I. OVERVIEW

The following information will appear in the 2015 - 2016 catalog

TUTOR 110—INTRODUCTION TO TUTORING COMPOSITION                  1 UNITS

Formerly listed as: ENGL - 183: Introduction to Tutoring Composition
18.00 Lecture Hours
Prerequisite: Satisfactory completion of ENGL 101.
Corequisite: Concurrent enrollment in or satisfactory completion of TUTOR 100.

Introductory course in the tutoring processes of cross-curricular composition. Students will learn
strategies for tutoring developmental to advanced writers. Specific focus will be on techniques for
improvement of fluency, structure, revision, proofreading, and reading. Intended for students selected as
tutors for the Library & Learning Center's Writing Center. Field trips are not required. Not repeatable.
(P/NP Only) Transfer: (CSU)

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the
goal specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

A. Overview

1. Beginning Writing Center tutoring practices and procedures

a. Writing tutor's role

b. Questioning versus being an expert

B. Introduction of strategies for tutoring, such as

1. The writing process

a. Invention strategies

b. Audience awareness

c. Purpose

d. Focus

e. Essay structure

f. Editing versus revising

2. Essay coherence
3. Logic of ideas and organization
4. Methods of documentation
5. Understanding patterns of error
6. Identifying slanted language or bias

C. Addressing Students' Needs

1. Basic grammar lessons
2. Development of ideas
3. Incorporating outside sources
   a. Summary
   b. Paraphrase
   c. Direct and indirect quotes

4. Works Cited

D. Introduction of strategies for working with a variety of writing tasks, such as

1. Narrative essays
2. Literary analysis
3. Argumentative papers
4. Reviews and critiques
5. In-class essay exams
6. Research papers

B. ENROLLMENT RESTRICTIONS

1. Prerequisites
   Satisfactory completion of ENGL 101.

2. Co-requisites
   Concurrent enrollment in or satisfactory completion of TUTOR 100.

3. Requisite Skills
   Before entering the course, the student will be able to:
   A. Adhere to conventions of correctness in standard academic writing;
   B. Compose fully developed paragraphs which are unified in thought;
   C. Establish a thesis, develop main points, select examples and details relevant to the support of a
thesis;

D. Limit scope of composition to what can be reasonably dealt with in an argument of given length;

E. Employ responsible practices in the development of research projects.

F. Demonstrate a sensitivity to tutees' needs and an ability to either help tutees with their needs or
direct them to appropriate resources.

C. HOURS AND UNITS

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<td>Lect</td>
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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lead directed small group and large group discussions of tutoring issues;

2. Conduct mock tutorial demonstrations where students apply information from reading selections and individual, small group, and large group discussions;

3. Lead class discussions on information or ideas from reading selections, class discussion, and tutoring experiences;

4. Lead discussions that challenge students to explain and support judgments with relevant information, distinguishing between fact and opinion.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction (lecture hours)

A. Weekly reading and writing assignments totaling at least four hours per week

B. One or two essays per term

2. EVIDENCE OF CRITICAL THINKING

Assignments require the appropriate level of critical thinking

A. Read "Observing in the Writing Center" by Paula Gillespie and Neal Lerner. Although the article is written with a third-person perspective, read it with a first-person perspective. Use Gillespie and Lerner's guidance to help you reflect upon your own tutoring session (that the instructor has observed) as you write an essay similar to Gillespie and Lerner's.

B. After reading Pratt's essay about "contact zones," focus on this quotation and write a journal entry in which you answer the questions below.

"... in order to lay out some thoughts about writing and literacy in what I like to call the contact zones. I use this term to refer to social spaces where cultures meet, clash, and grapple with each other, often in contexts of highly asymmetrical relations of power, such as colonialism, slavery, or their aftermaths as they are lived out in many parts of the world today. Eventually I will use the term to reconsider the models of community that many of us rely on in teaching and theorizing and that are under challenge today" (584-5)
A. What questions do you have about this article?
B. What insights can you offer?
C. What connections can you make between this article and your work in the Writing Center?
D. What metaphorical intersections or borders do MJC Writing Center tutees encounter?

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. OBJECTIVES

1. Required Objectives

   Upon satisfactory completion of this course, the student will be able to:
   
   a. Examine the thinking and writing processes of effective and ineffective writers and employ methods and strategies for effective tutoring of writing.
   
   b. Demonstrate and discuss the writing process and its elements, including methods of generating ideas, focusing, organizing, and developing ideas, and providing coherence within and between paragraphs.
   
   c. Actively evaluate student writing for its ideas, focus, and structure at a novice level, describing, commenting on, or questioning the effect of the organizational structure, tone, and diction of written discourse.
   
   d. Demonstrate techniques and strategies for writing an academic research paper, including use of paraphrase, summary, and methods of documentation appropriate for a particular discipline or field.
   
   e. Identify any slanted or propagandistic use of language in the development of an argument as well as any problems with grammar, punctuation, or spelling.
   
   f. Demonstrate and discuss the editing process, including a variety of sentence structures as needed to provide for readability and to indicate relationships between thoughts.
   
   g. Recognize and discuss patterns of error and deviations from conventions of standard edited English.
   
   h. Demonstrate the ability to teach students basic English grammar lessons that address the particular errors in their writing.
IV. METHODS OF EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION

1. Writing assignments
2. Reading assignments focused on tutoring strategies
3. Mock tutoring demonstrations
4. Class discussion
5. Reflective journal writing
6. Essays

B. SUMMATIVE EVALUATION

1. Observation and discussion of actual tutoring session