

LA&S/ENGL 400: Tutoring and Teaching Writing

Spring 2011

4:30-6:30 Tuesdays, Wescoe 1009

Instructor: Terese Thonus
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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

Texts: Gillespie, Paula and Neal Lerner. *The Longman Guide to Peer Tutoring*. (2nd ed.) New York: Longman, 2007.
 Graff, Gerald and Cathy Birkenstein. *They Say/I Say: The Moves that Matter in Academic Writing*. New York: Norton, 2006.
 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 = 160-179points
 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.

Weekly Schedule (Subject to change)

WEEK 1	Meeting Agenda/Activities	Preparation for next class
Jan. 25	Orientation to Course Blackboard tour Time management hints Getting to know each other	<i>Read (on Bb):</i> Lamott , Bruffee, Kedia (pp. 13-15) <i>Write:</i> Reading Journal Entry
WEEK 2	Writing and working with writers	Preparation for next class
Feb. 1	Introduction to Literacy Narrative assignment Reading journal exchange/discussion group(s)	<i>Read (Bb):</i> Ede
WEEK 3	Writing and learning as social processes	Preparation for next class
Feb. 8 Begin observations	Reading journal exchange/discussion group(s) Observing teaching & tutoring: How to	<i>Read:</i> Gillespie & Lerner, chs. 1-3, 5 <i>Write:</i> Reading Journal Entry Literacy narrative (4 copies for class) <i>Do:</i> 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.

WEEK 4	Teaching and tutoring as social processes	Preparation for next class
Feb. 15 Observations	Brief lecture Reading journal exchange/discussion group(s) Peer review: Literacy narrative	<i>Read:</i> Gillespie & Lerner, ch. 11 Leahy McQueeney <i>Write:</i> Reading Journal Entry Revise Literacy Narrative
WEEK 5	What is a writing center?	Preparation for next class
Feb. 22 Observations	Literacy Narrative Due (post to Bb before class) Reading journal exchange/discussion group(s) Introduction to collaborative project and project planning	<i>Read:</i> Gillespie & Lerner, chs. 4, 8, 6, 7 <i>Write:</i> Writing Consultation Reflection Reading Journal Entry
WEEK 6	Writing and tutoring processes	Preparation for next class
March 1 Observations	Writing Consultation Reflection Due (post to Bb before class) Reading journal exchange/discussion group(s) Tutoring simulation Organization: Collaborative Project groups	<i>Read:</i> WPA Statement on Plagiarism Brown et al. Bloch <i>Write:</i> Reading Journal Entry Observation Reflection <i>Do:</i> Collaborative Project work
WEEK 7	Collaboration...and plagiarism	Preparation for next class
March 8 Observations	Observation Reflection Due (post to Bb before class) Reading journal exchange/discussion group(s) Tutoring simulation	<i>Read:</i> Harris Brooks Lerner <i>Write:</i> Reading Journal Entry <i>Do:</i> Collaborative Project work

WEEK 8	Contexts of Writing Tutoring/ Contending definitions of writing center work	Preparation for next class
March 15 Internship	<p><i>Guest presenters:</i> Kathryn Byrne, JCCC Thomas Ferrel, UMKC Kara Northway, KSU, @4:30</p> <p>Reading journal exchange/discussion group(s)</p> <p>Tutoring simulation</p> <p>Collaborative Project update</p>	<p><i>Read:</i> Gardner, Neff, Babcock Readability Calculator</p> <p><i>Write:</i> Reading Journal Entry Collaborative Project Rough Draft</p>
Spring Break	No class	
WEEK 10	Abilities, disabilities, and multiple intelligences	Preparation for next class
March 29 Internship	<p>Peer review: Collaborative Project</p> <p>Reading journal exchange/discussion group(s)</p> <p>Collaborative agenda-setting</p> <p>Introduction to I-Search Assignment</p>	<p><i>Read:</i> Gillespie & Lerner, ch. 12 Carter</p> <p><i>Write:</i> Reading Journal Entry Collaborative Project final draft</p>
WEEK 11	Writing in/across the disciplines	Preparation for next class
April 5 Internship	<p>Collaborative Projects Due (post to Bb before class)</p> <p><i>Guest presenters:</i> Sonya Lancaster, KU First-and-Second Year Writing, @ 4:30 Brian Lagotte, KU Graduate Writing Program, @ 5:00</p> <p>Global-to-local consulting</p> <p>Tutoring simulation</p>	<p><i>Read:</i> Silva, Ortmeier-Hooper</p> <p><i>Write:</i> Reading Journal Entry I-Search proposal (take three copies to class)</p>

WEEK 12	English & Englishes	Preparation for next class
April 12 Internship	<i>Guest presenter:</i> Peter Grund, KU Dept. of English, @4:30 Peer review: I-Search Proposal Tutoring simulation	<i>Read:</i> Canagarajah Gillespie & Lerner, ch. 9 Thonus <i>Write:</i> Reading Journal Entry Revise I-Search Proposal
WEEK 13	Working with multilingual writers	Preparation for next class
April 19 Internship	Due: I-Search Proposal (Post to Bb before class) Using writing rubrics Reading journal exchange/discussion group(s) Tutoring simulation	<i>Read:</i> Gilyard, Angelou, Jackson <i>Write:</i> Draft of I-Search paper Reading Journal Entry
WEEK 14	Multiculturalism in teaching/tutoring writing	Preparation for next class
April 26 Internship	<i>Guest presenters:</i> KU Writing Center consultants L2 “grammar” tutoring Tutoring simulation	<i>Write:</i> Draft of I-Search paper (make 3 copies for peer review) Internship Report
WEEK 15	Wrapping up	Preparation for next class
May 3	Due: Internship Report (Post to Bb before class) Peer review: I-Search papers Online writing instruction and tutoring	<i>Attend:</i> Conference with Terese <i>Write:</i> Revise I-Search Paper Prepare I-Search Presentation

WEEK 16 May 10	Wrapping up	Conferences with Terese (schedule via e-mail)
WEEK 17	Wrapping up	
Wednesday May 18 1:30-4 p.m.	I-Search presentations	<i>Write:</i> Revisions of all assignments due to Bb by Thursday May 19 at 5 p.m.

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