

WRI 208: Theory and Practice in Tutoring Writing

Fall Term 1

8:00-9:20

2 credit course

Jensen 306

Dr. Julie Wilson

Director, Writing Center & College

Composition

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Office Hours

Mondays 10-11:30

Tuesdays 8:30-10

Thursdays 8:30-10

and by appointment

Course Description

The course prepares students from all majors to work as interdisciplinary writing tutors at Warren Wilson and also gives them a foundation to teach and mentor in other school, service, and professional settings. Students analyze genres of academic writing; study theories of composing; and explore approaches to working with peers on grammar, style, structure, and argument. Most students in the course are current or prospective Writing Center crew members.

Learning Outcomes

Students will...

1. Describe typical challenges faced by college writers and come up with strategies for addressing them.
2. Appreciate cultural and political contexts of writing and apply knowledge of such contexts to conversations with multilingual writers and others.
3. Develop vocabulary and strategies for addressing grammar, syntax, and sentence-level concerns.
4. Explain how to develop, structure, and write a research-based academic argument.
5. Describe how to write successfully in one discipline outside of one's own discipline.
6. Recognize characteristics of learning disabilities and ADD/ADHD, and know how to adjust tutoring styles accordingly.

Schedule-subject to revision and updates

Date	Topic	Readings	To be turned in
Monday, Aug 27	Course introduction		
Wed., Aug 29	Words and Phrases	1) Syllabus 2) <i>Rhetorical Grammar</i> , Ch. 1	Exercises
Friday, Aug 31	Situating College Writing	1) Rose, <i>Lives on the Boundary</i> , Chapters 2-3 2) Lu, "From Silence to Words"	In-class reading response
Monday Sept 3	First-Year Writing	1) Sommers, "The Novice as Expert: Writing the Freshman Year" 2) Sommers, "Revision Strategies of Student Writers and Experienced Adult Writers"	In-class reading response
Wed. Sept 5	Sentence Patterns	<i>Rhetorical Grammar</i> , Ch. 2	Exercises
Monday Sept 10	Evidence-Based Argument	Graff & Birkenstein, <i>They Say, I Say</i> , entire book	Longer exercises (scoring x3)

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Wed. Sept 12	Verbs	<i>Rhetorical Grammar</i> , Ch. 3	Exercises
Friday, Sept 14	Learning disabilities in reading and writing	1) Neff, "Learning Disabilities in the Writing Center" 2) Cunningham, "Lovelyvet," from <i>Learning Disabilities and Life Stories</i> 3) May, "Figuring out My World" from <i>Learning Disabilities and Life Stories</i>	In-class reading response
Monday, Sept 17	ADD/ADHD and Writing	1) Kegan, "Easing a World of Pain" from <i>Learning Disabilities and Life Stories</i> 2) Green, "ADHD: Window, Weapon, or Support" from <i>Learning Disabilities and Life Stories</i> 3) Lewis and Alden, "What We Can Learn about Writing Blocks from College Students with Output Problems, Strong Writing Skills, and Attentional Difficulties"	In-class reading response
Wed Sept 19	Coordination and Subordination	<i>Rhetorical Grammar</i> , Ch. 4	Exercises
Monday, Sept 24	Multilingual Writers	1) Dowdy, "Ovuh Dyuh," from <i>The Skin That We Speak</i> 2) Villanueva, "On the Rhetoric and Precedents of Racism"	1) In-class reading response 2) Topic for disciplinary writing project
Wed., Sept 26	Cohesion	<i>Rhetorical Grammar</i> , Ch. 5	Exercises
Friday, Sept 28	Multilingual Writers	1) Williams, "Undergraduate Second Language Writers in the Writing Center" 2) Tseng, "Theoretical Perspectives on Learning a Second Language" in Bruce & Rafoth	Guest teacher: Erin Sebelius
Monday Oct 1	Multilingual Writers	1) Matsuda and Cox, "Reading an ESL Writer's Text" 2) Severino, "Avoiding Appropriation" 3) Linville, "Editing Line by Line" all in Bruce & Rafoth	1) In-class reading response 2) Bibliography for disciplinary writing project
Wed. Oct 3	Sentence Rhythm	<i>Rhetorical Grammar</i> , Ch. 6	Exercises
Monday, Oct 8	Writing in the disciplines	Williams & Colomb, "Two Metaphors for Learning"	1) In-class reading response 2) Draft of tip sheet
Wed. Oct 10	The Writer's Voice	<i>Rhetorical Grammar</i> , Ch. 7	Exercises
Friday Oct 12	Writing in the disciplines	Presentations on Disciplinary Writing	1) Final tip sheet 2) Presentation Outline
Monday Oct 15	Writing in the disciplines	Presentations on Disciplinary Writing	

Wed. Oct 17	Writing in the disciplines	Presentations on Disciplinary Writing	
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Complete citations for readings

- Bruce, Shanti, and Ben Rafoth, eds. *ESL Writers: A Guide for Writing Center Tutors*. Portsmouth, NH: Boynton/Cook Publishers, 2009. Print.
- Graff, Gerald, and Cathy Birkenstein. *"They Say/I Say": The Moves That Matter in Academic Writing*. New York: W.W. Norton, 2006. Print.
- Dowdy, Joanne Kilgour. "Ovuh Dyuh." *The Skin that We Speak: Thoughts on Language and Culture in the Classroom*. Eds. Lisa Delpit and Joanne Kilgour Dowdy. New York: New Press, 2008. Print.
- Kolln, Martha, and Loretta Gray. *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects*. 6th ed. Boston: Longman, 2010. Print.
- Lu, Min-zhan. "From Silence to Words: Writing as Struggle." *College English* 49:4 (1987): 437-448. Web.
- Neff, Julie. "Learning Disabilities and the Writing Center." *Writing Center Theory and Practice*. Eds. Robert W. Barnett, Robert W. Jacob S. Blumner. Boston: Allyn and Bacon, 2001. Print.
- Rodis, Pano, Andrew Garrod, and Mary Lynn Boscardin, eds. *Learning Disabilities and Life Stories*. Boston: Allyn and Bacon, 2001. Print.
- Rose, Mike. "I Just Wanna Be Average" and "Entering the Conversation." *Lives on the Boundary*. New York: Penguin, 1989. 11-65. Print.
- Sommers, Nancy, and Laura Saltz. "The Novice as Expert: Writing the Freshman Year." *College Composition and Communication* 56.1 (2004): 124-149. Web.
- Sommers, Nancy. "Revision Strategies of Student Writers and Experienced Adult Writers." *College Composition and Communication* 31.4 (1980): 378-388. Web.
- Villanueva, Victor. "On the Rhetoric and Precedents of Racism." *College Composition and Communication* 50.4 (1999): 645-661. Web.
- Williams, Jessica. "Undergraduate Second Language Writers in the Writing Center." *Journal of Basic Writing* 21.2 (2002): 73-91. Web. (I will email you PDF.)
- Williams, Joseph and Gregory Colomb. "Two Metaphors for Learning," from "The University of Chicago." *Programs that Work: Models and Methods for Writing Across the Curriculum*. Eds. Toby Fulwiler and Art Young. Portsmouth, NH: Boynton Cook, 1990. Print.

Assignments

1) **Exercises:** As we read *Rhetorical Grammar* and *They Say, I Say*, I will give you exercises to help you apply the concepts we are learning to analysis and discussion of sentences, paragraphs, and essays.

Make-up Option: If you are absent, you may turn in the exercises up to one class period late, with a 1-point markdown.

Grading per RG exercise

0=doesn't reflect comprehension

1=reflects partial comprehension

2=reflects good comprehension

Cumulative exercise grade

18-20=A

15-17=B

12-14=C

9-11=D

Grading for They Say, I Say

above score x3

8 and below=F

2) **In-class reading responses:** On days with other readings, I will begin class by asking 1-2 analytical questions that require a ½-1 page response. You may use your texts and notes in responding.

Make-up Option: Same as exercises.

Grading: Same as exercises.

3) Disciplinary Writing Project: You will choose a discipline outside your own and a genre within that discipline to research and educate your classmates about. This project has the following elements; the guidelines will be distributed:

Bibliography: 3-5 sources

Draft of tip sheet: 1-2 pages, with complete structure and main ideas

Tip sheet: 1-2 pages, completely polished and ready for web publication

Presentation to class: 15 mins max including Q&A

Grading: Based on rubric to be distributed.

Turning in Work on Time

All work is due printed-out at the start of class. I will only accept late work up to one class period late. If you turn in work between 5 minutes late and one class period late, I will mark it down a letter grade or numerical score. After 48 hours, you will receive a 0 on the assignment.

If you receive accommodations for late work or extended time on in-class work, please share the information with me at any point in the semester when it is relevant. I will of course honor all such accommodations, supported by documentation that you may obtain through Deborah Braden, our Educational Access Coordinator. Her office is in Dodge House.

If you believe you have a valid medical or other reason warranting an exception to the above policies, please see me. I will consider extending deadlines if you can provide written verification of illness or other compelling extenuating circumstance.

Accommodations

If you have specific physical, psychiatric or learning disabilities and require accommodations, please let me know early in the semester so that I can work with you to appropriately meet your learning needs. You will need to provide documentation of your disability to Deborah Braden, Educational Access Coordinator, Dodge House, ext. 3791 or dbraden@warren-wilson.edu, so that we can implement an appropriate accommodation plan.

Attendance and Punctuality to Class

As a course tied to the current work program and to your future professional life, WRI 208 demands standards appropriate to work life: regular attendance, punctuality, and alertness. You have something due almost every day of class, including work to be completed in class, so if you miss class or come late, your grade will suffer.

Additionally, please be aware of the following class policies:

- 3 lates of more than 5 minutes and less than 30 minutes=1 absence
- Late more than 30 minutes=absent
- If you have more than 5 absences over the term, including cumulative lates, you will fail the course.

Plagiarism

I will not tolerate plagiarism or accept any piece of writing that is partly or entirely plagiarized, and you will earn a final grade no higher than a D if you plagiarize on a writing assignment. I use the following standard definition of plagiarism, from by the Council of Writing Program Administrations:

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without

acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.¹

If you have any questions about what constitutes plagiarism, please come and talk with me.

Final Grades

Your final grade will be an average of the three main course grades (cumulative exercise grade, cumulative reading response grade, and disciplinary project grade).

¹ “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices,” *Council of Writing Program Administrators*, June 2003, accessed July 21, 2011, <http://wpacouncil.org/files/wpa-plagiarism-statement.pdf>.