

English 213.2
English Tutorship I
(Writing Center Tutor Training)
Fall 2006

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Wed., 2-3; Thurs. 1-2; and by appointment.

Goals

This course prepares you to work in the Moravian College Writing Center by providing you with materials, resources, and strategies for tutoring writing effectively. We will hold a minimum of four two-hour sessions, to be scheduled at our meeting during the first week of classes.

Dr. Carole Brown, formerly of the Moravian English Department, once wrote the following cogent description of your job as a Writing Center Tutor:

As a tutor, your job is to help clarify what needs to be done with a piece of writing, discuss options, and provide instruction (when necessary) for doing all this, and then to guide students as they revise. Your writing skills and how you would say something are less important than the way you help students say what they want to (not what you want to) and to say it well.

Most of this training course will be geared toward helping you do this job. But we will also address other issues, including your own experiences as a writer, the development of an effective writing process (for both your clients in the Writing Center and yourself), ways to improve the Writing Center's visibility and effectiveness, and possible research projects for those who are interested in English 214.2.

Attendance

English 213.2 is your opportunity to prove that you are able and willing to assume the responsibilities and professionalism required for the important job of Writing Center Tutor. **There can be absolutely no lateness or absence from a tutoring session, or from a tutor training meeting.** Bear in mind that an irresponsible attitude toward attending either the training meetings or any of your scheduled tutoring sessions is grounds for your dismissal.

If you will be away at any point (for a field trip, athletic event, or other school-sponsored function), it is your responsibility to find another tutor to fill in for you in the Writing Center. A file of tutor addresses and telephone numbers will be kept at the Writing Center desk.

Required Texts

Handouts provided by instructor
Gillespie, Paula and Neal Lerner, *The Allyn and Bacon Guide to Peer Tutoring*, 2nd ed.
Boston: Allyn and Bacon, 2004.
Hacker, Diana. *The Bedford Handbook for Writers*. Boston: Bedford Books.

Schedule

Writing Center Orientation Meeting(s)

At our initial 213.2 meeting, you will receive the English 213.2 syllabus and reading handouts, along with your first reading and writing assignment. We will also schedule our class meeting times. In addition, at this or a separate beginning-of-semester Writing Center staff meeting, you will meet returning Writing Center tutors, be introduced to Writing Center policies and procedures, and establish your tutoring hours for the Fall 2006 semester.

Class Meeting 1

Due: Informal notes on assigned reading; Essay #1 (2-3 pages) on your own experiences with writing instruction so far (what has worked and what hasn't, etc.).

Discussion of assigned reading (handouts plus chapters 1-3 in Gillespie and Lerner); reading and discussion of Essay #1; *Handbook* "skills test"; assigning of grammar, mechanics, and style (GMS) handout/lesson topics.

Class Meeting 2

Due: Informal notes on assigned reading; Tutor Response #1 (see "Tutor Responses" below); grammar, mechanics, and style (GMS) handouts/lessons.

Discussion of assigned reading (Gillespie and Lerner, chs. 4, 6, 7 and 9); presentation of GMS handouts/lessons; practice mock tutorials.

Class Meeting 3

Due: Informal notes on assigned reading; Tutor Response #2 (following "Tutor Responses" format, plus a section with extra attention to research essay requirements—i.e., careful and correct use of sources, proper in-text and end-of-text citations).

Discussion of assigned reading (*Handbook*, Part X; handout on students' use of sources); discussion of issues in student research papers; three mock tutorials.

Class Meeting 4

Due: Informal notes on assigned reading; Tutor Response #3 (to one of the essays from Dr. Keim's "Black and White in Africa" course; use her assignment handout to guide your response).

Discussion of assigned reading (Gillespie and Lerner, chs. 11, 12 [pages 155-161], and 13; assignment plus two essays from Dr. Karen Keim's "Black and White in Africa" course); three mock tutorials; discussion of requirements for Essay #2 (a reflective essay—"My Idea of a Writing Center"—incorporating [a] idea(s) on reading assigned for this course, [b] observations of a session or sessions with a returning Writing Center tutor, and [c] your own early experiences as a Writing Center tutor). **Note: We will determine a due date for this essay at this class meeting.**

Evaluation

Reading Notes and Participation (10%)	10%
Tutor Responses (15% each)	45%
Mock Tutorial (10%)	10%
GMS Handout/Lesson (10%)	10%
Essays (#1: 10%, #2: 15%)	25%

Tutor Responses

Tutor Responses consist of your preliminary notes from reading an assigned sample student essay a minimum of five times, plus a 1-2 page Revision Plan for that essay that draws on the notes you've taken.

To prepare a Tutor Response, sit down with your assigned essay and a notebook for *one hour* (set a timer!)--the length of two back-to-back, half-hour tutoring sessions in the Writing Center. During that hour you should read the essay through once, taking no notes; then, reread it a minimum of four times, taking notes on each of the following four levels (preferably in succession) after each reading:

Level I: the essay overall (thesis/argument/main idea; introduction and conclusion; organization and flow)

Level II: individual paragraphs (topic; logic; sequence; coherence and flow)

Level III: sentences and word choice

Level IV: mechanics (punctuation, spelling, etc.)

At the end of your hour of rereading and taking notes, put your ideas together into a Revision Plan for the writer of this essay. Note that you might consider putting this Revision Plan in the form of a letter ("Dear Writer").