



## 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 elementary educators. A laboratory requirement is satisfied by tutoring in the Writing Lab. (Students and graduates of this course are eligible for salaried employment in the Writing lab.) The course offers ideal preparation for students majoring in English, Communications, and Education.

**General Education Requirements:** N/A

**Semesters Offered:** Fall

**Credit/Time Requirement:** Credit: 3; Lecture: 3; Lab: 0

**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 a focus on college composition course support. Class time is spent studying specific techniques. 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 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, as well as providing a service learning experience.

**Student Learning Outcomes:**

Students will know current writing process 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 writing 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 three required texts and selections from The Writing Lab Newsletter are used to reinforce and stimulate ideas for classroom lecture and discussion.

A writing handbook or reference is used to review various aspects of the writing process and grammar and usage.

A basic guide text for writing tutors is used as a quick reference and review of tutoring techniques for tutoring writers.

An anthology of papers from recognized experts in the field provides in-depth discussions of specific aspects of tutoring writers.

### **General Education Outcomes:**

1) Read effectively, constructively, and critically.

Students read a variety of texts are expected to be prepared to discuss those texts from theoretical and practical standpoints as they apply to tutoring writers.

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 the student's 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.

9) Respond with informed sensitivity to an artistic work or experience.

Student-tutors in the course learn techniques and the theory behind the techniques for responding to the creations of student writers and writing in general

### **Key Performance Indicators:**

12-14 (weekly) written responses to tutoring sessions or articles read about a tutoring technique and/or theory:

15%-25% of the final grade

2-3 short papers or 1 long paper: 45%-55% of the final grade

Client and student feedback forms for tutoring sessions 25%-35% of the final grade

### **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: 20**

**Maximum Class Size: 20**

**Signatures:**

I hereby submit this course syllabus:

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Ron Lamb, MS, Assistant 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)