

Course Outline

COURSE: ENGL 12A DIVISION: 10 ALSO LISTED AS:

TERM EFFECTIVE: Fall 2018 CURRICULUM APPROVAL DATE: 03/12/2018

SHORT TITLE: TUTORING WRITERS: TRAINING

LONG TITLE: Tutoring Writers: Training

Units	Number of Weeks		Contact Hours/Week		Total Contact Hours
2	18	Lecture:	2	Lecture:	36
		Lab:	0	Lab:	0
		Other:	0	Other:	0
		Total:	2	Total:	36

COURSE DESCRIPTION:

Fundamentals of compositional theory, the writing process, peer-to-peer communication, and effective responses to writing will be covered. In addition, students will receive training in tutoring methodology, while participating in a community of writers that connects them to their own writing practice. **ADVISORY:** Eligible for English 1A.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

05 - Hybrid

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Develop effective and appropriate tutoring practices to support students of varying needs and learning styles.

Measure of assessment: Role playing, presentation, project, essay, etc.

Year assessed, or planned year of assessment: 2019

Semester: Summer

2. Describe and review their own writing, reading, and research processes and strategies in order to promote best tutoring practices.

Measure of assessment: Project, metacognitive reflections, presentations, role playing, essay, etc.

Year assessed, or planned year of assessment: 2018

Semester: Summer

3. Summarize the goals of the learning assistance program. as well as their roles as learning assistants.

Measure of assessment: Quizzes, Presentations, etc.

Year assessed, or planned year of assessment: 2018

Semester: Summer

4. Distinguish pedagogical strategies and roles within the Writing Center and Learning Commons (e.g. tutoring, supplemental instruction, mentoring, and teaching).

Measure of assessment: Quizzes, Reports, etc.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 03/12/2018

WEEK 1 1-3 HOURS

Building a Community of Writers & Thoughtful Effective Responders

Content: Introduction to role & responsibility of tutors. Explore individual educational, learning & writing histories. Model various ways of responding to writing through writing & sharing assignments.

Introduce some pedagogical history & theory. Practice interacting around various writing assignments. Develop writing response groups.

Introduce the tutor/researcher concept.

Out-of-class assignments: Prepare learner-writer history. Read texts about pedagogical & compositional theory. Respond in journals

to

writing response groups. Revise learner-writer history based on writing response group feedback.

Student Performance Objectives:

Establish writing community for effective cognition, social interaction & communication between writers & writing responders. Begin identifying, appraising & questioning roles &

responsibility of the writing center & writing tutors.

WEEK 2 1-3 HOURS

Responding to Texts about Pedagogy & Compositional Theory

Content: Respond to reading about pedagogical & compositional theory.

Out-of-class assignments: Prepare for reading discussion & respond to discussion in a journal

assignment.

Student Performance Objectives: Establish a common language for tutors and effective cognition, social interaction, communication & discussion framework.

WEEK 3 1-3 HOURS

Reflecting & Analyzing the Tutoring Relationship

Content: Reflect on first interactions with student writers.

Out-of-class assignments: Prepare journal assignment reflecting on tutoring

assignment. Meet with writing group.

Student Performance Objectives: Employ best practices for interacting with student writers.

WEEK 4 1-3 HOURS

Responding to Texts about Pedagogy & Compositional Theory

Content: Respond to reading about pedagogical & compositional theory.

Out-of-class assignments: Prepare for reading discussion & respond to discussion in a journal assignment.

Student Performance

Objectives: Establish a common language for tutors and effective cognition, social interaction, communication & discussion framework.

WEEK 5 1-3 HOURS

Reflecting & Analyzing the Tutoring Relationship

Content: Reflect on interactions with student writers.

Out-of-class assignments: Prepare journal assignment reflecting on tutoring assignment. Meet with writing group.

Student

Performance Objectives: Employ best practices for interacting with student writers.

WEEK 6 1-3 HOURS

Responding to Texts about Pedagogy & Compositional Theory

Content: Respond to reading about pedagogical & compositional theory.

Out-of-class assignments: Prepare for reading discussion & respond to discussion in a journal assignment.

Student Performance Objectives: Establish a common language for tutors

and effective cognition, social interaction, communication & discussion

framework.

WEEK 7 1-3 HOURS

Reflecting & Analyzing the Tutoring Relationship

Content: Reflect on interactions with student writers.

Out-of-class assignments: Prepare journal assignment reflecting on tutoring assignment. Meet with writing group.

Student Performance Objectives: Employ best practices for interacting

with student writers.

WEEK 8 1-3 HOURS

Responding to Texts about Pedagogy & Compositional Theory

Content: Respond to reading about pedagogical & compositional theory.

Out-of-class assignments: Prepare for reading discussion & respond to discussion in a journal assignment.

Student Performance Objectives: Establish a common language for tutors and effective cognition, social interaction, communication & discussion framework.

WEEK 9 1-3 HOURS

Developing an Area of Inquiry & a Service Learning Projects

Content: Introduce the area of inquiry & service learning projects.

Out-of-class assignments: Reflect on journal assignments & identify a question and/or theme for father research. Meet with writing response group to

develop a service learning project promoting writing & best writing practices on the Gavilan College campus.

Student Performance Objectives: Develop tutor/researcher guidelines &

focus. Work with team to identify & prepare workable writing promotion plan.

WEEK 10 1-3 HOURS

Responding to Inquiry Project Drafts & Developing a Service Project Plan

Content: Identify ways to strengthen area of inquiry research projects

& respond to service learning project plans.

Out-of-class assignments: Revise area of inquiry projects drafts based on writing

response group feedback. Begin implementing service learning project plan.

Student Performance Objectives: Successfully employ appropriate writing

& writing responding strategies when developing area of inquiry projects. Begin organizing & implementing a successful service learning project.

WEEK 11 1-3 HOURS

Organizing Service Learning Project

Content: Revise service learning projects as needed. Respond to

community feedback of service learning project plans.

Out-of-class assignments: Continue implementing service learning projects.

Continuing revising & developing area of inquiry research projects.

Student Performance Objectives: Continue working with team to implement

effective service learning project. Deepen analysis & relationship to area of inquiry project itself.

WEEK 12 1-3 HOURS

Responding to Area of Inquiry Drafts

Content: Respond to revised versions of area of inquiry projects.

Out-of-class assignments: Meet with writing group members. Continue revising & developing area of inquiry project drafts. Continue working with team to implement effective service learning project.

Student

Performance Objectives: Continue effectively working with team to implement effective service learning project. Continue deepening analysis & relationship to area of inquiry project & writing itself.

WEEK 13 1-3 HOURS

Continuing to Develop Service Learning Projects

Content: Finalize service learning projects.

Out-of-class assignments: Meet with team & finish developing service learning projects.

Student Performance Objectives: Successfully meet service learning project deadlines. Continue effectively working with team implement service learning project.

WEEK 14 1-3 HOURS

Implement Service Learning Projects

Content: Support & assist teams as they implement service learning projects & introduce best documentation efforts.

Out-of-class assignments: Implement service learning projects & document efforts.

Student Performance Objectives: Successfully meet deadlines & employ best practices when presenting writing and/or responding to writing practices. Accurately document service learning projects for later reflection.

WEEK 15 1-3 HOURS

Begin Area of Inquiry Presentations & Continue Implementing Service Learning Projects

Content: Begin area of inquiry presentations.

Support & assist teams as they implement service learning projects.

Out-of-class assignments: Respond in journals to area of inquiry presentations.

Implement service learning projects & document efforts.

Student Performance Objectives: Successfully present effective, thoughtful & authentic area of inquiry projects. Successfully meet deadlines & employ best practices when presenting writing and/or responding to writing practices. Accurately document service learning

projects for later reflection.

WEEK 16 1-3 HOURS

Continue Area of Inquiry Presentations & Continue Implementing Service Learning Projects

Content: Continue area of inquiry presentations. Support & assist teams as they implement service learning projects.

Out-of-class assignments: Respond in journals

to area of inquiry

presentations. Implement service learning projects & document efforts.

Student Performance Objectives: Successfully present effective, thoughtful &

authentic area of inquiry projects. Successfully meet

deadlines & employ best practices when presenting writing and/or

responding to writing practices. Accurately document service

learning

projects for later reflection.

WEEK 17 1-3 HOURS

Complete Area of Inquiry

Presentations & Begin Analyzing Service

Learning Projects

Content: Reflect on semester & envision changes in writing center

practice & activities. Analyze service learning projects.

Out-of-class assignments: Prepare for portfolio presentations. Recruit

new tutors. Reflect on semester in journal

assignment.

Student Performance Objectives: Define, assess & analyze semester's

worth of writing & responding to writing practices in a writing center

context.

WEEK 18 2 HOURS

Final Exam

Content: Conduct presentations based on

portfolios & service learning

projects.

Out-of-class: Not applicable.

Student

Performance Objectives: See Institutional Learning Outcomes.

Included in content section.

METHODS OF INSTRUCTION:

Methods include such things as exercises, field work, discussion forums, coached sessions, role plays, critiques, research & inquiry presentations.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours:

Assignment Description: Essays, Reading and responses

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 20.00 %

20% - 30% Written homework; Reading reports; Essay exams; Term papers

Problem-solving assignments

Percent of total grade: 20.00 %

20% - 30% Homework problems; Field work; Quizzes

Skill demonstrations

Percent of total grade: 20.00 %

20% - 30% Field work; Performance exams

Objective examinations

Percent of total grade: 20.00 %

20% - 30% Multiple choice

REPRESENTATIVE TEXTBOOKS:

Recommended Other Texts and Materials:

Gavilan College Writing Center Handbook Gavilan College Learning Commons Handbook

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200470

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: ENGL

CSU Crosswalk Course Number: 12A

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000545375

Sports/Physical Education Course: N

Taxonomy of Program: 150100