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

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

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.
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:
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
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