

### Course Outline

**COURSE:** ENGL 12B      **DIVISION:** 10      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Fall 2020      **CURRICULUM APPROVAL DATE:** 06/09/2020

**SHORT TITLE:** TUTORING WRITERS: PRACTICE

**LONG TITLE:** Tutoring Writers: Practice

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
1	18	Lecture:	1	18
		Lab:	0	0
		Other:	0	0
		Total:	1	18

#### **COURSE DESCRIPTION:**

Practice in the writing process, peer-to-peer communication, interacting with faculty and educational institutions, and effective responses to writing will be covered. In addition, students will gain an understanding of writing pedagogy while participating in a community of writers that connect them to their own writing practice. **PREREQUISITE:** ENGL 12A

#### **PREREQUISITES:**

Completion of ENGL 12A, as UG, with a grade of C or better.

#### **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

71 - Dist. Ed Internet Simultaneous

72 - Dist. Ed Internet Delayed

## **STUDENT LEARNING OUTCOMES:**

By the end of this course, a student should:

1. Define and apply best practices for supplemental instruction.
2. Define and apply best practices for tutoring writers and readers.
3. Examine and evaluate best tutoring practices through observations in various tutoring settings.
4. Through their own writing and research practices, students examine the diverse uses and value of writing and research to recommend best practices.

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

Curriculum Approval Date: 06/09/2020

WEEK 1 1-3 HOURS

Please note: Throughout the English 12B course, second semester students will take a leadership role in facilitating discussions & in organizing writing response groups & service learning project teams. More details follow.

Building a Community of Writers & Thoughtful Effective Responders

Content: Students enrolled in English 12B will introduce role & responsibility of tutors. Model exploration of individual educational,

learning & writing histories. Present various models of responding to writing through writing & sharing assignments. Introduce some pedagogical history

& theory. Practice interacting around various

writing assignments. Lead writing response groups. Introduce the tutor/researcher concept.

Out-of-class assignments: Prepare presentations of learner-writer history & about pedagogical & compositional theory. Respond in journals to writing response groups & experience of being a team leader. Help others revise learner & writing histories by modeling revision strategies.

Student

Performance Objectives: Establish writing community for effective cognition, social interaction & communication between writers & writing responders. Help others identify, appraise & question roles & responsibility of the writing center & writing tutors.

WEEK 2 1-3 HOURS

Responding to Texts about

Pedagogy & Compositional Theory

Content: Lead discussions that respond to readings about pedagogical & compositional theory.

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

Student Performance Objectives: Help model & 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: Model reflections on first interactions with student writers.

Out-of-class assignments: Prepare journal assignment reflecting on tutoring assignment & the work of student tutors. Organize, lead & meet with writing groups.

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

WEEK 4 1-3 HOURS

Responding to Texts about Pedagogy & Compositional Theory

Content: Lead discussions that respond to readings about pedagogical & compositional theory.

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

Student Performance Objectives: Help model & 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: Again model reflections on interactions with student writers.

Out-of-class assignments: Prepare journal assignment reflecting on tutoring assignment & the work of student tutors. Organize, lead & meet with writing groups.

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

WEEK 6 1-3 HOURS

Responding to Texts about Pedagogy & Compositional Theory

Content: Lead discussions that respond to readings about pedagogical & compositional theory.

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

Student Performance Objectives: Help model & 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: Again model reflections on interactions with student writers.

Out-of-class assignments: Prepare journal assignment reflecting on tutoring assignment & the work of student tutors. Organize, lead & meet with writing groups.

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

WEEK 8 1-3 HOURS

Responding to Texts about Pedagogy & Compositional Theory

Content: Lead discussions that respond to readings about pedagogical & compositional theory.

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

Student Performance Objectives: Help model & 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: Model & 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 & help others identify an area of inquiry 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: Help others to 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. Model how to

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: Model implementing 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. Second

semester students will place a special emphasis on

tracing the development of writing tutors.

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:**

Exercises, field work, coached sessions, planning, role plays, critiques, research & inquiry presentations.

**OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours:

Assignment Description: Projects and Presentations

**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:**

Barnett&Blumner. The Longman Guide to Writing Center Theory and Practice. Pearson,2008.

This text provides valuable and relevant information and resources. This text has not yet been updated.

ISBN: ISBN: 978-0-205-57417-9

Reading Level of Text, Grade: Reading level of text, Grade: 17 Verified by: Verified by:Dana Young

**Recommended Other Texts and Materials**

St. Martin's Sourcebook for Writing Tutors (4th Edition) St. Martin's Christina Murphy and Steve Sherwood

ISBN: 978-031-266-1915 2011



**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:

CSU Crosswalk Course Number:

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: CCC000545376

Sports/Physical Education Course: N

Taxonomy of Program: 150100