Course Outline

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

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

SHORT TITLE: TUTORING WRITERS: PRACTICE

LONG TITLE: Tutoring Writers: Practice

<table>
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<tr>
<th>Units</th>
<th>Number of Weeks</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
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<td>1</td>
<td>18</td>
<td>Lecture: 1</td>
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<td>Lab: 0</td>
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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

STUDENT LEARNING OUTCOMES:
1. Define and apply best practices for supplemental instruction.
Measure of assessment: Oral report, observations, project
Year assessed, or planned year of assessment: 2019

3/23/2018
2. Define and apply best practices for tutoring writers and readers.
   Measure of assessment: Oral report, observations, project
   Year assessed, or planned year of assessment: 2018
Semester: Fall
3. Examine and evaluate best tutoring practices through observations in various tutoring settings.
   Measure of assessment: Oral report; project, writing assignments;
   Year assessed, or planned year of assessment: 2018
Semester: Fall
4. Through their own writing and research practices, students will examine the diverse uses and value of
   writing and research to recommend best practices.
   Measure of assessment: Oral report; project; essay
   Year assessed, or planned year of assessment: 2019
Semester: Fall

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS
Curriculum Approval Date: 03/12/2018
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.
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

3/23/2018
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:
Required Representative Textbooks
This text provides valuable and relevant information and resources. This text has not yet been updated.
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

ARTICULATION and CERTIFICATE INFORMATION
  Associate Degree:
  CSU GE:
  IGETC:
  CSU TRANSFER:
    Transferable CSU, effective 200470
  UC TRANSFER:
    Not Transferable

SUPPLEMENTAL DATA:
Basic Skills: N

3/23/2018
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: 12B
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