Eng 489-01: One-to-One Teaching Practice and Theory
TR 3:35-4:50 PM

Instructor: Dr. Deepak Pant
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Office: Faner 2276 & Morris 236
Classroom: Faner 122
MWF 10-11 AM (Morris 236)
TR: 2-3:30 PM (Faner 2276)

TEXTBOOK:

COURSE OBJECTIVES: This course will introduce you to the major theoretical approaches to tutoring writing and ways these approaches are applied in the real practice. You will discuss important issues from theories and your hands-on practice that will prepare you to guide student writers in writing.

By the end of the course, you should be able to

• Analyze different types of student papers focusing on organization, documentation, process, and grammar/punctuation and give constructive feedback to tutees in various rhetorical contexts

• Plan and implement tutoring strategies on a one-on-one session depending on students’ needs, learning styles, and expectations

• Serve as a generalist tutor, providing feedback as a general reader while also helping students become aware that there are characteristics associated with writing in specific disciplines

• Increase your awareness of issues relevant to specific student populations (e.g., English as a Second Language and dialect speakers and students with learning disabilities) and your ability to negotiate difference in your tutoring sessions with critical self-awareness and sensitivity to differences in culture that can productively inform writing center sessions

• Reflect on your role in your tutoring sessions--and on ways that the location of power at work in them can shape the learning possible for both you and your student

• Develop from your experience in the classroom and the writing center a working philosophy of tutoring

• Develop positive communicative skills, both verbal and non-verbal, that a one-on-one tutor is expected to have

CLASS STRUCTURE:

This class is discussion-based seminar type where you will read contemporary theories and connect them to your observations and tutoring practices at the Writing Center. Besides, you will also brush up your HOC and LOC (Higher Order Concerns and Lower Order Concerns) through analysis of student essays and your own in different forms and disciplines. You will also do internship at the Writing Center which includes observing tutoring sessions in the first half and tutoring students yourself in the second half. During your three hours a week of hands-on work with student writers, you will first observe other tutors and become acquainted with how the Center is structured, and then in subsequent weeks begin holding your own sessions with student writers. (The usual period for observation is around four weeks, though I will confer with each of you individually to see when you are ready to begin.) To help you make the transition to tutoring, I will assign each of you an experienced tutor to serve as your mentor during at least one of your assigned hours, though you should observe as many experienced tutors as possible to gain a broader understanding of different styles and approaches to tutoring.
COURSE POLICIES:

Attendance:
Class attendance: Much of the work for this course will be completed during class in small- and large-group activities and discussions. Regular attendance, then, is crucial to the effectiveness of the course for you and for the class as a whole and thus crucial to your final grade in the course.

Writing Center attendance: You will visit the Writing Center for three hours per week to observe tutoring sessions and then to tutor students yourself. Your absence during an assigned Writing Center hour affects not only the tutor and class work but also the tutees and their trust in the Writing Center and its staff. Also, class members must stay for the whole of their assigned Writing Center hours regardless of whether there is a session to observe or a student to tutor.

If you are ill or an emergency arises and you cannot work your regularly scheduled Writing Center hours (early in the semester when observing as well as later in the semester when tutoring), call the Writing Center (453-1231) and ask the staff member answering the phone to note your absence. Also notify me as the Center’s director of your absence and its cause (preferably email: dpant@siu.edu).

If you are absent without notifying the Writing Center and myself, your grade will be lowered by 1.0 points for each absence up to three. After three “no shows,” your grade will be lowered by 5.0 points per absence.

Being on time for your Writing Center hours is also very important. If you are running late, contact the Center’s front desk, 453-1231 and let them know that you are on your way. If you are late more than twice, you will need to make an appointment with me to discuss the problem and make any needed adjustments to your schedule.

Plagiarism: Plagiarism (presenting someone else’s work as your own) will not be tolerated. It is your responsibility to look over the section on plagiarism in the Student Conduct Code where the issue of plagiarism is discussed. If you have any remaining questions on this issue, please let me know.

Students with Disabilities: Following both a commitment to equal opportunity in education and federal law on disabilities, Southern Illinois University accommodates the needs of students with disabilities in matters such as the time and place of testing and seating arrangement, etc. Students with disabilities should inform the instructor at the outset of the semester of any specific needs they have. Such information will be kept strictly confidential. If students with a disability have questions or concerns about their rights or the resources available to them, they should contact Disabled Student Services (453-5738).

REQUIRED WORK:

Please keep all of your written work for the course together in a pocket folder and turn it in at the semester’s end. The folder should include your written notes for the assigned exercises (such as the definition of a writing process terms), the 3 response papers, the short essay, copies of three observation notes on sessions observed, and the rough and final draft of your research paper.

1. THREE RESPONSE PAPERS (Combined: 30% of the final grade):
For each response paper, you will be given a separate assignment sheet.

First Response paper (10%): This response paper involves summary and response to assigned readings as a writing to learn activity in preparation for class discussion.

Second Response paper (10%): In this piece, you will do a self-study, reflecting on your own tutoring, with
particular focus on several transcribed sections of an audio recording of one of your own tutoring sessions, and connect your reflection to some of the themes and points in our readings and class discussions.

Third Response paper (10%): In this final response, you will reflect on your growth as a tutor through focusing in detail on two of your own tutoring sessions (one early/one late) and reflect as well on aspects of your tutoring evident in your sessions that are expressive of your tutoring philosophy.

2. TESTING PRACTICE & THEORY PAPER (25%): In this essay, you will focus on a specific aspect of tutoring, drawing evidence and support from your observations of several sessions and from several of our readings.

3. RESEARCH PAPER (30%): For this assignment, you will write a research paper on a specific writing center-related topic. In developing the topic, you should focus on a significant issue or set of issues within the topic that pose some sort of challenge for writing center tutors.

Evaluation: Your written assignments will be evaluated based on the degree to which you grapple with the complexity of the topic being discussed as well as on the clarity and effectiveness with which you present those issues and their complexity to the reader. More on the evaluation of the assignments will be included on the specific assignment sheets.

4. GRAMMAR & PUNCTUATION ERRORS YOU SHOULD KNOW HOW TO EXPLAIN: (Quiz on these errors, 5% of final grade)
   - Sentence fragment
   - Run-on or fused sentence
   - Comma splice
   - No comma in compound sentence
   - No comma after introductory phrase or subordinate clause
   - Lack of comma in a series
   - No commas setting off a non-restrictive element (phrase or clause)/Commas setting off a restrictive element
   - Possessive apostrophe error / “its” versus “it’s”
   - Non-parallelism
   - Dangling Modifier
   - Subject-verb agreement error
   - Pronoun agreement error
   - Vague pronoun reference
   - Tense switching
   - Objective pronoun as subject
   - “I” as objective pronoun

5. CLASS PARTICIPATION, 10%: Class participation is an integral part of this course. Regular attendance is an expected part of class participation. Your grade will be determined by the following:
   - Regular attendance
   - Frequency and quality of your comments in class
   - Quality (and timeliness) of your completion of assigned activities in preparation for the class
   - Performance on informal in-class writing
   - Quality of your questions for helping to initiate class discussion on the date assigned
   - Quality of your grammar presentation on your assigned error

In general, quality of participation depends in large part on bringing together aspects of theory from our readings with aspects of practice from your hands-on experience in the Writing Center. If you expect to do well in this class, then, you should come prepared and ready to contribute to the discussion of the material assigned and its intersections with writing center work.
The grading scale below will be used to figure each student’s final grade:

100 - 90 = A  
89 - 80 = B  
79 - 70 = C  
69 - 60 = D  
below 59 = F

__________________________________________________________________________

SYLLABUS: Please be aware that the syllabus needs to be flexible, to some extent, given such issues as individuals from other units involved in some of our class sessions and student in-class presentations that may take longer than expected. Except when otherwise specifically stated, all assignments are due on the date they are listed.

**1/25-1/29, Training for the whole Writing Center staff: During the second week of classes, before the Center opens, your three hours will be devoted to attending initial training workshops for the whole WC staff.** I will announce the schedule for these sessions and tutoring schedule for the semester, both in class and on the Center’s listserv (WRITCENT) once these schedules are completed.

**2/1, the Writing Center opens.** At that time, your three regularly scheduled Writing Center hours begin.

1/19: Introduction to the class: review course description & syllabus; workshop on a student essay

1/21: Introduction to the Morris Writing Center (we’ll meet in the Morris Writing Center)

Read the article, “The Concept of a Writing Center” by Harris on [http://writingcenters.org/resources/starting-a-writing-centre/writing-center-concept/](http://writingcenters.org/resources/starting-a-writing-centre/writing-center-concept/)

Assignments and DUE Dates

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