Writing Tutor Practice and Theory

Instructor: Michael Underwood
Office Hours: Mon. 2:00 p.m. – 3:00 p.m.
TTH 11:00 a.m. – 2:00 p.m.
(and by appointment)
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Required Textbooks and Course Material:
Readings and texts will be provided.

Prerequisites:
Eligible to take 500 level courses and instructor approval.

Course Description:
RWS 512 helps students understand the role and practice of the writing tutor in general and in the Department of Rhetoric and Writing Studies specifically. This course will focus on tutoring rhetoric and argument analysis as it applies to tutoring, providing effective feedback on student writing, the role of the writing tutor, and the practice of tutoring. More importantly the course provides students with the framework with which to develop as a writing tutor and teacher. Most of the work we do in the course will be discussions centered around your tutoring experiences, supported by reading, writing, and observing.

Learning Goals and Outcomes

1. To apply RWS curriculum i.e. rhetoric, argumentation, and strategies to tutoring students.
2. To develop a variety of tutoring strategies by reading, analyzing, and synthesizing scholarly works related to tutoring writing.
3. To apply prevalent ideas about writing process and how these processes apply to student writers.
4. To assess and recognize the importance of particular writing issues within the context of writing assignments and determine when to address global or local issues with students’ papers.
5. To apply a variety of tutoring strategies that show an awareness of and sensitivity to a diverse student population who come from different cultural, socio-economic, and socio-political backgrounds.
6. To develop various ideas about effective relationships in the tutoring session in order to develop their own set of interpersonal strategies or tutoring style.
**Workload:**

1. Weekly attendance and participation and completion of the work below makes up the grade for this course. Students missing three or more classes without a serious and compelling reason, may find their grade dropping from an A to A- or B+. Consider, if you miss four classes is one month, five is one-third of the semester, and so on. Based on a selection of the following. This is your class, and you can and should have input to the work that you complete.

2. Present a 10-15 minute lesson for one of the classes you tutor addressing some recurring problem(s) you see on a set of papers on which you commented.

3. Complete weekly reading assignments,
   A. 1-2 page response on assigned articles.

4. End of the semester tutor portfolio or assigned as we go through the semester of the following:
   A. Tutor Observation write up
   B. Typewritten analysis of comments made on three student papers.
   C. Reflection on 3 tutoring sessions: a really good one, an average one, and a really bad one. Consider: what went wrong or right, what did you do to make it more successful, and what would you do next time.
   D. A short critique of the most useful reading for the class and the least useful, or the most useful information from a speaker and the least useful information.
   D. A reflection on your semester long tutoring experience.

5. Ultimately, the workload will depend on the class. The more relevant discussion that takes place in the class will determine the amount of work on 2 & 3.

6. For students who are not tutoring for RWS, we can meet and adapt some of the above workload. Please see the instructor.

**Attendance and Participation**

**In-class Presence:**

This is a discussion-based course whose success derives mostly from you. Therefore, attendance and participation are required. Most of your grade will rest on participation, and if you are not in class, you are not participating.

*Writing Tutors are those who show the way.*