

Rhodes College Digital Archives - DLynx

ENGL 465, Writing Tutorial, Fall 2013

Item Type	Syllabus
Authors	Finlayson, Rebecca
Publisher	Memphis, Tenn. : Rhodes College
Rights	<p>Rhodes College owns the rights to the archival digital images in this collection. Objects are made available for educational use only and may not be used for any non-educational or commercial purpose. Approved educational uses include private research and scholarship, teaching, and student projects. Original copies of the programs are stored in the Rhodes College Archives. In all instances of use, acknowledgement must be given to Rhodes College Archives Digital Repository, Memphis, TN. For information regarding permission to use this image, please email the Archives at archives@rhodes.edu</p>
Download date	2026-06-10 11:57:52
Link to Item	http://hdl.handle.net/10267/20035

ENG465: WRITING TUTORIAL

Professor Finlayson: Palmer 317; 843-3293; finlayson@rhodes.edu
Fall 2013 Class: Alternating Tuesdays 7:30-8:45; Barret 214

The goal of this course is to provide you with the tools you need to tutor students in all aspects of writing: drafting, revising, researching, etc. You will learn both the theories supporting these teaching and tutoring skills and the skills themselves. 11 students

Assignments and grading:

Teaching Topic: 10% each 3x (total of 30%). This assignment will work (hopefully) in conjunction with your fellowing duties. For each “topic” you will need to type up a formal “prep” (ergo teaching notes). These topics should connect with the writing your 151 students are doing in your fellow section. For example, if you notice a trend towards summary, you might choose the topic “analysis vs. summary.” Or you might create a topic focused on how to prepare a formal class presentation (how to use Powerpoint, how to avoid “reading” notes, how to interest the audience). Another good idea would be to prepare something about researching, paraphrasing, or quoting. Please consult with your professor mentor as you choose your topics for this assignment. One of your goals for this assignment is to reinvent the topic according to your own personality, the class reading, the students, the professor. Use creative examples, employ humor, find interesting visual aids. One of these topics you will “teach” to our own 465 class. We will be your students for 10 minutes (so consider this time limit as you create). My hope is that your teaching topics will be useful for either in-class lessons with your FYWS 151 section or extracurricular workshops for your students.

Journal: 40%. I have set up a blog writingfellows.wordpress.com for our journal. The posts/threads are mostly a chance for us to maintain a sense of community, if only virtually, given our infrequent class sessions. I will primarily be asking you to reflect on the reading and on your experiences in the Writing Center and/or in your 151 courses. Your main response each week should be about 150 words—a decent size paragraph—and subsequent brief responses should engage in dialogue with your fellow fellows. Thus, you will need to read the thread each week. I previously used Moodle for this with limited success so have moved to the blog format. Be patient! My ultimate goal is for the blog to become a place where you all try out ideas, ask questions, get help, express frustration, offer tips, etc. Please subscribe to the blog (it’s private, FYI) and to the “new comments” when you leave a reply.

Final Paper: 30%. At the end of the semester, you will write a 1000-word statement regarding your philosophy on teaching writing. You should use as resources our class discussions, your experience as a fellow/tutor, and any reading you’ve done (i.e. the articles from class presentations). We will discuss this paper in more detail at the end of the semester.

Attendance: Each absence reduces your final grade by 1/3 or .3 points (an A becomes A-).

ENG 465 Schedule

Readings: Please have these articles read prior to class. You can find them here:

\\Fileserver1\acad_dept_pgm\Writing_Center\Private\ENG 465\Articles [I will get you server access today or tomorrow]

Journals: While you don't necessarily need to do these prior to class, in some cases, it will definitely help our discussion.

Week 1 Aug 19 Meeting

Week 2 August 27 **Class:** Introduction to tutoring.

Reading: Rhodes College Tutor Handbook (also in article folder)

Journal: Reflect on your own writing history. What kinds of preparation do you do for writing? Everything from engaged reading activities to reverse outlining. How might you create writing activities from some of your own habits?

Week 3 Sept 3 **No class**

Reading: Gillespie and Lerner. "The Tutoring Process" (Ch3). *Allyn and Bacon Guide to Peer Tutoring*. NY: Longman, 2004.

Journal: What aspects of G&L's article do you think will come easiest for you in your role as a tutor? What will be more difficult? How do you think your role in the Writing Center can benefit from G&L's strategies?

Week 4 Sept 10 **Class:** Process vs. Product.

Reading: North, Stephen. "The Idea of a Writing Center." *The St Martin's Sourcebook for Writing Tutors*. Murphy and Sherwood, eds. NY: St Martin's Press, 1995.

Journal: Do you think North's "idea of a writing center" still makes sense today, nearly 20 years after he wrote the article? How does the Rhodes Writing Center (not) conform to North's "idea of a writing center?"

Week 5 Sept 17 **No Class.**

Reading: Lunsford, Andrea. "Collaboration, Control, and the Idea of a Writing Center." *The St Martin's Sourcebook for Writing Tutors*. Murphy and Sherwood, eds. NY: St Martin's Press, 1995.

Journal: How would you characterize the role and perception of the Writing Center at Rhodes? How might we work towards improving the way the WC is perceived by students and faculty? What might Lunsford say about the Rhodes WC?

Week 6 Sept 24 **Class:** Tutoring Strategies

Due: Teaching Topic #1. Demonstrations from 3 students.

Reading: Harris, Muriel. "Talk to Me: Engaging Reluctant Writers." *A Tutor's Guide: Helping Writers One to One*. Ben Raforth, ed. Portsmouth, NH: Boynton/Cook, 2000.

Reading: Greiner, Alexis. "Tutoring in Unfamiliar Subjects." *A Tutor's Guide: Helping Writers One to One*. Ben Raforth, ed. Portsmouth, NH: Boynton/Cook, 2000.

Journal: Journal: reflect on a time when you came up against the conventions of an unfamiliar discipline and consider whether and why the conventions of a particular discipline appeal to you. Think about why particular conventions have become established in particular fields. Which disciplinary values might motivate them?

Week 7 Oct 1

No Class.

Reading: Gillespie and Lerner. "Working with ESL Writers" (Ch9). *Allyn and Bacon Guide to Peer Tutoring*. NY: Longman, 2004.

Journal: Free write. Simply reflect on an experience in the writing center or in your fellow section. This does not have to be about an ESL writer.

Week 8 Oct 8

Class: ESL and International Students

Reading: Powers, Judith. "Rethinking Writing Center Conferencing Strategies for the ESL Writer." *The St Martin's Sourcebook for Writing Tutors*. Murphy and Sherwood, eds. NY: St Martin's Press, 1995.

Journal: What do you think are the particular concerns that non-native English speakers/writers at Rhodes face? What resources do you think these students need and are (not) getting? If you've worked with an ESL or international student, what was that experience like?

Week 9 Oct 15

No Class.

Reading: Dossin, Mary. "Using Others' Words: Quoting, Summarizing, and Documenting Sources." *A Tutor's Guide: Helping Writers One to One*. Ben Raforth, ed. Portsmouth, NH: Boynton/Cook, 2000.

Brooks, Jeff. "Minimalist Tutoring: Making the Student Do All the Work." *The St Martin's Sourcebook for Writing Tutors*. Murphy and Sherwood, eds. NY: St Martin's Press, 1995.

Journal: Free write. Describe two writing tutoring/feedback experiences you've had: the most and least successful.

Week 10 Oct 22

Class: Plagiarism and Paraphrasing (Tutors and Writers)

Due: Teaching Topic #2. Demonstrations from 4 students.

Reading: Clark, Irene. "Collaboration and Ethics in Writing Center Pedagogy." *The St Martin's Sourcebook for Writing Tutors*. Murphy and Sherwood, eds. NY: St Martin's Press, 1995.

Journal: Reflecting on your experience so far, identify which "collaborative" effort yielded the best outcome for a writer who solicited your help. Was it brainstorming? Draft workshop? Alternatively, have you experienced a collaborative effort that wasn't productive? Why?

Week 11 Oct 29

No Class.

Reading: Fulwiler, Toby. "Provocative Revision." *The St Martin's Sourcebook for Writing Tutors*. Murphy and Sherwood, eds. NY: St Martin's Press, 1995.

Journal: How do you revise? How do you think about revision? Which of the author's ideas about revision apply to your revision process or offer you a potentially fruitful way to think about it? How might you imagine using his strategies to work productively with other students on revision?

Week 12 Nov 5

Class: Strategies for Revision

Reading: Young, Beth Rapp. "Can You Proofread This?" *A Tutor's Guide: Helping Writers One to One*. Ben Raforth, ed. Portsmouth, NH: Boynton/Cook, 2000.

Journal: In what circumstances do you think it is okay to proofread a student's paper? Explore the reasons why proofreading might be beneficial to a writer. Have you been asked to proofread? How did you respond?

Week 13 Nov 12

No Class. Reading TBA

Week 14 Nov 19

Class: TBA

Due: Teaching Topic #3. Demonstrations from 4 students.

Journal: Your work with the 151 section is coming to a close. What aspect of this class would you like to carry forward to another section? What aspect do you think you would change?

Week 15 Nov 26

No Class.

Week 15 Dec 2

Class: Assessments of WC and FYWS

Due: Statement of Teaching Writing