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

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<th>Lab</th>
<th>Other</th>
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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 further 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.
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