

English 213.2
Moravian College
Fall 2015

Instructor Contact Info

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I hold office hours every Tuesday and Thursday from 1:15 to 2:30. If you need to make an appointment with me at a different time, I can gladly make arrangements to meet with you. I'm also available regularly on Google Hangouts; feel free to send a message any time you see me online.

Course Description and Objectives:

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 meet in person and online throughout the semester at times that are mutually agreeable to everyone in the class.

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. By the end of the course, students will:

- Understand and practice tutoring and teaching methods for writers from diverse backgrounds (underprepared students, ELL/ESL, non-traditional and adult students, etc.)
- Create written materials and presentations to teach writing skills to others
- Gain practical teaching, presentation, and leadership skills
- Think critically about writing and the writing process
- Connect theory and practice related to writing, tutoring, and teaching

Course Requirements: Students enrolled in English 213.2 will complete several pieces of writing, formal and informal, graded and ungraded. Students should expect to receive suggestions from their instructor or classmates as they develop writing assignments through multiple drafts. Individual conferences, written comments, small group workshops, the College Writing Center, and other resources all may be used to help you as you plan, draft, revise, and edit a piece of writing.

Required Materials and Texts:

Ryan, Leigh, and Lisa Zimmerelli. *The Bedford Guide for Writing Tutors*. Boston: Bedford/St. Martins, 2010. Print.

Additional readings provided online and/or in hard copy

Working and maintained Moravian College Google Drive account

Attendance:

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.

Academic Honesty: Students in this course should refer to the statement on academic honesty at Moravian College in the current Student Handbook, available at <http://www.moravian.edu/studentLife/handbook/academic/academic2.html>. I take the provisions of the Academic Honesty Policy very seriously and am obliged to report any suspected violations. Students must retain copies of all written work submitted to the instructor, as well as all notes, drafts, and materials used in preparing assignments. These are to be made available for inspection by the instructor at any time. Questions about appropriate collaboration, proper documentation, and other honesty issues can be confusing. If in doubt, please ask me.

Additional Information

- This syllabus, including the schedule of readings, writing assignments, and examinations that follows, is subject to change.
- Students who wish to request accommodations in this class for a disability must contact the office of the Academic and Disability Support Center, on the lower level of Monocacy Hall, or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center.
- Technology issues are not an excuse for late or missing work. Be sure to plan ahead, save drafts frequently, be prepared to work offline if necessary, and have a backup plan for computer and internet access.

Assignments and Grading:

Discussion and Participation	10%
Tutor Responses (15% each)	30%
Mock Tutorial	10%
Observation Journal	10%
Writer's Memoir	15%
Tutoring Reflection	25%

We will cover the following topics during our in person and online meetings:

Writing Center 101

Objectives: Learn basic Writing Center policies and procedures

Assignments: Read “Responding—Really Responding—to Other Students’ Writing”

Writing Center Pedagogy and Tutoring Philosophy

Objectives: Discuss the history and evolution of writing centers; begin to develop a personal tutoring philosophy; learn how the tutoring process works with the writing process

Assignments: Read “The Idea of a Writing Center” and *The Longman Guide* chapters 1 and 2
Write 500–750 word Writer’s Memoir

The Tutoring Session

Objectives: Practice setting the agenda for a tutoring session; discuss strategies for working with students at various stages of the writing process; conduct mock tutorials

Assignments: Read *The Longman Guide* chapters 3, 4, and 6
Write response paper for student essay

Tutoring Challenges

Objectives: Learn strategies for working with reluctant or difficult students, students with learning disabilities, and English Language Learners; discuss procedures for dealing with plagiarism and other issues of academic honesty

Assignments: Read *The Longman Guide* chapters, 9, 12, and 13
Write response paper for second student essay

Tutoring Reflection

Objectives: Discuss your experiences and observations in the Writing Center so far; reflect upon your writer’s memoir and the evolution of your tutoring practice

Assignments: Read *The Longman Guide* chapters 5 and 7
Complete tutoring session observation
Write 750 word Tutoring Reflection and Philosophy