objectives:

This course should enable you to:

- Understand theories of human learning and what you can do to create a learning environment.
- Understand writing processes—including your own—as explained by researchers, theorists, and fellow writers.
- Understand how components of identity and experience (class, race, gender, national origin, language, fluency and others) affect communication and what you can do to foster sensitive and productive communication.
- Set priorities for revision, taking into account individual writing processes, learner strengths and rhetorical contexts.
• Communicate successfully with other writers through writing, face-to-face communication, and electronic media.
• Know and use strategies for collaborating effectively with other writers
• Know and use reflective tools (self-study, action research, etc.) for responsible/responsive and engaged practice

Additional readings (posted to Blackboard)

Grades: When you submit an assignment, I will read it and return feedback using the “Comment” feature in Word. I will also assign a preliminary grade. You may revise an assignment as many times as you wish. I will assign a final grade to each assignment at the end of the semester based on the following point allocation (total = 200 points). Due date for all revisions is **Thursday May 19th at 5:00 p.m.** (on Blackboard).

A = 180-200 points
B = 160-179 points
C = 140-159 points
D = 120-139 points
F = 0-119 points

Tasks Overview: Descriptions are posted on Blackboard.
- **Reading Journals** (10 of 11; 5 points each = 50 points, 25% of grade)
- **Literacy Narrative** (20 points, 10% of grade)
- **Writing Consultation Reflection** (10 points, 5% of grade)
- **Observation Reflection** (20 points, 10% of grade)
- **Collaborative Project** (30 points, 15% of grade)
- **I-Search** (50 points total, 25% of grade)
  - Proposal (10 points, 5% of grade)
  - Paper (30 points, 15% of grade)
  - Presentation (10 points, 5% of grade)
- **Internship Report** (20 points, 10% of grade)

Submit **reading response journals** before class and print them out to bring to each class. Submit all other writing assignments through the assignment feature on Blackboard. MLA, APA, or any other style sheet is acceptable; consistency is all that is desired.

Attendance: This is an interactive, discussion-based course that meets only one night per week for two hours (2 of 3 credits). The internship experience should be viewed as earning the additional credit for a total of three credits. I expect attendance at **every** class meeting unless you provide credible prior notification of your absence.

Blackboard: All class documents (including assignments, readings, revisions) have been uploaded to Blackboard (courseware.ku.edu). **Check the site**—and your e-mail—regularly for announcements, schedule changes, etc.
**Learning Needs:** If you have any particular needs as a learner that you would like me to know about, please make an appointment to talk with me about them. We will work together to make this class a successful learning experience for you.

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### Weekly Schedule
*(Subject to change)*

<table>
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<tr>
<th>WEEK 1</th>
<th>Meeting Agenda/Activities</th>
<th>Preparation for next class</th>
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| **Jan. 25** | Orientation to Course  
Blackboard tour  
Time management hints  
Getting to know each other | *Read (on Bb)*:  
Lamott, Bruffee, Kedia (pp. 13-15)  
*Write*: Reading Journal Entry |

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<tr>
<th>WEEK 2</th>
<th><em>Writing and working with writers</em></th>
<th>Preparation for next class</th>
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| **Feb. 1** | Introduction to  
Literacy Narrative assignment  
Reading journal exchange/discussion group(s) | *Read (Bb)*: Ede |

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<th>WEEK 3</th>
<th><em>Writing and learning as social processes</em></th>
<th>Preparation for next class</th>
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| **Feb. 8** | Reading journal exchange/discussion group(s)  
Observing teaching & tutoring: How to | *Read*:  
Gillespie & Lerner, chs. 1-3, 5  
*Write*:  
Reading Journal Entry  
Literacy narrative (4 copies for class)  
*Do*:  
Schedule an appointment at the KU Writing Center between now and 2/15 to meet with a consultant to review a draft of your literacy narrative. |
<table>
<thead>
<tr>
<th>WEEK 4</th>
<th>Teaching and tutoring as social processes</th>
<th>Preparation for next class</th>
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<tbody>
<tr>
<td>Feb. 15 Observations</td>
<td>Brief lecture</td>
<td>Read: Gilespie &amp; Lerner, ch. 11, Leahy, McQueeney</td>
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<td>Reading journal exchange/discussion group(s)</td>
<td>Write: Reading Journal Entry, Revise Literacy Narrative</td>
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<td>Peer review: Literacy narrative</td>
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<th>WEEK 5</th>
<th>What is a writing center?</th>
<th>Preparation for next class</th>
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<tbody>
<tr>
<td>Feb. 22 Observations</td>
<td>Literacy Narrative Due (post to Bb before class)</td>
<td>Read: Gilespie &amp; Lerner, chs. 4, 8, 6, 7</td>
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<td></td>
<td>Reading journal exchange/discussion group(s)</td>
<td>Write: Writing Consultation Reflection, Reading Journal Entry</td>
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<td>Introduction to collaborative project and project planning</td>
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<th>WEEK 6</th>
<th>Writing and tutoring processes</th>
<th>Preparation for next class</th>
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<tr>
<td>March 1 Observations</td>
<td>Writing Consultation Reflection Due (post to Bb before class)</td>
<td>Read: WPA Statement on Plagiarism, Brown et al., Bloch</td>
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<td>Reading journal exchange/discussion group(s)</td>
<td>Write: Reading Journal Entry, Observation Reflection</td>
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<td></td>
<td>Tutoring simulation</td>
<td>Do: Collaborative Project work</td>
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<td>Organization: Collaborative Project groups</td>
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<th>WEEK 7</th>
<th>Collaboration…and plagiarism</th>
<th>Preparation for next class</th>
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<tr>
<td>March 8 Observations</td>
<td>Observation Reflection Due (post to Bb before class)</td>
<td>Read: Harris, Brooks, Lerner</td>
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<td>Reading journal exchange/discussion group(s)</td>
<td>Write: Reading Journal Entry</td>
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<td></td>
<td>Tutoring simulation</td>
<td>Do: Collaborative Project work</td>
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| WEEK 8 | **Contexts of Writing**  
**Tutoring/ Contending definitions of writing center work** | **Preparation for next class** |
|--------|--------------------------------------------------|-------------------------------|
| **March 15**  
Internship | *Guest presenters:*  
Kathryn Byrne, JCCC  
Thomas Ferrel, UMKC  
Kara Northway, KSU, @4:30  
Reading journal exchange/discussion group(s)  
Tutoring simulation  
Collaborative Project update | *Read:*  
Gardner, Neff, Babcock  
Readability Calculator  
*Write:*  
Reading Journal Entry  
Collaborative Project Rough Draft |
| **Spring Break** | **No class** | **Preparation for next class** |
| **WEEK 10** | **Abilities, disabilities, and multiple intelligences** | **Preparation for next class** |
| **March 29**  
Internship | Peer review: Collaborative Project  
Reading journal exchange/discussion group(s)  
Collaborative agenda-setting  
Introduction to I-Search Assignment | *Read:*  
Gillespie & Lerner, ch. 12  
Carter  
*Write:*  
Reading Journal Entry  
Collaborative Project final draft |
| **WEEK 11** | **Writing in/across the disciplines** | **Preparation for next class** |
| **April 5**  
Internship | **Collaborative Projects Due (post to Bb before class)**  
*Guest presenters:*  
Sonya Lancaster, KU First-and-Second Year Writing, @ 4:30  
Brian Lagotte, KU Graduate Writing Program, @ 5:00  
Global-to-local consulting  
Tutoring simulation | *Read:*  
Silva, Ortmeier-Hooper  
*Write:*  
Reading Journal Entry  
I-Search proposal (take three copies to class) |
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<tr>
<th>WEEK 12</th>
<th>English &amp; Englishes</th>
<th>Preparation for next class</th>
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<tr>
<td>April 12</td>
<td>Guest presenter: Peter Grund, KU Dept. of English, @4:30</td>
<td>Read: Canagarajah Gillespie &amp; Lerner, ch. 9 Thonus</td>
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<tr>
<td>Internship</td>
<td>Peer review: I-Search Proposal</td>
<td>Write: Reading Journal Entry Revise I-Search Proposal</td>
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<tr>
<td>Tutoring simulation</td>
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<th>WEEK 13</th>
<th>Working with multilingual writers</th>
<th>Preparation for next class</th>
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<tr>
<td>April 19</td>
<td>Due: I-Search Proposal (Post to Bb before class)</td>
<td>Read: Gilyard, Angelou, Jackson</td>
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<td>Internship</td>
<td>Using writing rubrics</td>
<td>Write: Draft of I-Search paper Reading Journal Entry</td>
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<td>Reading journal exchange/discussion group(s)</td>
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<td>Tutoring simulation</td>
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<th>WEEK 14</th>
<th>Multiculturalism in teaching/tutoring writing</th>
<th>Preparation for next class</th>
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<tr>
<td>April 26</td>
<td>Guest presenters: KU Writing Center consultants L2 “grammar” tutoring</td>
<td>Write: Draft of I-Search paper (make 3 copies for peer review) Internship Report</td>
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<td>Internship</td>
<td>Tutoring simulation</td>
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<th>WEEK 15</th>
<th>Wrapping up</th>
<th>Preparation for next class</th>
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<tr>
<td>May 3</td>
<td>Due: Internship Report (Post to Bb before class)</td>
<td>Attend: Conference with Terese</td>
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<td>Peer review: I-Search papers</td>
<td>Write: Revise I-Search Paper Prepare I-Search Presentation</td>
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<td>Online writing instruction and tutoring</td>
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Wrapping up

Conferences with Terese
(schedule via e-mail)

Wrapping up

I-Search presentations

Write:
Revisions of all assignments due to Bb by Thursday May 19 at 5 p.m.

Acknowledgments to Michele Eodice, Moira Ozias, Emily Donnelli, Martha Jerrim, and the many students who have completed LA&S/ENGL 400 since 1998. Their knowledge, experiences, and insights will support us as we learn together this semester.

References


