Modesto Junior College  
Course Outline of Record  
ENGL 184

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

ENGL 184  Advanced Tutoring of Composition  2 Units

Prerequisite: Satisfactory completion of ENGL 183 with a minimum grade of C or better .  
Course in the advanced techniques of tutoring processes of English composition. Students will further  
develop strategies for tutoring developmental to advanced writers. Specific focus will be on advanced  
techniques for improvement of fluency, structure, revision, proofreading, and reading and on the study of  
timely issues affecting tutors and students. 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. Advanced demonstration and modeling of tutorial sessions involving a variety of writers, such as  
i. Visual learners, auditory learners, tactile learners  
ii. Reluctant or anxious writers  
iii. Developmental writers  
iv. Advanced writers  

b. Further application of composition theories with a variety of writing tasks, such as  
i. Narrative or recall essays  
ii. Literary analysis  
iii. Argumentative papers  
iv. Reviews and critiques  
v. In-class essay exams  
vi. Research papers  

c. Articulating the interaction of global ideas and surface structures in student writing  
i. Synthesize the relationships among the global aspects of essays:  
   a. Title
b. Introduction and thesis

c. Body paragraphs, supporting details, and evidence

d. Conclusion

ii. Review of grammar and punctuation

a. Basic parts of speech

b. Sentence structure and grammar

c. Punctuation

d. Articulating the significance of contemporary topics to developmental to advanced writers. Topics may include terms such as:

i. Writing across the curriculum, where subject matter and assignments across the campus vary from semester to semester

ii. Generation 1.5

iii. Standardized assessment

iv. Changing technologies in education

v. Cultural diversity

vi. Additional study of other timely issues such as those listed above

a. Explain the significance of these issues in the classroom

b. Understand how various issues surface in student writing

c. Articulate to students how to overcome deficiencies resulting from such issues

B. ENROLLMENT RESTRICTIONS

1. Prerequisites

Satisfactory completion of ENGL 183 with a minimum grade of C or better.

2. Requisite Skills

Before entering the course, the student will be able to:

a. Describe basic concepts of composition theory as it relates to beginning levels of tutoring English 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;

c. Demonstrate and discuss the writing process and its elements, employing basic methods and strategies for translating theory into writing effectively and into effectively tutoring writing.
C. **HOURS AND UNITS**

<table>
<thead>
<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td>36.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Lab</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disc</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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. Observe tutorial sessions in which the student further models tutorial strategies for students enrolled in Introduction to Tutoring Composition (English 183), applying information from reading selections and individual, group, and large group discussions;

4. Assign compositions of 500-1000 words drawn from tutoring experience and/or writing philosophies as they relate to tutoring;

5. Assign compositions and/or lead discussions in which students are to formulate and express advanced 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 writing 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 edited by Muriel Harris

III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

Demonstrate advanced facilitative and leadership skills relating to tutoring practices and procedures.

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. Demonstrate advanced facilitative and leadership skills relating to tutoring practices and procedures, such as the ability to lead discussions and model tutorial sessions.

b. Analyze composition philosophies as they relate to tutoring writing, a. evaluating the thinking and writing processes of writers from developmental to advanced levels, and b. selecting and employing methods and strategies for translating theory into writing effectively and into effectively tutoring writing.

c. Demonstrate advanced methods and strategies for reading and writing actively and analytically, evaluating global ideas and surface structures in student writing and in assigned class texts.

d. Evaluate relationships between literature and local students, speculate the impact of contemporary topics on local students, and anticipate the outcomes of local students based on
topics such as, writing across the curriculum, generation 1.5, standardized assessment, technology in education, cultural diversity, and other timely issues.

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