



## ENGL 2280

**Division:** Humanities

**Department:** English

**Course:** ENGL 2280

**Title:** Methods and Practice in Tutoring Writers

**Catalog Description:**

This course is designed for students who wish to be writing tutors, English instructors, or educators. Tutors will work two hours per week in the Snow College Writing Lab to fulfill a practicum requirement, and be paid for additional hours worked. Course work will include extensive discussion of tutoring theory and techniques. Students will improve their own writing abilities while teaching others to be better writers.

**General Education Requirements:** N/A

**Semesters Offered:** Fall

**Credit/Time Requirement:** Credit: 3; Lecture: 3; Lab: 2

**Clock/Hour Requirements:** 0

**Offered for Non-Credit:** No

**Prerequisites:** Tutors need excellent writing and interpersonal skills. These will be evaluated during the first week of class.

**Corequisites:** none

**Justification:**

ENGL 2280 gives students who are interested in writing and teaching the opportunity to work one-to-one with Snow College writers in many disciplines with an emphasis on college composition course support. Class time is spent studying specific theories and techniques for tutoring writers. Students in the course will read extensively from literature on the subject of tutoring writers. They will also write formal papers and tutor responses in order to hone their own writing skills and better understand the learning/teaching process.

Students enrolled in the course will have the opportunity to explore teaching by working in the Snow College Writing Lab. This experience will allow them to make informed decisions about future academic and professional pursuits. Working in a writing center will provide gainful employment for a student while at Snow College and beyond.

**Student Learning Outcomes:**

Students will know current writing process and tutoring writers theory.

Students will know general tutoring techniques, and they will know specific skills for tutoring writers.

Students will be able to tutor writers because of the practicum experience working with Snow College students.

Students will understand that tutoring writers is a dynamic process in which the tutor must adapt techniques to the unique needs of each writer.

Students will understand that tutors are a support to all courses which require writing from students, and that tutors are integral to good relations between the Writing Lab, Student Support Services, professors, and academic departments on campus.

### **Content:**

Readings from required texts and selections from The Writing Lab Newsletter are used to reinforce and stimulate ideas for classroom lecture and discussion. Students are trained to do research for class presentations, written papers, and to help clients with their research. Topics include the following: tutoring ESL writers, professional behavior in the tutoring environment, the writing process, creating better writers not only better papers, consultant/client rapport, review of grammar and usage, and all writing can be improved through writer and audience dialogue.

### **General Education Outcomes:**

#### 1) Read effectively, constructively, and critically.

Students read a variety of texts related to tutoring writers. They demonstrate reading comprehension through discussions, writing assignments, and practical experience reading and responding to writers' papers.

#### 2) Write clearly, informatively, and persuasively.

Students write at least two formal papers on tutoring writing topics. Those papers often require research and are meant to be informative to other writing tutors. Each paper is returned with suggestions for improving students' writing skills.

#### 4) Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.

Students research secondary sources, often apply that research to their experiences as tutors, and write informative and critical papers based on the research. Students use electronic sources to reinforce tutoring sessions in the Writing Lab.

### **Key Performance Indicators:**

Weekly written responses to tutoring sessions or articles read about a tutoring technique and/or theory: 20% of the final grade

Formal papers: 50% of the final grade

Client and student feedback forms for tutoring sessions: 30% of the final grade

Percentages are approximate.

**Representative Text and/or Supplies:**

Hacker, Diana. *A Writer's Reference*. Boston: Bedford, current edition.

Rafoth, Ben, ed. *A Tutor's Guide: Helping Writers One to One*, current edition

**Optimum Class Size: 15**

**Maximum Class Size: 20**

**Signatures:**

I hereby submit this course syllabus:

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Melanie Jenkins, MA, Associate Professor

I hereby find this course consistent with the goals and resources of the English Department:

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Melanie Jenkins, MA, Associate Professor, Chair

I hereby find this course consistent with the goals and resources of the Humanities Division:

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Sheryl James Bodrero, PhD, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

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Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

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Michelle Olsen, MLS, Campus Librarian (Richfield Campus)