I. **OVERVIEW**  
The following information will appear in the 2009 - 2010 catalog

**ENGL 183** *Introduction to Tutoring Composition*  
2 Units  

*Prerequisite:* Satisfactory completion of ENGL 101 with a minimum grade of C or better.  
Introductory course in the tutoring processes of English 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 Division of Literature and Language Arts' learning centers. Field trips might be required. Course is applicable to the associate degree.

II. **LEARNING CONTEXT**  
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**  

1. **Required Content:**

   a. Overview  
   i. Beginning tutoring practices and procedures  
   ii. Introduction to interpersonal relations in tutoring  

   b. Introduction of strategies for tutoring a variety of writers, such as  
   i. Visual learners, auditory learners, tactile learners  
   ii. Reluctant or anxious writers  
   iii. Advanced writers  

   c. Introduction of strategies for working with a variety of writing tasks, such as  
   i. Narrative essays  
   ii. Literary analysis  
   iii. Argumentative papers  
   iv. Reviews and critiques  
   v. In-class essay exams  
   vi. Research papers  

   d. Introduction of strategies for understanding and tutoring students at Basic Skills levels,
i. Examining challenges associated with each level of development, and

ii. Applying strategies and techniques for tutoring writers at each level of development

B. ENROLLMENT RESTRICTIONS

1. Prerequisites

Satisfactory completion of ENGL 101 with a minimum grade of C or better.

2. 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.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)

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

1. Lead discussions of the assigned readings dealing with tutoring and inter-personal relations in tutoring;

2. Assign and/or lead directed small group and large group discussions of tutoring issues;

3. Conduct mock tutorial demonstrations in which the student applies information from reading selections and individual, small group, and large group discussions;

4. Assign compositions of 500 words in response to material specific to tutoring

5. Assign compositions and/or lead discussions in which students are to formulate and express judgments based on information or ideas from reading selections, class discussion, and tutoring experiences;

6. Assign compositions and/or lead discussions in which students are to explain and support judgments with relevant information, distinguishing between what may be regarded as fact, and that which is judgment or opinion;

7. Assign compositions and/or lead discussions in which students are to evaluate and test the soundness of judgments (their own and those of other students and tutors) based on the introduction of new information or of another point of view.
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 observed and the tutor tape recorded) 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)**


5. **Other**: The Writing Lab Newsletter, Muriel Harris, editor

III. **DESIRED LEARNING**
A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:

   Read student writing actively and analytically, evaluating global ideas and surface structures of essays and other texts to discuss with the writer.

B. STUDENT LEARNING GOALS
   Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
   Upon satisfactory completion of this course, the student will be able to:

   a. Describe composition as related to beginning levels of tutoring writing, a. examining the thinking and writing processes of effective and ineffective writers at all levels, and b. employing methods and strategies for effective tutoring of writing.

   b. Read examples of student writing actively and analytically, evaluating global ideas and surface structures of essays and other texts at a novice level, a. identifying the main idea, thesis, or unifying theme in expository writing, b. distinguishing subordinate or supporting ideas and information from higher order ideas and information, c. describing, commenting on, and questioning the effect of the organizational structure, tone, and diction of written discourse, d. pointing out and questioning examples of logical fallacies, or of slanted or propagandistic use of language in argument, and e. identifying, describing, and locating patterns and problems in grammar, punctuation, and spelling.

   c. Demonstrate and discuss the writing process and its elements; including a. methods of generating ideas for a composition, b. methods of focusing, organizing, and developing ideas for a composition, c. methods of and questions for rephrasing a written argument to ensure clear meaning and logic, d. methods of providing coherence within and between paragraphs, and e. techniques and strategies appropriate to writing an academic research paper, including use of conventions of documentation relevant to specific fields or disciplines; employing basic methods and strategies for translating theory into writing effectively and into effectively tutoring writing.

   d. Demonstrate and discuss the editing process, including a variety of sentence structures as needed to provide for readability and indicate relationship between thoughts.

   e. Recognize and discuss patterns of error and deviations from conventions in English composition.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. SUMMATIVE ASSESSMENT

1. Writing assignments: evaluation of the students’ achievement of the course objectives should be based in part on the clarity and effectiveness of their writing and the degree to which the writing successfully incorporates principles of tutoring and composition taught in the course

2. Reading assignments: evaluation of the students’ achievement of the course objectives should be based, in part, on the clarity of understanding of assigned reading selections and the degree to which they are successful in relaying tutoring strategies. Understanding and recognition may be demonstrated in class discussion or more formally in written analyses or examinations (2,500 words minimum)

3. Mock tutoring demonstrations