EASTERN ARIZONA COLLEGE
Tutor Training Workshop I
Course Design
2011-2012

Course Information
Division: Communicative Arts
Course Number: ENG 283
Title: Tutor Training Workshop I
Credits: 2
Developed by: Helen Robinson
Lecture/Lab Ratio: 2 Lecture/0 Lab

<table>
<thead>
<tr>
<th>Transfer Status</th>
<th>ASU</th>
<th>NAU</th>
<th>UA</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG Dept Elective</td>
<td>Elective Credit</td>
<td>Non Transferable</td>
<td></td>
</tr>
</tbody>
</table>

Activity Course: No
CIP Code: 23.1301
Assessment Mode: Pre/Post Test (74 Questions/125 Points)
Semester Taught: Upon Request
GE Category: None
Separate Lab: No
Awareness Course: No
Intensive Writing Course: No

Prerequisite
None

Educational Value
Prospective or current writing tutors will improve their tutoring and writing skills.

Description
Introductory workshop in tutoring composition; review of writing skills.

Supplies
None
Competencies and Performance Standards

1. Writing Competency I: Demonstrate competence in all higher-order writing concerns.

   Learning objectives
   What you will learn as you master the competency:
   a. Write essays with a strong overall focus and thesis statement.
   b. Write essays with appropriate audience and purpose.
   c. Write essays with appropriate, effective voice.
   d. Write essays with effective overall organization and coherence.
   e. Write essays with effective paragraph unity and coherence.
   f. Write essays with effective development and support through use of examples, details, and specifics.

   Performance Standards
   Competence will be demonstrated:
   o by submission of a writing sample at the beginning of the semester. If any problems are identified in that sample, they will be addressed on an individual basis, and competence will be demonstrated by submission of a writing sample at midterm.

   Performance will be satisfactory when tutor:
   o writes essays with a strong overall focus and thesis statement.
   o writes essays with appropriate audience and purpose.
   o writes essays with appropriate, effective voice.
   o writes essays with effective overall organization and coherence.
   o writes essays with effective paragraph unity and coherence.
   o writes essays with effective development and support through use of examples, details, and specifics.

2. Writing Competency II: Improve competence on lower-order writing concerns, as identified by the pretest and learner’s preferences.

   Learning objectives
   What you will learn as you master the competency:
   a. Sentence boundaries: identify and eliminate fragments; punctuate independent and dependent clauses appropriately.
   b. Punctuation: correctly use commas, semicolons, colons, dashes, parentheses, apostrophes, quotation marks, and exclamation points.
   c. Grammar: correct problems in agreement (subject-verb and pronoun-antecedent), pronoun case, dangling and misplaced modifiers, parallelism.
   d. Spelling and diction: eliminate errors in spelling and diction.
   e. Style: eliminate wordiness, redundancy, and discriminatory language; vary sentences; improve coherence, including use of transitions.

   Performance Standards
   Competence will be demonstrated
   o by pretest/posttest.
   o in journal entries and response papers.

   Performance will be satisfactory when tutor
   o deals appropriately with sentence boundaries: identifies and eliminates fragments and
punctuates independent and dependent clauses appropriately.

- punctuates correctly: uses commas, semicolons, colons, dashes, parentheses, apostrophes, quotation marks, and exclamation points appropriately.
- writes with grammatical correctness: avoids problems in agreement (subject-verb and pronoun-antecedent), pronoun case, dangling and misplaced modifiers, and parallelism.
- avoids errors in spelling and diction.
- writes with an effective style: avoids wordiness, redundancy or discriminatory language; varies sentences; improves coherence, including use of transitions.

3. **Writing Competency III:** Improve competence on writing concerns relevant to common composition assignments, as identified by the pretest and learner’s preferences.

   **Learning objectives**
   
   *What you will learn as you master the competency:*
   
   a. Demonstrate knowledge of rhetorical analysis, including rhetorical appeals, patterns, and fallacies.
   
   b. Demonstrate knowledge of source-based writing skills, including appropriate synthesis of sources, documentation, summarizing, paraphrasing, and quoting.
   
   c. Demonstrate knowledge of literary analysis.

   **Performance Standards**
   
   *Competence will be demonstrated:*
   
   - by pretest/posttest.
   - by oral presentation in class.

   *Performance will be satisfactory when tutor*
   
   - demonstrates knowledge of rhetorical analysis, including rhetorical appeals, patterns, and fallacies.
   - demonstrates knowledge of source-based writing skills, including appropriate synthesis of sources, documentation, summarizing, paraphrasing, and quoting.
   - demonstrates knowledge of literary analysis.

4. **Tutoring Competency I:** Demonstrate compassion and respect for writers who seek tutoring.

   **Learning objectives**
   
   *What you will learn as you master the competency:*
   
   a. Demonstrate awareness of and sensitivity to differences in personalities, learning styles, gender, ethnicity, and cultural and educational backgrounds.
   
   b. Applies basic language acquisition theory to tutoring.
   
   c. Empathizes with possible difficulties faced by writers whose home dialect is not standard English and by those who have not had sufficient exposure to written standard English.
   
   d. Understand that logic underlies common writing errors, and be able to describe common instances of this (i.e., putting commas where a pause occurs; believing that complete sentences cannot begin with a pronoun).
   
   e. While tutoring, use appropriate body language to show interest and concern.
   
   f. While tutoring, give positive reinforcement without evaluating papers.
   
   g. While tutoring, use "I" statements to respond to writing, such as "I'm confused here" or "Tell me more about what you mean here" rather than "This is confusing" or "You are
confusing.”

**Performance Standards**

**Competence will be demonstrated**
- in tutor journal entries and response papers.
- in mock tutoring sessions.

**Performance will be satisfactory when tutor**
- demonstrates awareness of and sensitivity to differences in personalities, learning styles, gender, ethnicity, and cultural and educational backgrounds.
- applies the basics of language acquisition theory to tutoring.
- empathizes with possible difficulties faced by students whose home dialect is not standard English and by those who have not had sufficient exposure to written standard English.
- understands that logic underlies common student errors, and is able to describe common instances of this (i.e., putting commas where a pause occurs; believing that complete sentences cannot begin with a pronoun).
- uses appropriate body language to show interest and concern while tutoring.
- gives positive reinforcement without evaluating papers while tutoring.
- while tutoring, uses "I" statements to respond to writing, such as "I'm confused here" or "Tell me more about what you mean here" rather than "This is confusing" or "You are confusing."

5. Tutoring Competency II: Apply knowledge of basic composition pedagogy to tutoring.

**Learning objectives**

*What you will learn as you master the competency:*

a. Describe several common metaphors for writing (writing as discovery/learning versus writing as translation or as a conduit, writing as linear versus writing as nonlinear), and differences between them. Describe ways these metaphors may affect writers, and, consequently, tutoring

b. Describe common metaphors for tutoring (banker, midwife, ally, coach, etc.) and discuss the differences between them. Describe ways these metaphors may affect faculty members’ and writers’ expectations of tutors.

**Performance Standards**

**Competence will be demonstrated**
- by pretest/posttest.
- in tutor journal entries and response papers.

**Performance will be satisfactory when tutor**
- describes several common metaphors for writing, the differences between them, and ways these metaphors may affect writers and tutoring.
- describes common metaphors for tutoring, differences between them, and ways these metaphors may affect faculty members’ and writers’ expectations of tutors.
6. **Tutoring Competency III: Apply tutoring strategies that encourage writers to be active learners.**

*Learning objectives*

*What you will learn as you master the competency:*

a. Apply tutoring philosophy of “teach the writer, not the writing.”

b. Apply strategies that help writers edit and proofread their own papers:
   - Identify and discuss patterns of error, rather than focusing on individual errors.
   - Use writer’s own writing, whenever possible, to illustrate correctness.
   - Explain punctuation and grammar rules without using jargon.
   - Have the writer, not the tutor, mark changes.
   - Encourage the writer to read the paper out loud, rather than the tutor reading it.

c. Apply strategies that help writers revise for higher-order concerns:
   - Ask appropriate open-ended, "why" questions, both directive and non-directive.
   - Explain revision suggestions using as little jargon as possible.
   - Have the writer, not the tutor, mark changes, and take notes on revision strategies.
   - Encourage the writer to read the paper out loud, rather than the tutor reading it.
   - Paraphrase what writers write and say.
   - Use silence and wait time appropriately.

*Performance Standards*

*Competence will be demonstrated*

- in journal entries and response papers.
- in mock tutoring sessions.

*Performance will be satisfactory when tutor*

- applies tutoring philosophy of “teach the writer, not the writing.”
- applies strategies that help writers edit and proofread their own papers.
- applies strategies that help writers revise for higher-order concerns.

7. **Tutoring Competency IV: Demonstrate competence in basic computer skills.**

*Learning objectives*

*What you will learn as you master the competency:*

a. Use the internet to access the OWL and email.

b. Tutor writers in the basics of MSWord (using the spelling/grammar checker, saving to a disk, printing, troubleshooting).

*Performance Standards*

*Competence will be demonstrated*

- by individual demonstration for instructor.
- in mock tutoring sessions.

*Performance will be satisfactory when tutor*

- demonstrates the ability to use the internet to access the OWL and email.
- demonstrates the ability to tutor writers in the basics of MSWord (using the spelling/grammar checker, saving to a disk, printing, troubleshooting).
8. **Tutoring Competency V: Apply knowledge of the writing process to tutoring.**

*Learning objectives*

*What you will learn as you master the competency:*

a. Apply knowledge of the basic parts of the writing process and linear vs. nonlinear, recursive approaches.

b. Apply methods for helping writers and identifying appropriate revision strategies (higher-order and lower-order concerns) at various stages of the writing process.

*Performance Standards*

*Competence will be demonstrated*

- on pretest/posttest.
- in mock tutoring sessions.

Performance will be satisfactory when tutor

- demonstrates knowledge of the basic parts of the writing process and linear vs. nonlinear, recursive approaches.
- applies methods for helping writers and identifying appropriate revision strategies (higher-order and lower-order concerns) at various stages of the writing process.

9. **Tutoring Competency VI: Demonstrate practical, flexible knowledge of the ten parts of a tutoring session.**

*Learning objectives*

*What you will learn as you master the competency:*

a. Demonstrate practical, flexible knowledge of methods of opening tutoring sessions: introductions and establishing rapport.

b. Demonstrate practical, flexible knowledge of methods of discussing an assignment.

c. Demonstrate practical, flexible knowledge of methods of discussing writers' concerns and assessing writers' feelings and attitudes.

d. Demonstrate practical, flexible knowledge of methods of reading a writers' paper.

e. Demonstrate practical, flexible knowledge of methods of focusing the tutoring session and setting goals.

f. Demonstrate practical, flexible knowledge of methods of responding to a paper.

g. Demonstrate practical, flexible knowledge of methods of discussing higher-order concerns (overall focus and thesis statement; audience and purpose; voice; overall organization and coherence; paragraph unity and coherence; development and support through use of examples, details, and specifics) and/or lower-order concerns (grammar, punctuation, and other sentence-level issues).

h. Demonstrate practical, flexible knowledge of methods of managing time and checking with the writer at tutoring session midpoint to make sure time is being used in useful ways.

i. Demonstrate practical, flexible knowledge of methods of ending a tutoring session.

j. Demonstrate practical, flexible knowledge of record-keeping.

*Performance Standards*

*Competence will be demonstrated*

- in mock tutoring sessions.
- in journal entries and response papers.
- on the pretest/posttest.
Performance will be satisfactory when tutor
o demonstrates practical, flexible knowledge of the ten parts of a tutoring session.

Types of Instruction
Workshop
Classroom Presentation
Simulated or Actual Work Experience
Individualized/Independent Study

Grading Information
Grading Rationale
Class Assignments 70%
Participation 15%
Posttest/Final 15%

Grading Scale
A 90% - 100%
B 80% - 89%
C 70% - 79%
D 60% - 69%
F Below 60%