Syllabus

English 2045 N1

Contact information

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Office: College Center, Room 140
Office Hours: M-F 9 A.M.-Noon and 1 P.M.-4P.M.
Or by Appointment (either online or real time)
I’m usually in the Writing Center, so please stop in

Course Description

Covers theory and methodology of one-to-one and small group responses to writing. The course models the theories investigated by stressing dialogue as invention, writing as process, writing for learning, as well as writing as a product reading discussion in peer response groups, and observation and experience in conferencing in the Casper College, UW/CC Writing Center.

Objective

By the end of this course, you will begin to think about tutoring meta-cognitively. You will apply theories of tutoring to tutoring sessions in order to find the means to make being tutored productive and somewhat painless for the people with whom you work.

Your grade for this course depends on successful complete of six 2-4 page papers, class attendance, observations, and participation.

Method

Students will participate in seminar style discussions of reading packets, and discussions will focus on application of theories to tutor experiences. Collaboration, observation and experience in conferencing will take place in the Writing Center. Non-Writing Center Staff will conference with the instructor about alternate assignments.
Required Texts
Readings assigned and provided by instructor
Dictionary
Thesaurus

Course Requirements

You are required to complete all assignments by the due dates listed on the Course Calendar below.

Late assignment submission is discouraged, but please do call me or email me if there are extenuating circumstances.

If you find yourself falling behind, please contact me. We might be able to find a way for you to catch up. If not, we should discuss alternative options, such as negotiated due dates, an incomplete or a withdrawal from the course so that you avoid an F in the class.

Students with disabilities should speak to Anne Loader to discuss appropriate accommodations.

Evaluation Criteria

Be present in the Writing Center for all assigned work hours 100 points
5 graded short essays of your choice 70 points
1 graded final reflective essay 50 points
Self-Evaluation 10 points
Two observations 20 points
Regular Attendance at the Friday Meeting 50 points
Total Points Possible 300

A 281-300
B 261-280
C 241-260
D 221-240
F 220 and below

Assignments

Choose 5 essay topics from the questions listed below. For each question, write a two–four page (double spaced) response, using your tutoring experiences as the basis for each response. Essays will be evaluated based on the relevance of the examples to the questions given and the depth of explanation. Format, structure, sentence errors will, of course, influence the grade an essay will receive. Since these essays require you to reflect on your experiences, you need to have experiences before you can reflect upon them. Therefore, you may choose your own submission dates, but please submit your essays
before Thanksgiving Break. Your final essay is due in my office by December 15th, 2 P.M.

Questions to consider throughout the semester:

- How has talking worked for you as a form of exploring or thinking about ideas?
- What might be considered invisible personal knowledge and why might making personal knowledge visible through writing be both difficult and productive for the student?
- How is writing a learned behavior?
- If communication is a ‘natural’ process, then why is writing considered an artificial communication process?
- In what way is writing technological? Is writing ever NOT technological?
- What are some of the consequences of writing being slower than talking?
- Why might we consider writing to be stark in comparison with talking?
- What does the following statement mean: Writing must provide its own context?
- How does an absent audience affect “writing as learning” and “writing to learn?”
- If writing culminates in a product, in what does talking culminate?
- Why might we believe that writing tends to be a responsible, committed act of communication?
- In what way does writing constitute a form of learning? In what way does writing constitute a source of learning?
- Why does writing seem so mysterious to so many beginning writers?

Final Assignment
Your final assignment is to write a 2-4 page essay reflecting on your semester as a Writing Tutor. Specifically, how have you changed as a tutor as a result of working with the ideas you wrote about for this course? Please use examples from tutoring sessions.

Course Calendar

Readings and Assignments

Week 1.
Getting Settled

Week 2.
Introductions, Policy, Procedure, Forms. Writing Center Policies and Expectations

Week 3.
Reading Packet
Discussion 1: “Teaching Vs. Tutoring”
De Leon and Mcdonald. “Name Power.”
Discussion 2: “Writing as Learning: Why the Tutee should hold the pencil,”
Vacca and Vacca. “Writing to Learn.”
Emig. “Writing as a Mode of Learning.”

**Week 4.**
Reading Packet
Discussion 1: Alternative strategies
Worley “Visual Imagery Training and College Writing Students.”
Mullin. “Traces in Texts: Reading the Waters.”

**Week 5.**
Reading Packet
Discussion: Writing As Discursive and Recursive
Perl “Understanding Composing”

**Week 6**
Reading Packet
Discussion: Interpreting Teacher Comments
“Tutoring Revision through Paper Comments”

**Week 7**
Reading Packet
Discussion: Technology and Composition online

**Week 8**
Reading Packet
Discussion: The Invisible Audience
Thonus. “Triangulation in the Writing Center: Tutor, Tutee, and Instructor Perceptions of the Tutor’s Role.”

**Week 9**
Reading Packet
Discussion: ESL and Home Dialects and Patterns of Error
“Working with Dialects and Patterns of Error”

**Week 10**
Reading Packet
Discussion: Writing as Process
Murray. “Teaching the Other Self: The Writer’s First Reader”

**Week 11**
Discussion: Applying theories to tutoring experiences

**Week 12**
Discussion: Applying theories to tutoring experiences
Week 13
Final Paper Collaboration/Peer Observations

Week 14
Final Paper Collaboration/Peer Observations

Week 15
Administrative Observation/Self Evaluation

Week 16 Final Paper due

As always, this syllabus is subject to revision at the instructor’s discretion or in response to the students’ persuasive collaborative argument. In other words, let me know if there’s a glitch that we need to discuss and then fix.

Final Paper Requirements
Appropriate Citation
Double spaced
Times New Roman, Size 12 font
Standard 1 inch margins
MLA or APA citation format
3 source minimum
Makes appropriate use of the sources provided by the instructor
Fulfills the Assignment Guidelines
Appropriate title
Demonstrates an understanding of the texts used and the significance of ideas discussed in those texts
Integrates sources to support the essay's central idea
Fully develops the student's original idea
Is obviously a fully revised, edited, polished piece of prose
Lacks sentence level errors
Lacks structural errors in essay composition and organization
Provides logical organization patterns and makes appropriate use of transitions
Makes use of thoughtful and original expression (in other words, don't over-do the quotations)