

## **GS 395 Peer Tutoring Practicum**

### **Spring semester 2013**

#### **Required texts**

- Elbow, Peter. *Writing With Power*. 2<sup>nd</sup> ed. Oxford University Press, 1998.
- Murphy, Christina and Steve Sherwood, eds. *The St. Martin's Sourcebook for Writing Tutors*. 4<sup>rd</sup> ed. Bedford/St Martin's, 2011.
- Ryan, Leigh and Lisa Zimmerelli. *The Bedford Guide for Writing Tutors*, 5<sup>th</sup> ed. Bedford/St Martin's, 2010.
- Wardle, Elizabeth and Doug Downs. *Writing about Writing: A College Reader*. Bedford/St Martin's, 2011.

#### **Course description**

GS 395 is an extension of the work begun in GS 300. While we will continue to meet in our large group to discuss readings and respond to issues raised in reading on writing center work, GS 395 requires a significant degree of on-site observation, collaboration, and apprentice tutoring in and beyond the Writing Center.

We'll meet once a week as a class in the first three weeks of blocks 5 and 6. These meetings will take place on the first two Thursdays and on third Fridays from 330-445 in TLC3. While I understand that some conflicts and absences may be unavoidable, attendance needs to be a priority. If you miss more than one of our six scheduled sessions, you will jeopardize successful completion of this course. Members of the class who will be off campus for all or some of blocks five or six should expect to complete additional work in preparation for coming on staff.

While it is possible to complete all that is required of you in GS 395 by the end of block 6 and begin tutoring as a fully vested member of the Writing Center staff by block 7, most enrolled students take the full semester to complete GS 395. To come on as a Writing Center tutor this summer or in block one this fall, you must fulfill all requirements of GS 395 no later than the end of block 8.

#### **Course reading**

R 1/24 *Bedford Guide*, "Inside the Tutoring Session" (17-31). Stephen North, "Revisiting 'The Idea of a Writing Center'" (*StM* 58-70). Joseph Harris, "The Idea of Community in the Study of Writing" (*WaW* 581-594).

R 1/31 *Bedford Guide*, "Helping Writers Throughout the Writing Process" (41-57). Steve Sherwood, "Portrait of the Tutor as an Artist" (*StM* 97-111). Barbara Tomlinson, "Tuning, Tying, and Training Texts: Metaphors for Revision" (*WaW* 251-270).

F 2/8 *Bedford Guide*, "The Writers You Tutor" (58-73). Neal Lerner, "Writing Center Assessment: Searching for 'Proof' of our Effectiveness" (*StM* 199-214). Ann Penrose and Cheryl Geisler, "Reading and Writing without Authority" (*WaW* 602-617).

R 2/21 *Bedford Guide*, “Helping Writers across the Curriculum” (87-98). Susan Hubbluch, “A Tutor Needs to Know the Subject Matter to Help a Student with a Paper: \_\_ Agree \_\_ Disagree \_\_ Not Sure” and Jean Kiedaisch and Sue Dinitz, “Look Back and Say ‘So What’: The Limitations of the Generalist Tutor” (WCWebsite: 2005-2006, bl 7)

R 2/28 *Bedford Guide* “Coping with Different Tutoring Situations” (99-110). Joseph Williams, “The Phenomenology of Error” (*WaW* 37-55). John Dawkins, “Teaching Punctuation as a Rhetorical Tool” (*WaW* 139-155). “The Top Twenty: A Quick Guide to Troubleshooting Your Writing” (handout). Documentation and mechanics quiz.

F 3/8 Eric Hobson, “Maintaining Our Balance: Walking the Tightrope of Competing Epistemologies” (WCWebsite: 2008-2009, bl 6). Sharon Myers, “Reassessing the ‘Proofreading Trap’: ESL Tutoring and Writing Instruction” (*StM* 284-302). Peter Elbow, “Breathing Experience into Expository Writing” (339-356).

### **Listserves responses**

I’ll continue to ask you to offer a listserv response of 250-300 words to assigned readings each week. A single listserv response will be due on Wed or Thurs by 9pm before each week’s meeting. Each response should address an essay or essays assigned for that week, other than the *Bedford* chapters, which are offered more as a practical guide than a theoretical perspective.

### **Tutoring logs/journals**

You should keep a notebook for the purpose of recording notes on observations, collaborations, tutoring sessions, and discussion within and beyond the writing center. Your final tutoring journal, collecting reflections on all eight tutoring sessions and observations, should offer both description and analysis and will be submitted in word processed form. You’ll need to begin observations and a journal no later than block 6; I’ll look at one of your initial entries shortly after you begin this process to ensure you’re taking a productive approach.

### **Sessions, observations, low-stakes practice, collaborations**

Your tutorial log will need to evidence two (2) each of the following:

***Sessions as a writer:*** two tutorials with a Writing Center tutor. Tutorials can be held at any stage of the writing process and on any writing you happen to be working on, but these need to be formally held, WOnline registered tutorials, not just casual conversations with a Writing Center tutor.

***Observations:*** observe two current Writing Center tutors in two different tutorials. Check our WOnline schedule and *please offer advance warning* to the tutor who will be the focus of your observation.

***Low-stakes practice sessions:*** tutor two friends, roommates, or acquaintances on assigned CC writing, somewhere outside the writing center. Do not tutor the same individual twice.

**Collaborative or observed session:** after completing observations and practice sessions noted above, schedule and engage in two Writing Center tutorials, during which you will either collaborate with or be observed by a current, experienced writing center tutor. Plan on spending 10-15 minutes after the tutorial (or after the shift if it is busy) discussing the tutorial with your collaborator/observer and entering data into WCOOnline. See Sarah about entering your availability on WCOOnline and coordinate these tutorials with tutors on your shift (or a tutor you ask to come in for the expressed purpose of working with you). Work with two different collaborators/observers.

Your tutoring log entries in regard to these activities should clearly indicate **who you are working with** (tutee and/or collaborator), **when and where you are doing this work**, and **which of the required activities** noted above you are fulfilling. Log entries should run to at least 300 words. If I can't (easily) figure out what you are doing, why you are doing it, what happened, and what you think about what happened, you'll need to do extra sessions to fulfill this requirement.

### **Final paper**

You'll need to submit a critical and analytic reading of writing center work to complete GS 395, driven by your aforementioned observations and participation as well as by theory which drives (or sometimes complicates) our work. This paper should develop your paper from GS 300 with additional reading, on-site research, and further reflection. The final paper should run 2500-3000 words, meaningfully incorporate at least six cited sources, and display effective and correct MLA documentation. You should plan on making an appointment with me to discuss your GS 300 paper before diving into revision.

### **Regular staff meetings and readings**

Attendance at our first, second, and third Monday staff meetings and lunch (1215-100) is welcome and encouraged (though not required until you are paid members of the Writing Center staff). First Mondays each block are taken up largely in scheduling. In weeks two and three, we engage in staff development discussion of journal articles noted and posted on our Writing Center website or on other issues determined in advance.

### **A tutoring apprenticeship, pt. 2**

In our half block class you collectively exhibited a serious engagement and willingness to address writing center *praxis*, that point where theory and practice intertwine and collide. Application to the task at hand in GS 395 is always a challenge amidst the competing demands of regular block work and the ordinary distractions of CC in full operation. Work consciously toward goals noted, and you'll be rewarded with the confidence to go about the sometimes tricky, subtle work we engage in (in our seemingly casual way, of course) in the CC Writing Center.