REQUIRED TEXTS AND MATERIALS


Various articles that will be scanned and uploaded online and/or printed in hard-copy.

*You will need a notebook for class, with lined paper, access to the internet, functioning Blackboard, e-mail, and AccessBCC accounts, and reliable means to save your work electronically (USB stick, external hard drive etc.)*

COURSE DESCRIPTION:

This course trains students to be effective tutors in the writing center, which includes strategies for working with student writing at various levels of completion and comprehension. You will also learn about the day-to-day activities of a College Writing Center, and the way in which tutors conduct themselves during their sessions with clients. Additionally, we will discuss different strategies that will help tutors as they work with ESL students. Although this might include developing some awareness of common ESL grammatical issues, and ways to ameliorate them, we will also discuss how a tutor can help ESL students in oral proficiency, brainstorming, idiomatic expression, etc. You will also be trained in face-to-face and online tutoring methods. Ultimately this course should help you to feel more confident in your role as language and writing tutor, and will shed insight into tutoring strategies. My aim is to make this course as beneficial to you, which means you will need to guide the discussion, at times, towards areas of your own interest.

STUDENT LEARNING OUTCOMES

The Student Will:

- Distinguish between different writing processes, as explained by researchers, theorists, and fellow writers.
• Differentiate between different cultural and linguistic backgrounds that affect writing and apply that knowledge to working with writers from different backgrounds.
• Apply theories of writing center work effectively.
• Assess writing and suggest effective revision strategies.
• Demonstrate successful communication with other writers through writing, face-to-face communication, and electronic media.
• Apply strategies for tutoring other writers effectively.
• Produce ethnographic research on writing centers and effectively create a case study based on student-led observations.
• Facilitate at least one tutoring session with a client, while under observation.
• Prepare for employment in the BCC Writing Centers.

ASSIGNMENTS

Because this course is run in a workshop style, you are expected to come to class prepared to participate, which means having done the reading and writing assignments. Being physically there is only the first step in establishing your attendance and participation, you must be intellectually and socially present in class discussion, group work, and other assigned tasks. Each class that we meet there will be a reading assignment and writing assignment due; these must be completed before you come to the class for the day. In addition to these assignments, you will also be required to conduct two observations of an hour each at one of the writing centers, and write a case study based on your WC visits. Along with writing logs, writing assessment tasks, class discussion and group work, the case study will make up the basis of your final grade.

ATTENDANCE & LATENESS

Because of the experiential nature of this practicum, and the end-goal of becoming a peer tutor in the Writing Center, students must make a concerted effort to attend all class sessions unless there is an emergency of some kind. Habitual or excessive lateness will also not be tolerated. Because this course is run like a workshop, we will focus a lot on in-class exercises; therefore attendance is, of course, more than your physical presence. You need to have your assignment(s) completed for class and you must participate in the class discussions and exercises.

*Please note that I do not accept late work unless you are absent, in which case the assigned work is due the next session you attend.

PROJECTS AND GRADE BREAKDOWN (OVERVIEW):

Weekly Writing Log: 30%
Attendance and Participation: 10%
Final Project: 20%
Writing Center Activities 1 – 4: 40% (10% each)
1. Be tutored at the WC (between Sept. 9th and Sept. 16th)
2. Observe a tutoring session at the WC (between Oct. 7th and Oct 14th)
3. Hand out surveys “on the ground” and in selected classes (between Nov. 11th and Nov. 18th)
4. Tutor a writer while under observation (between Nov. 4th and Nov. 18th)

FINAL PROJECT ASSIGNMENT

For your final project, I am giving you the task to “improve the Bristol Community College Writing Centers” through scholarship, research, and implementation proposals. In the past, students have formed pairs or groups of three-four students in order to accomplish this goal. Students have created training workshops and documents for tutors, they have created marketing materials such as our video advertisement on our website, they have researched the feasibility of implementing a writing fellows program (its costs, benefits, successes and drawbacks), they have explored the research on Learning Commons models and how Writing Centers fit into them. In short, this is an open-ended project that asks you to think about your own research (and other) strengths and then connect those strengths to answering a proposed scholarly question about writing centers and the tutoring of writing or solving a current issue that you believe to be endemic to the BCC Writing Centers. One possible opportunity would be for you to apply to the New England Writing Center Association’s (NEWCA) Spring 2016 conference: http://www.northeastwca.org/future-conferences/ In order to accomplish this particular project, you will have to develop a research problem, write an abstract and submit it to the conference committee. I have already requested funding from the College, should you decide to attend the conference, which will be at Keene State College in Keene, NH on April 2nd-3rd. Please see me outside of class if you want to explore this opportunity for your final project.

EXTRA RESOURCES

There are a number of on-campus resources for students who need extra help. Disability services (Location, L109 Fall River) offers extra help, tutoring, note-taking, deaf and hard-of-hearing assistance etc. You can contact them at 508.678.2811, ext. 2955. The Bristol Community College Writing Center has locations in Fall River, New Bedford, and Attleboro, and an online service in Taunton—check website for phone numbers, hours, and locations. Questions about the Writing Center can also be directed to Director Dr. Genie Giaimo. Depending on the nature of the need for support, there are also these services: Veterans Services, Minority Student Services, Advising, and Tutoring and Academic Support Centers.

ACADEMIC HONESTY
Plagiarism is taking someone else’s ideas or words and representing them as your own. It involves copying, paraphrasing, or quoting without giving credit to the source and using the appropriate citation system. I am more than happy to have you incorporate someone else’s ideas or words into your own essays—I, in fact, require it—but you must properly cite these words. Here is a website on citation that will be of use.

**PRACTICUM SCHEDULE**

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<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Reading/Writing Due</th>
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<tbody>
<tr>
<td>Week 1 Wed. 9/9</td>
<td>Introductions</td>
<td>Due 9/16: Review: Syllabus for course</td>
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<td>Syllabus Review</td>
<td><strong>Read</strong>: Chapters 1, 2, &amp; 3 in <em>Longman Guide to Tutoring</em>.</td>
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<td>Writing process overview</td>
<td><strong>Read</strong>: Jeff Brooks, “Minimalist Tutoring: Making the Student do All the Work.”</td>
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<td></td>
<td>Tutoring process overview</td>
<td><strong>Read</strong>: BCC Tutor Handbook</td>
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<td><strong>Read in-class</strong>: Newkirk, Thomas. “The First Five Minutes: Setting the Agenda in a Writing Conference.”</td>
<td><strong>Writing Log #1 Due</strong></td>
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<td></td>
<td><strong>Activity #1</strong> Between 9/9 and 9/16 please schedule and attend a WC tutoring session for help with your first or second writing log! Write about the experience of being tutored</td>
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</tbody>
</table>
| Week 2       | Tutoring Process and strategies | Due 9/23:  
Read: Chapter 4 & 11 in *Longman Guide to Tutoring*.  
Read: Leahy, Richard. “What the college writing center is--and isn't.”  
Read: North, Stephen. “The Idea of a Writing Center”  
**Writing Log #2 Due** |
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<tr>
<td>Wed. 9/16</td>
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| Week 3      | History of Writing Centers    | Due 9/30:  
Read: Chase, Geoffrey. “Accommodation, Resistance and the Politics of Student Writing.”  
Read: Isabelle Thompson. “Scaffolding in the Writing Center: A Microanalysis of an Experienced Tutor’s Verbal and Nonverbal Tutoring Strategies.”  
**Writing Log #3 Due** |
| Wed. 9/23   | Expectations in WC            |                                                   |
| Week 4      | Working with student writing  | Due 10/7:  
**Read:** Chapters 5 & 10 in *Longman Guide to Tutoring*.  
**Writing Log #4 Due** |
| Wed. 9/30   | Writing Processes (cont’d.)   |                                                   |
| Week 5      | Conducting WC Research        | Due 10/14  
**Read:** Chapter 13 in *Longman Guide to Tutoring*.  
**Activity #2:** Between 10/7 and 10/14 set up appointment to do observation in a BCC Writing Center.  
**Writing Log #5 Due:** Write about experience of observation OR chapter 13 |
| Wed. 10/7   | (Session observations, survey dissemination, case studies) |                                                   |
| Week 6      | *What If* Scenarios—training on how to handle plagiarism and other unexpected occurrences during tutoring sessions.  
Uncomfortable Situation mock sessions | Due 10/21:  
**Read:** Chapters 1 & 4 in *ESL Writers*  
**Writing Log #6 Due:** Respond to chapters in *ESL Writers* OR write about experience of handing out survey in public spaces on campus. |
| Wed. 10/14  |                               |                                                   |
| Week 7      | Working with Multilingual     | Due 10/28:  
**Read:** Chapters 5, 6 & 10 in *ESL Writers*  
**Writing Log #7 Due:** Respond to chapters in *ESL Writers*  
ESL Dept. (Diane/Livia) Visit  
Common assumptions about ESL Writers—stereotypes and realities  
*With visit from ESL Department!* |
| Week 8  
| Wed. 10/28 | Working with Multilingual Writers (Part II)  
|           | Working against appropriation in tutoring multilingual writers  
|           | Working with ESL Writing—approaches and advice  
|           | Due 11/4:  
|           | **Read:** Chapter 8 in *Longman Guide to Tutoring.*  
|           | **Choose to read two of the following:**  
|           | Bazerman, Charles. “A Relationship Between Reading and Writing.”  
|           | Flower, Linda. “The Construction of Purpose in Writing and Reading.”  
|           | Hass and Flower. “Rhetorical Reading Strategies and the Construction of Meaning”  
|           | Salvatori, Mariolina. “Reading and Writing a Text: Correlations Between Reading and Writing Patterns.”  
|           | **Activity #3:** Between Nov. 4th and Nov. 18th hand out **XX** # of surveys to people “in the field” (week 1) and in selected classes (week 2)  
|           | **Writing Log #8 Due:** Respond to assigned articles  
| Week 9  
| Wed. 11/4 | Exploring the relationship between reading and writing  
| Reading Faculty (Linda and Jacci)  
| 12:30 | Discuss reading strategies and ways to incorporate reading into writing tutoring sessions  
|       | By 11/18:  
|       | **Activity #4:** Between 11/4 and 11/18, schedule a 1 hour session to work in one of the Writing Centers as a tutor, under observation  
|       | **Writing Log #9 (Due 11/18):** Write about your experience tutoring  
| Week 10  
| Wed. 11/11 | **Veteran’s Day No Classes**  
| Week 11  
| Wed. 11/18 | Discuss experiences tutoring  
|           | Develop best practices  
|           | Due 11/25  
|           | **Read:** Sommers, Nancy. “Revision Strategies of Student Writers and Experienced Adult Writers”  
|           | **Read:** Welch, Nancy. “Sideshadowing Teacher Response.”  
|           | **Writing Log #10 (Due 11/25):** Write about Sommers and Welch articles  
| Week 12  
| Wed. 11/25 | On Revision Strategies and Responding to student writing  
|           | Due 12/2:  
|           | **Writing Log #11:** Write a one-two page final project proposal  
|           | **Extra Assignment:** Bring in a draft of a professional resume to workshop.  

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<tr>
<th>Week 13</th>
<th>Evaluations</th>
<th>Due 12/9: Homework: Work on Final project</th>
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<tbody>
<tr>
<td>Wed. 12/2</td>
<td>Professional Writing Module (Cover Letters and Resumes)</td>
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<td>Final Project in-class work</td>
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<td><strong>NOTE</strong>: Bring hard copy or electronic draft of final project to class.</td>
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<tr>
<td>Week 14</td>
<td>Peer Review of final project</td>
<td>Due 12/16: Finish and prepare to present: Final Projects</td>
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<td>Wed. 12/9</td>
<td>Self-assessment of final grade (in concert with learning goals, grade rubric, measured outcomes, etc.)</td>
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<td>Library</td>
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<td>Representative</td>
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<td>(Emily Brown)</td>
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<td>11:00am</td>
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<tr>
<td>Week 15</td>
<td>LAST DAY OF FALL SEMESTER!</td>
<td>Final Project Due in-class, today, 12/16</td>
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<td>Wed. 12/16</td>
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<td>Week 16</td>
<td>Final Experience</td>
<td>Final Experience</td>
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<tr>
<td>Wed. 12/23</td>
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