Course Description
ENGL 8300 – The Theory and Practice of Tutoring Writing - 3 Credits
This course analyzes theories, methods, and strategies associated with peer tutoring in a writing center. The participants in this course will study current writing process theory, global and local revision strategies, various genres of writing, The MLA and APA documentation systems, different styles of learning, and a variety of tutoring methods. The participants then will receive additional training as and reflecting on tutoring sessions and enhance their writing, listening, skills by assisting other students in the and reflecting on their experiences. (Prerequisite: English 1010 with a grade of “B” or better or a comparable basic level college course in rhetoric.) Lecture: 2 hours  Lab: 1 hour

Required Texts

Texts on Reserve
at the Community College of Rhode Island Library

Bad Weather
If the Community College of Rhode Island cancels any classes, on the next scheduled class meeting, the homework due for that class (as well as the classroom activities) will include both the canceled class’s and the scheduled class’s work.

Overview of the Course
1. Our class will be reading about, discussing, and practicing methods of tutoring writing.
2. During week 7 of the semester, we will meet in the Writing Center for a Writing Center orientation. In weeks 8 through 15, our class will meet one hour less per week than it normally would meet. For these 8 hours, each student will volunteer as a tutor in the Writing Center. During these weeks, a variety of tutoring times will be available, and students will be able to sign up for their 8 hours of Writing Center tutoring at the beginning of the semester.
3. An extra 6 hours of tutoring in the Writing Center (for a total of 14 hours of tutoring) is required for Service Learning credit. The extra service learning component of this course is optional.

Course Objectives
At the completion of this course, you should be able to:
1. Analyze, evaluate, and revise different kinds of written texts for problems in a variety of areas, including audience and task orientation, idea development, focus, organization, research, logic, clarity, style, grammar, and spelling.
2. Interview Writing Center visitors and apply the facts gained through the interview process to create a focus for a tutoring session.
3. Use appropriate tutoring methods with people who have different backgrounds, learning styles, and levels of writing proficiency.
4. Communicate ideas more clearly.
5. Collaborate more effectively with other people.
6. Connect theory and practice related to the writing and the tutoring processes.
7. Conduct research more successfully.
8. Perform a variety of writing, tutoring, research, and critical thinking tasks more skillfully and successfully.
**Attendance**
1. Arriving late, leaving early, or engaging in other kinds of distracting behaviors will result in partial or no credit for class attendance.
2. In case of absence for any reason, it is your responsibility to find out what you have missed and to make it up, if possible.
3. Your attendance in class and in the Writing Center counts for 10% of your final grade.
4. The English Department’s attendance policy will be followed. No more than the following number of absences will be allowed for a passing grade for this course:
   - 3 absences without penalty for a 3-day-a-week class; two late arrivals = 1 absence
   - 1 ½ absences for a twice-a-week class; two late arrivals = 1 ½ absence
   - 1 absence for late day, evening, or summer students

**Evaluation**
30% = Journal (Each entry counts for 3%)
25% = Research Paper (7-12 pages)
10% = Article Presentation
10% = Writing Center Handout
10% = Class and Writing Center Attendance and Participation
15% = In-class exercises, quizzes, analysis, peer reviews, and readings of journal entries

**Homework**
1. Your journal, research paper, and Writing Center handout need to be typed on a computer.
2. If you need to miss a class, your homework is still due. To get credit for turning in your homework on time, please send it in the body of an e-mail message (not as an attachment to the e-mail) to the professor of the course. The date and time when you send the e-mail must coincide with the date and time when the assignment is due. Because the professor does not always have access to a printer, please also bring a printed copy of your homework to the next class.
3. Correct documentation (MLA format) is needed whenever you borrow words, sentence structures, or ideas from someone else’s writing, speech, television show, Internet sources, etc. According to Diana Hacker, in the 4th ed. of The Bedford Handbook, “Plagiarism is unacknowledged borrowing—whether intentional or unintentional—of a source’s words or ideas” (601); Hacker also explains that you are guilty of “plagiarism if you half-copy the author’s sentences” (467). (Also, see pages 309-402 of Diana Hacker’s Rules for Writers, 4th ed. or pages 395-400 of Diana Hacker’s Rules for Writers, 5th ed.) A single instance of plagiarism will result in a grade of “F” for this course.

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Course Schedule

Week 1
Introduction to the course.

Week 2
In class: introduction to the writing process, especially organization and analysis of ideas. An overview of the tutoring process. 
Homework: before class, read Gillespie chapters 1 and 2. Also read Rafoth chapters 11 and 12. Journal entry #1 is due: type out three questions that you think a tutor should ask a writing center visitor. After each question, explain (in 2 or 3 sentences) why you think each question is important.

Week 3
In class: tutoring expectations and the tutoring process. Proofreading. Role-playing.
Homework: before class, read Gillespie chapters 3 and 4. Also read Rafoth chapter 16. Journal entry #2 is due.

Week 4
In class: the tutoring process, tutoring practice, and observation. Setting an Agenda.
Role-playing. 
Homework: before class, read Gillespie chapters 5 and 6. Also read Rafoth chapters 1 and 2. Journal entry #3 is due. **Your journal will be collected and graded. Each of the three entries will receive a separate grade.**

Week 5
In class: analysis of typical tutoring problems. Discussion about creating Writing Center handouts. Writing Centers: historical and theoretical contexts.
Homework: before class, read Rafoth chapters 3, 4, and 5. Also read Gillespie chapter 11. Journal entry #4 is due.

Week 6
In class: analysis of tutoring problems. Reading in the Writing Center.
Homework: before class, read Gillespie chapters 8 and 13. **Your Writing Center handout is due.**

Week 7
In class: working with diverse writers. We’re meeting in the Writing Center.
Homework: before class, read Gillespie chapter 9. Also read Rafoth chapters 6 and 7. Journal entry #5 is due.

In weeks 8 through 15, our class will meet one hour less per week than it normally would meet. For these 8 hours, each student will volunteer as a tutor in the Writing Center. During these
weeks, a variety of tutoring times will be available, and students will be able to sign up for their 8 hours of Writing Center tutoring at the beginning of the semester.

**Week 8**
In class: quotations, paraphrases, and summaries. Research and research papers.
Homework: before class, read Rafoth chapter 17. Journal entry #6 is due.

**Week 9**
In class: creative writing in the writing center. Business and technical writing.
Homework: before class, read Rafoth chapters 8 and 9. Journal entry #7 is due. **Your journal will be collected and graded.** (Each of 4 journal entries—#4, #5, #6, and #7—will receive a separate grade.)

**Week 10**
In class: article presentations. (Note: you will be doing one presentation during week 10, 11, 12, or 13.) Reflecting on tutoring.
Homework: read Gillespie chapter 7. Journal entry #8 is due.

**Week 11**
In class: article presentations. Tutoring in advanced courses.
Homework: read Rafoth chapter 10. Journal entry #9 is due.

**Week 12**
In class: article presentations. Interdisciplinary tutoring.
Homework: read Rafoth 13. Journal entry #10 is due. **Your journal will be collected and graded.** (Each of 3 journal entries—#8, #9, and #10—will receive a separate grade.)

**Week 13**
In class: article presentations. Interdisciplinary and online tutoring.
Homework: read Gillespie chapter 12.

**Week 14**
In class: online tutoring.
Homework: read Rafoth 15. **A first draft of your research paper is due.**

**Week 15**
In class: writing center research.
Homework: read Gillespie 10. **A final draft of your research paper is due.**

**Week 16**
Final exam day: make-up day for one in-class exercise.